

# Preserving dignity in care:

Nursing student perspectives

## NET Conference 2019

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# Content

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Background

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Data collection and analysis

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Discussion points

# The research

An exploration of nursing student perspectives on the influence of 'people' and 'place' on the preservation of dignity in nursing care

# Results



## Participants:

- Identified more ‘people’ factors than ‘place’ ones
- Ranked the ‘people’ factors as being more important than the ‘place’ ones

# Nursing students ...

“...need to have dignity  
instilled into the way  
they think and act from  
their very first day”

Commission on Dignity in Care  
for Older People (2012, p. 35)



# Participants

Year 1 = 10

Year 2 = 12

Year 3 = 9

- 31 participants in total
- 5 year-specific groups

# Nominal Group Technique



**Silent  
generation  
of ideas**

**Round  
Robin**

**Voting and  
ranking**

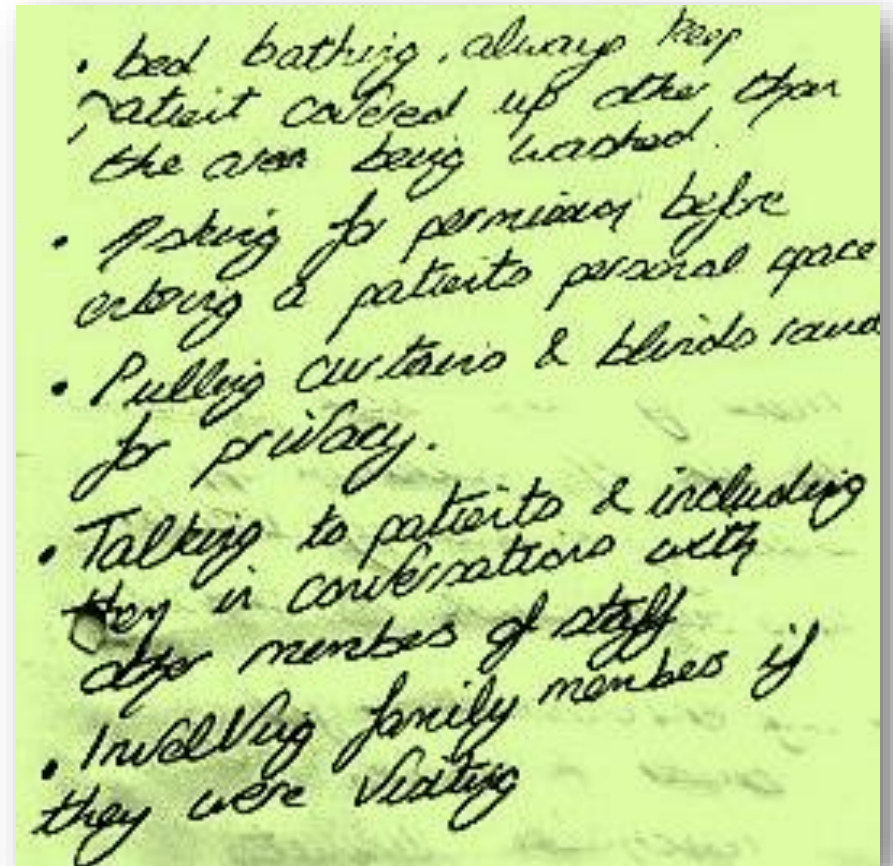
Kennedy and Clinton (2009)



# From a personal list ...

List anything in the situation that helped preserve dignity in care ...

- Q1: People
- Q2: Place



• bed bathing, always keep patient covered up other than the area being washed.

• Asking for permission before entering a patient's personal space

• Pulling curtains & blinds round for privacy.

