**TRANSCRIPT 11**

**P11**: Participant 11

**R**: Researcher

R: Good morning, ma’am.

P11: Morning.

R: How are you doing this morning?

P11: I’m good, thanks and yourself ma’am?

R: I’m good. My name is Isabel Shilenge. I’m a Master’s student at the University of Pretoria. Um thank you for honoring this uh appointment. Uh the title of the study is ‘An exploration of support needed by nursing students to develop their professional dignity’.

P11: Yes ma’am

R: Uh just as a reminder what is meant by professional dignity ‘it is the manner in which a professional person views him or herself integrated with a manner in which other people view him or her as a professional person. One has a professional dignity when one views oneself as a professional person of value integrated with others view of a person as a valuable professional person’. Do you understand the term ma’am?

P11: I do understand ma’am.

R: Ok just as a reminder and summary to go through our information leaflet, uh we have discussed the aim of the study also we have discussed that it will take about 40 to 45 minutes however it depends on the way that we are going to be discussing based on your um discussions, what you are going to be giving back…and then uh also there are no risks involved, if there is some questions that when I ask they maybe um take you back and they make you feel distressed maybe due to a previous experience related to whether in clinical or in theory, please know that we are going to refer you, and feel free to know that you are going to be referred to student counselling at no cost to you. I f you feel that you do not want to answer any of those questions it is also fine ma’am.

P11: Ok, noted.

R: It is a voluntary participation, so at any time you can withdraw and then there are…there is no compensation that is going to be paid out to you…and the ethical approval was granted by the Research Ethics Committee from the University of Pretoria, the Department of Health as well as GCON for data collection. The interview is going to be audio recorded, do you agree on that one ma’am?

P11: Yes ma’am, I do agree.

R: and take note that your name will not be appearing anywhere on the study, and the findings once they are out you are allowed to come and view them, we will contact you if you need us to contact you.

P11: No problem, noted.

R: Do you agree to continue with the interview?

P11: Yes, I am agreeing ma’am, you can continue.

R: Ok, thank you very much ma’am. Uh the question ‘What support do you need from others to feel dignified as a nursing student?’

P11: Ok, um given the fact that being a nursing student comes with a lot of uh strain, it comes with a lot of emotional distress um it also comes with a lot of responsibility, you are given a lot of responsibility, and being taught how to work under minimum supervision also carries it’s own responsibilities as well…that for me says that there’s gonna be a lot of psychological support needed. I myself as a student nurse, a senior student nurse in the whole training, feel that I …I require a lot of psychological uh support for reasons that we find ourselves in spaces in the clinical facilities where you…a patient demises, you’re with them and according to your…your values you…you feel uh taking care of this patient and seeing them recover, when they don’t, that for you just messes you up on the inside though you have to keep it professional at all times. So, I feel for that reason mainly for me, a lot of psychological support is needed for student nurses…and with my level 3 outcomes, which include managerial duties, I feel we need the support from our operational managers and facility managers when going to clinicals because I believe they have um better guidance to give than when you are here at college and there’s lecturers, their main aim is teaching. So, with OPM’s and facility managers, you will find that they will better guide you how to manage a unit, how to manage your stock, how to go about managing you know units…different units in the health care settings. So, I feel that’s another kind of support that we just might require as student nurses a lot…and then um I won’t touch financial support, our bursary is already doing that. Thanks to the department that’s relevant…uh another form of support that I would encourage or that I would recommend students…student nurses get, is um…is…is support academic support. Um for me to be able to give that which is required or to perform duties at the level that is required in the clinical facilities, there has to be a stable foundation in the theory side so, if academically I’m not being supported adequately, it means that whatever I’m gonna try to integrate to the WIL component for that particular matter, is not gonna be sufficient to carry out patient care or to do those managerial duties like I said or to conduct any to be competent in our outcomes. So, I believe those are my mains, I believe we have to get support in that manner for us to be competent nurses and um I preparation for being professionals, we are out there being students, we are in communities, we come from societies which perceive us as professionals already. So, I believe…I believe that giving emotional support mainly which falls under psychological support um getting there from the nursing institution that you go to, uh being taken seriously by them…them valuing your level as a senior student nurse them uh trying to mitigate flaws in the study material that you have, them trying to actually patch loopholes where they find there are loopholes…it is very important because it goes to the level where as a professional you feel that I’m being trained adequately, people trust me to do right things in the facilities and I’m getting that from the…from the nursing institutions. So, my…my main of the 4 that I mentioned ma’am, gonna be…is gonna be the emotional support thereof, because I believe that a lot of strain comes form that um from that core aspect…followed by physical you know wellbeing of the…of the students which that part unfortunately we have to make sacrifices as student nurses, we have to learn how to endure the long working hours in the facilities, we have to just try to accommodate everything in the curriculum so that we become competent professionals…so, for the physique of the nursing student that comes when it’s you know when it’s due but when it comes to making sacrifices in that part then let it be so that we gain the dignity or we gain the image that people see when we are walking around in uniforms.

