

SRHE conference. Part 2 Outline:

Title: - Qualitative Analysis of the Value Base of Student Nurses

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Aim/Goal: This paper will report on findings from an audit of values of new entrant nursing students prior to educational intervention. It is part of a longitudinal project to support and enhance a humanising value base for nurse education.

Summary:

The value base of nursing has been identified as having a profound influence on the caring practices of nurses. In the United Kingdom (UK) several influential reports on standards in healthcare have criticised the recruitment strategies adopted by universities, arguing that nurses are recruited who lack the values to develop and deliver compassionate care. Accordingly the present BU undergraduate nursing curriculum is underpinned by the humanising values framework (Todres & Galvin, 2013). An element of which is philosophical values and beliefs and how these affect our personal and professional behaviour. These in turn are key to the care and service we offer clients with whom we are working, as well as other members of the multidisciplinary team, as values and beliefs are the foundation of the teams direction. The nurse educationalists, who developed the nursing curriculum based around a humanising values framework, felt that it is a good mechanism to nurture the 'right' values to influence nursing practice. Consequently during programme induction in October 2013, 210 adult nursing students completed a Values Clarification Exercise (VCE). Manley (2000) highlights how a values clarification exercise can be used to develop a shared vision for a nursing team and help to share and shape a common core set of values, and how it can be used to explore expectations and provide the team with norms to guide their work. Thus as understanding of own and others values and how to work within a team is fundamental to nursing practice and exploring it at the beginning and throughout the programme is deemed by nurse educationalists as a vital component.

Therefore during week 1 of the Adult Nursing Programme, and as part of a unit called 'Exploring Adult Nursing', students were asked to bring their completed VCE to use during the seminar. Here students, in small groups, were asked to compare, contrast, summarise and discuss the views presented within the anonymized VCEs. With the students permission the VCEs were then collected to enable a whole group thematic analysis of the exercise with the intention of sharing the findings with them at the end of their first year.

Review of the VCE's revealed that students, when asked about the purpose of nursing, readily described caring behaviours and factors that enabled and inhibited the demonstration of these. Some also articulated a link between care and feeling valued. The review of the results also indicated that contrary to some political rhetoric in the UK, at this stage students have the 'right values' on entering nurse education.

In order for us to achieve trustworthiness in our review of the VCE's we used qualitative content analysis. Upon reviewing the literature we felt that to do this we would use conventional inductive analysis with a positivist stance. Graneheim and Lundman (2004) explore how 'qualitative content analysis in nursing research and education has been applied to a verity of data' (p105) and over a comprehensive overview of concepts related to this. The nurse educationalists used Graneheim and Lundman (2004) concepts related to qualitative content analysis, these being: manifest content (i.e. the given statements in the VCE), the unit of analysis (the words students have used to answer the given statement), the meaning of unit (the condensation of the words), condensing meaning (coding developed from the meaning of the unit) and finally developing themes from the codes. We presented

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initial findings at the Sigma Theta Tau International (Honor Society of Nursing) Conference and are working towards publishing our findings and analysis of the VCE's. We will be sharing the results with students during their introduction to year 2. It should be noted that the analysis, findings, publication and the sharing of this with students will not affect their progression on the undergraduate nursing programme in anyway, however we hope it will enhance their educational journey, enable critical reflection and further dissemination in their 2nd year of the programme with others in their practice placement opportunities, such as mentors. At the end of year 2 and Year 3 we will again use the VCE with the same cohort of student nurses to explore if their values are changing in any way and if so potential reasons for that change. We also hope to explore it at the end of their 1st year of post qualification too (September 2016) although recognize that this is not an easily accessible group and we will not have the high numbers who initially completed the VCE.

References:

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