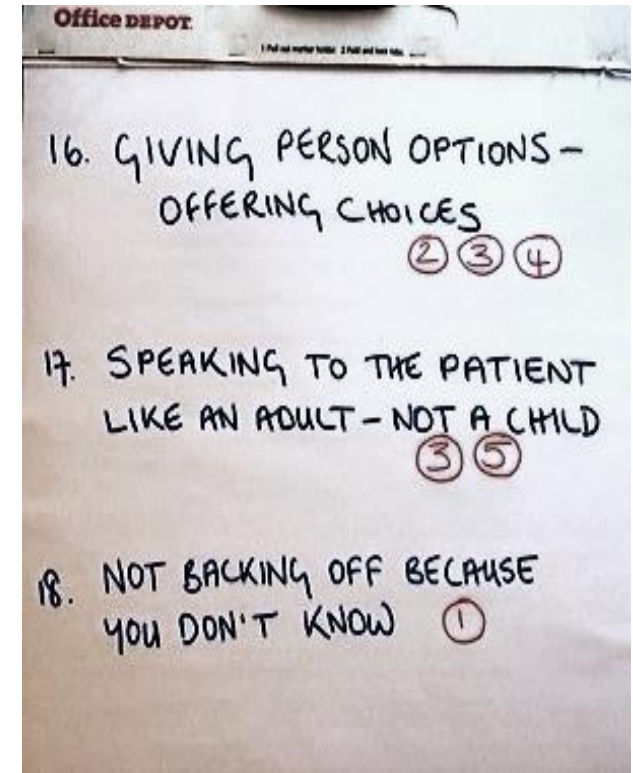
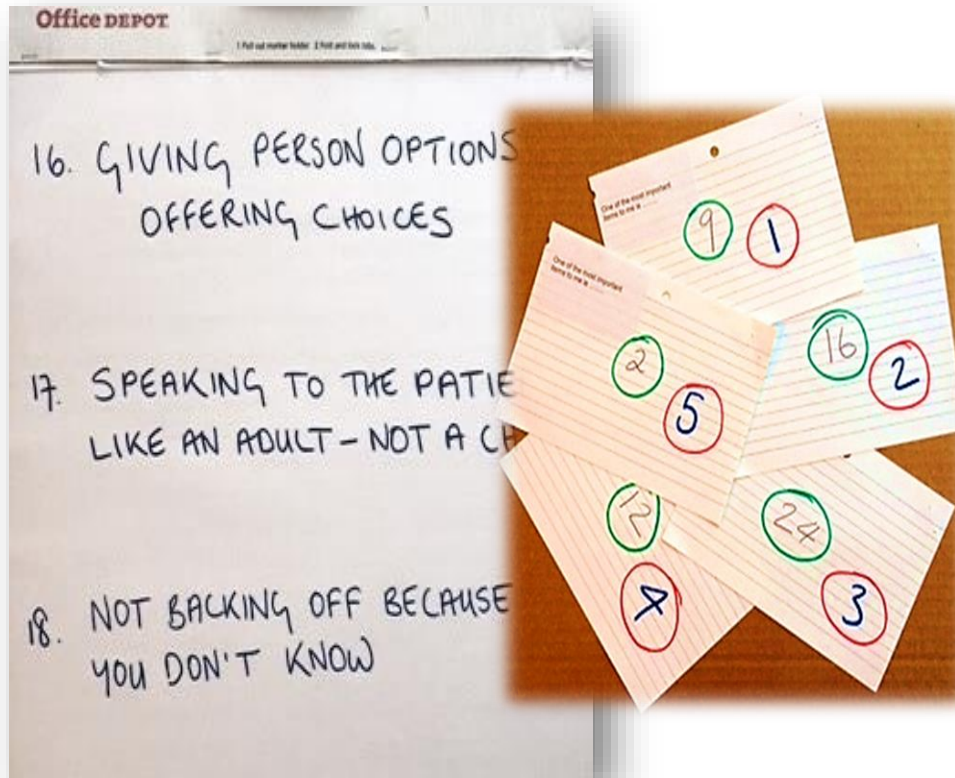
• Talking to patients & including them in conversations with other members of staff