R: mm

P11: So, that’s…that’s how I believe we can…us student nurses can get assisted or can get um the support that we need in the training.

R: Ok ma’am.

P11: Yes ma’am.

R: You talk about being valued as a student nurse, can you elaborate further on that one?

P11: Ok. Um being a student like I said uh it calls for a lot of…a lot of responsibility. You carry a lot on your own…and like I mentioned working under minimum supervision means that you are already portraying your professionalism in that way. So, being valued um its…especially referring when you are in theory component, try to make sure that students get that which is due to them. I will give an example of study material, getting faulty study material as a student nurse means that I stand a chance not to be competent during summative or formative assessments. That is devaluing a student for me. So, set the standard um of assessment to a point that a student is gonna actually not struggle to understand and have to go all the way out to comprehend your lessons…um I feel that is valuing a student nurse well and also acknowledge the...the hard work that the student puts you know don’t try to put pressure on a student, already you are doing everything, you are tearing all the muscles trying to be a um trying to…to go to the standard that nursing is know…is known to be, so if you are not basically respecting your students or you feel they are just students they will pull through, then that for me is not valuing your students.

R: mm

P11: Yes ma’am.

R: So, what support do you need from the lecturers?

P11: Ok, so from the lecturers…lecturers’ um I would like more availability of our lecturers you know, let…let consultation time be that one on one time where you are free, you…you are getting that environment free environment that you couldn’t get in front of all other um students. Let it be that. So, the availability of the lecturer to the student is very important because I believe that’s where comprehension happens. If you miss something in class and your consultation should be your final route, it should be your now I stop here, I got what I wanted, I understood. So, more availability from the lecturers, um a lot of patience is required from the lecturers as well because um we are…we are now taught to say ok you need to create a positive learning environment for your students, but you find the lecturers are not creating that for you. A threatening learning environment can say uh you are not gonna be competent in what you are doing…and that sets you up for failure so if the lecturers can be more patient and accommodating as well that would be nice…yes, that…that is what I feel uh that’s the level of support we can get from the…from the lecturers.

R: mm…you talking about a threatening environment, um can you explain further on that ma’am, for clarity?

P11: Ok…oryt…um you…you get to class, and you cannot freely express yourself or you cannot freely ask questions because you are afraid to be maybe humiliated, or you are afraid that should you give a wrong answer then that marks you, you are known to give wrong answers. So, that…that for me is a threatening learning environment. Learning just doesn’t take place if you can’t seek clarity. So, basically it threatens you if you can’t be open, if you can’t…if you are not open to critical debating and you know constructive meaningful clarity from your lecturers or your peers. Then, that for me is a threatening environment.

R: Oh, I hear you ma’am. What do you think should be done to support you in developing your professional dignity?

P11: Ok, um what can be done to support um to support me as a student nurse to attain uh professional dignity, um firstly you…you know make me competent…

R: mm

P11: …let your lessons lead to competence. Let the end results to that lecture, to that structured clinical guidance be competence. Aim yourself at making the student competent so that they become a nurse that you as a lecturer would wanna be nursed by. That is…that is me I will end it there because that’s what I value most and I believe if somebody makes you competent and you are confident, then it boosts your…your professional dignity. It takes you to a whole new level and you feel you earn the respect that you require…that’s it.

R: Ok ma’am.

P11: Yes ma’am.

R: What support do you require from professional nurses during WIL to support you in developing your professional dignity?

P11: Ok um I feel that professional nurses can actually be more involved, more interested or let me say interested in what we…we are there for, because remember before you go to the facilities, you are given outcomes. Allow me to be competent in that which I’m there for, take interest in it if they say I’m there for research even though if you have not done your own study just you know just take interest in what I’m here for. That way in motivates the student to keep going because they know that somebody is guiding their practice…um and remember if you know professional nurses are very interested in what we are doing, it means that there is a room to correct you when you’re going wrong. So, I would like to see professional nurses interested in what we are doing and not just signing us off for the sake of doing that…um more interest…um let there be more authenticity, remember if you are going to sign for me but you do not even know what procedures is about all the way, then that for me is not authentic…it’s not an authentic signature, you just signing for the sake of…yes ma’am.

R: So, you’re saying that professional nurses should be interested…

P11: Yes, ma’am.

R: in why you are there

P11: Yes, ma’am

R: Uh would you explain further in what way should they show their interest

P11: Ok, um I would really be glad if professional nurses could take time…I know its…its busy in the units, they’re short-staffed nurse but if is…if every once in a while, for the duration of…of the clinical um component, can the professional nurses at least take some time off their busy day to see if you are following through your workbook correctly, if what you are doing is set out to be your outcome, and are you achieving the outcome in a sequential way that’s said to be achieved in your workbook or procedure manual…in that way you know I…I feel they…that is the way they could actually show interest, and also um somebody wanting to know actually what your outcomes are, wanting to hear from me, means they are interested in what you are there to do unlike going to the ward or in the clinic and just getting there they say ‘no just see what you can do’…ai that for me does not show interest…you are just happy to have somebody who’s gonna fill the gaps that are there, if there is short staffed nurses or if there is you know a duty that no one wants in the unit and you see me and you are like ‘no she’s here, we are gonna use her for that’…so they could at least show interest by doing such just by engaging with the student nurses ‘why are you here, how do you feel we can achieve this, how do you feel we can help you achieve this’ that sort of interest

R: mm

P11: that’s what I expect from them.

R: Do you believe that as a nursing student you are getting that support from the professional nurses during WIL?

P11: Um its not everywhere that we get such support. Facilities are different, we go to different facilities, you find yourself in a um in a unit where you have from OPM to the last ranked nurse, everybody cares about how you are doing in the unit and are you achieving that which you are there for and then there’s facilities where you find ‘no, do…do whatever, at the end of the day we can’t sign you off without doing anything’. So, its not everywhere that we get the support, and some…some units we do get such support but its not adequate…you know its not enough to…to actually say no now this is enhancing my professional dignity, now I feel like I am you know I am moving forward as a professional. It…it is there but it is not adequate, so some units can improve on how they implement these and, in some institutions, unfortunately there isn’t support at all, not mentioning names but I have been to institutions myself where I felt why am I here, did the person who placed me here uh do an analysis of what happens to the students here um has this person not been a student before, why is she or he treating students like this…I have been in such situations that will aggravate your emotions and will just make you feel unappreciated…but yes, it differs from institution to institution.

R: So, when you are in this situation where you feel you are not being appreciated and uh there’s not enough support, how do you cope?

P11: Uh personally I just you…you…you know I escalate matters accordingly. If I feel I’m in a place and there is no moving forward, there is no achiev…achievement of outcomes, i…i…its clear communication to the lecturer to say please do not be alarmed if I do not come back with the necessary skills from these facility because uh this and this is happening and I’m not…I’m not being helped out, I am not being encouraged to or I am not being given the opportunity to learn…so, basically I’m not learning anything here. That’s first how I approach the matter so that the person who’s expecting your competency book at the end of the day know that oh she’s not having this because she encountered such problems…um secondly I’m a very intact person, I’m a very resilient person fortunately for me, so I don’t get broken easily, uh you’d rather just substitute you…you know even though you are there for specific outcomes, patient care is still involved. So, if I can’t achieve an outcome in research, let me not spoil the day and waste it away. Let me fill a void where a patient needs me. You’re putting the needs of a patient first, you’ve worked, you sign it off you go…at least you did something that dignifies you as a professional or as a student nurse. At the end of the day if I help somebody get through their day in the healthcare facility, that for me is fulfilling, even though somebody make it seem like my outcomes are not important.