• Including family members if they were visiting





# ... to a group list



# ... in rank order



# Analysis of raw data

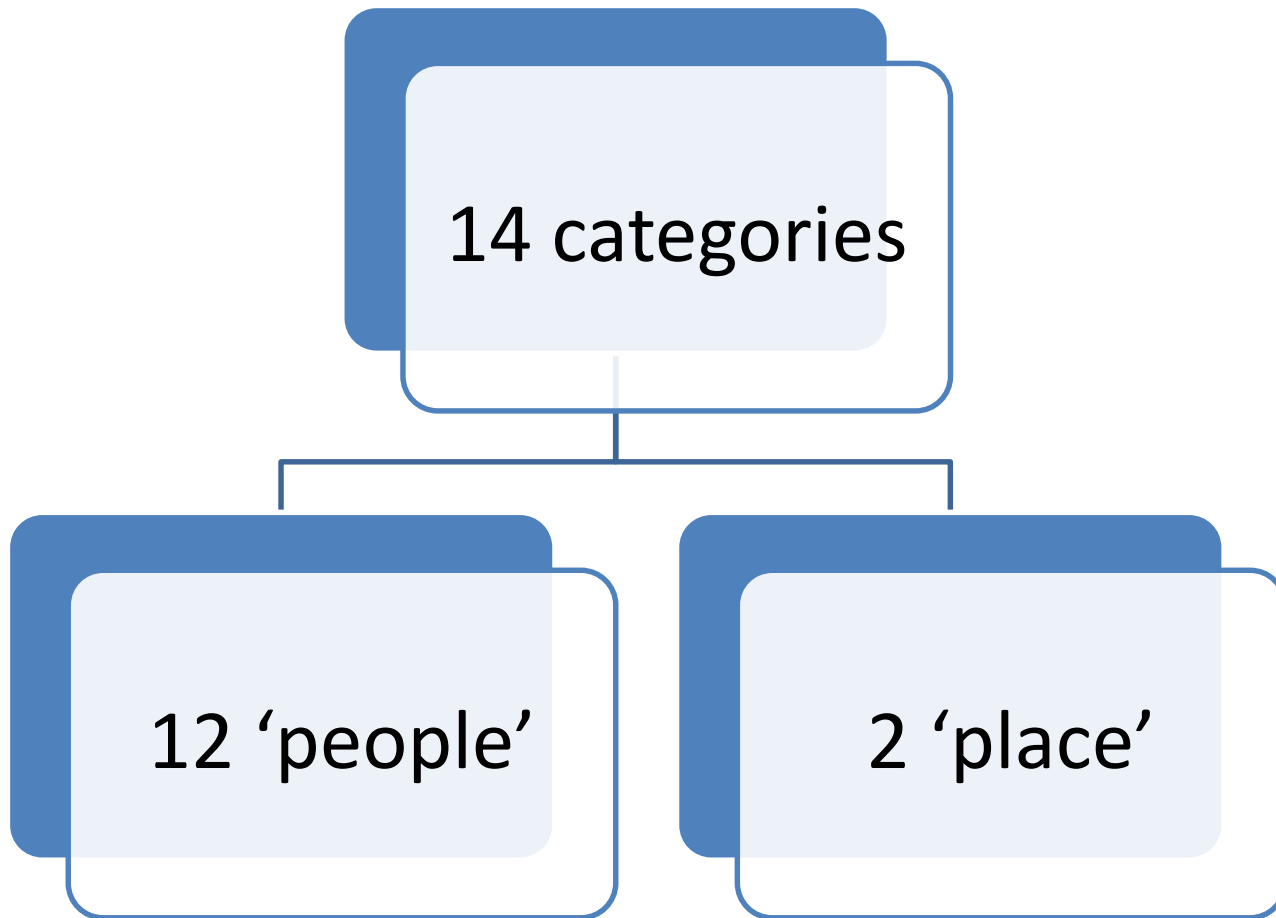
141 statements in  
total

31 statements  
in 'Top 5'

# Analysis of raw data

Question		Total number of statements	Total number in 'Top 5'
Q1	People	93	29
Q2	Place	48	2
Total		141	31

# Content analysis





# People

Communication

Respect

Vulnerability

# Genuine interest and listening



- *Listening to the patient, what they prefer, taking views into consideration*
- *Body language – interest – listening*
- *Genuinely listening*

Image 28A (NES, 2012)

# Remembering they're a person

- *Treat patient as an individual e.g. religion, diet*
- *Respecting personal belongings*
- *Addressed by preferred name*



Image 33A (NES, 2012)

# Protecting people who can't protect themselves



Image 59A (NES, 2012)

- *Never leaving in a vulnerable position*
- *Courage to protect dignity*
- *Knowing when to get help, not backing-off because you don't know*



# Place

## Structural

- *Small unit*
- *Equipment available*
- *Cleanliness*
- *Single rooms*

## Ambience

- *Environment felt safe and warm*
- *Staff enjoyed surroundings*
- *Staff working as a team*

# Findings

- Emphasised behaviour e.g. that the nurse:
  - *Remembered to take them away – single room*
  - *You just need to work around that*
- Often related to the local culture rather than the physical environment
- A punishing expectation that a 'good' nurse 'should' always be able to overcome barriers

# Discussion points

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## People

To what extent are the values underpinning these explicit in our curricula?

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## Place

How effectively do we enable students to consider not only what else they might have done, but also the context which influenced their actions?

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# Selected references

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