R: You’re saying that you communicate your need to the next level of uh that person that you need to complain to…in this instance you’re saying you lecturers…

P11: Yes ma’am.

R: Um do you find that it helps to communicate, if yes please explain further how does it help?

P11: Ok, yes it…it does help. It helps in a sense that you can get a way forward from the person you are reporting to…um I…I…I have had instances where we were in a facility, they were not expecting us due to ignorance of communication like email by the manager, and when we presented ourselves they said to us ‘no, we are not expecting you’…so, we had to communicate this to our lecturer and say what do we then do and she said ‘ok, I will take initiative to tell call the facility manager and make him aware of the communication I made on this day’…so, it helps give a way forward, a clearer way forward than if you take matters to your own hands and say ‘no, I’m just gonna go home, they are not expecting me’…

R: mm…what support do you require from the other members of the multidisciplinary committee or multidisciplinary members to assist you in developing your professional dignity?

P11: Ok, um I…I feel that…I’m gonna…I’m gonna focus this on the doctors, mostly because that who we encounter the most and also the people who do administrative work in the…the healthcare services or healthcare facilities, um you…you know how a doctor will work hand in hand with the nurse to actually uh achieve patient care…when you are in the facilities, I feel members of the multidisciplinary team in this case the doctors, should actually utilize the skills, than utilize you…don’t…don’t use me but use that which I carry that can assist in actually improving patient care. You…you know I actually feel doctors have a tendency of…of you know ‘we…we are above them, so we can do as we please with them’ and that for me is…is devaluing for me, it you know it brings you down as a professional to say but ‘I can do what they can do, why is he treating me like this’…if…if doctors can recognize the skills that are necessary for patient care they can work hand in hand alongside with nurses, in an amicable way that says now this is a killer-team for patient care. So, in the multidisciplinary team I would focus more on the doctors because um that’s where I feel students nurses especially encounter problems…you know we are being looked down at by…by doctors and I would feel um I would say that…that needs to change you know, they need to give us support like if it comes a time when you have to explain to me what your findings of a diagnosis are, at least try and explaining them so that I can work my skills uh you know pertaining to what you gave me as a…as a doctor, and I also mentioned the administrative uh teams in the healthcare units…

R: mm

P11: uh for you to capture any data, you need me to be there to actually interview a patient during my…my admission or during a patient’s admission or I do admission. I’m the one who gets firsthand information from the patient. So, if an admin uh administrative worker is gonna give me an attitude of saying ‘but you are just a student nurse what do you know’, then it means I just might not give you reliable uh information and not because I’m trying to be spiteful, but because you are trying to create a threatening environment for me in the…in the workplace…so, we…we get a certain attitude from admin workers in the facilities which gets you thinking ‘are student nurses even…do we…do they even have a place here’, so if you’re…you…you…its across. I think in most of the facilities that I have went to, I’ve gotten an attitude from the admin people, you go to look for a file…a patient’s file and they be like ‘can’t you wait like everybody else’ and I’m like ‘but this person we are experiencing an emergency with th…we seriously, urgently need that’…and they’d be treating me like you are just…you are just a baby, what are you saying…So, I feel if they can improve on those skills then that will…that will help us build on our professional dignity as well. It will help build the image.

R: So, ma’am you are mentioning the attitude from the doctors and also from the administrative personnel, so when you find yourself in that instance, how do you cope?

P11: Um you know it becomes…it becomes very hard to go about your day I will be honest, because um you…you know if somebody makes you feel like um you are…you do not for…form part of the team, it…it sidelines you, it puts you on a corner…and being put on a corner makes you question your…your abilities to actually um perform a task or go about your duties, hence I say if you are not resilient enough, then it just might demoralize you…you feel demoralized, you don’t wanna go about that day…you just want to change facilities, you don’t want to be there and that says to people you are not ready. It actually just…i…i…it downgrades you; you know it doesn’t contribute to professional dignity…so, that…that’s how I feel.

R: Ok ma’am, I hear you. Where do you think the support should start?

P11: Where?

R: mm

P11: Where? Ok um the support should start…I feel the support should start with the lev…with the students themselves. I…I had to…to gain self-motivation as support for myself to go face the world because remember you start here with theory when you start school initially, but you have to go out there, you have to face patients on your ow…on a live basis…so it takes self-motivation to go and be brave enough to help somebody you don’t know. So, it should start with the students, with a little bit of self-motivation um characteristics of resilience you know just try adopting that and then it goes to the um the nursing education institutions. What we are taught here, is what we give when we go to the facilities, so if I’m being taught the wrong way here and in college, it means when I get to the facilities, I am going to do things wrongly so uh the institution itself needs to see that education is of quality…you know they need to uphold the standards of that particular quality education all the way to the end, don’t compromise. If there’s any uh faults that you need to amend do that just so you keep the quality going…and you have proof to the people you know this is what we are teaching ma’am, she’s doing anything else that’s on her part and then it goes all the way to the…ok in the institution, management needs to do their part in making sure that the lecturers have a are capacitated in a way that will say the student will leave the institution um competent capable professional nurse and then lecturers should also take initiative on their part to say ‘there needs to be learning taking place, I can’t skip classes for my personal reasons’ unless stated otherwise and unless they are unavoidable and lecturers also needs to avail themselves to students…give them time, consult with them, do everything necessary to ensure the students um understand what is being taught but also that require the commitment of the students as well. I can’t avail myself to people who don’t wanna see me and the um you know from lecturers then it goes all the way to the students. Uh we carry the responsibility for our own learning you know take uh…uh…um self-learning approach, self-directed approach towards your learning uh it’s not the responsibility of the lecturer to make sure that I fully comprehend everything that is why the self-studying is other means, so that support incorporate it with the commitment of the student I believe um yields in…in a very competent and capable nurse and yes, here at college that’s how I believe we can do things…and then in the facilities, should I go there?

R: Yes

P11: Ok so in the facilities um it starts with management…it starts with management, I believe that a unit as managed adequately and correctly, we are gonna achieve learning outcomes that are in par with what we got from college. If we get to a unit that is less managed, chances are you…you are gonna do the wrong things with the rest of everybody and is not gonna seem wrong to you, and it won’t be your fault that’s how they do things. So, I believe with…with proper management in the facilities uh proper staff uh development…you know when you…when you are concerned about your staff’s uh wellness, you know that I believe that yields…it…it gives us professional nurses that are ready to welcome us and say ‘no, don’t be afraid, this is…when you feel overwhelmed this is how you can do it’ because they will be getting that from their own management. So, in the hospital levels if management is up to standard if they are doing things that are in order then the rest of the chain going down, or the rest of the pyramid or whatever going down, is going to be easier to get motivated and to support each other…and I believe if the OPM’s support the staff there, the staff is gonna support the students and the students can as well come back and peer support. So, it’s a nice chain of building each other towards achieving our professional dignity.

R: mm…uh do you have any more information that you’d like to share in terms of support that you need to develop your professional dignity…maybe both from clinical and also the nursing institutions?

P11: Ok, um not really much that I have but I…I…I would recommend that you…you know what…what management would do for the staff like having uh staff wellness day, try that for the students as well. They just might need that…

R: mm

P11: in as much as you saw the need with your…with your staff, see a need with the students you know, engage students. If there is in-service training to be attended, include a student then they will feel you know I’m…I’m being recognized. Recognition is important in the profession because it encourages you to go beyond and above your scope and just actually give the patients the best of you. So, recognize students as one of your own in the facilities let…let there be uh ‘she’s just a student’, I’m not just a student. Yes, I am a student, but at the end of the day I am forming part of the profession at large.

R: Ok ma’am um we’ve come to the end of our interview…um I would like to thank you again for honoring the appointment and like I said you are welcome to come and view the findings once the study is published.

P11: Ok ma’am. Thank s so much for having me.

R: Thank you, ma’am.

P11: Thank you.

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