

# The factors the influence the development of professional values in pre-registration nursing. A case study.

## Aim:

The aim of this study is to explore the factors the influence the development of professional values in pre-registration nursing.

## Background:

Professional values are considered to be the foundation of nursing practice. The delivery of compassionate care by nurses is expected and is considered to be a universal professional value (Felstead 2013, Lyneham and Levett-Jones 2016). There has been a number of high profile incidents in care delivery where significant harm occurred to patients. Nursing had to reconsider its position in delivering care that is compassionate and the introduction of the 6C's of Nursing in 2012 (CNO 2012) were viewed as the professional commitment required from every nurse to deliver safe and effective care. Also at this time, my institution had integrated these into the current pre-registration nursing curriculum. Professional values are one of the four domains that student nurse must be able to demonstrate competency in by the end of their programme of study (NMC, 2010). In addition to the above professional values are assessed on every placement and it was noted that students were not always successful in demonstrating that they had the values required of the profession.

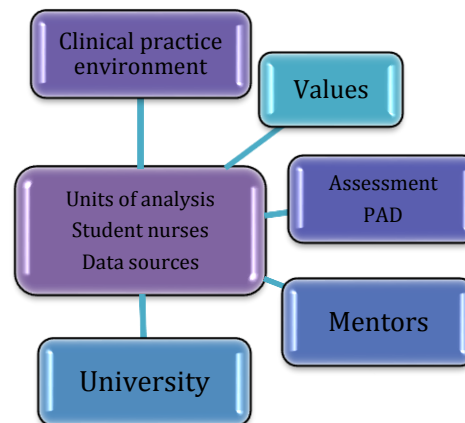
## Literature review:

An integrative review of the literature has revealed a number of themes and from these propositions were formulated which helped develop the research questions. There has been limited research on professional values as a concept from a qualitative perspective in the UK. Much of the published work has been undertaken in the US and from a qualitative perspective with validated tools used to measure the professional values of nurse. The key themes from the literature were : importance of belonging, influence of mentors, role modelling, value development through education.

## Methodology:

As the case is rooted in the natural setting and requires a holistic elucidation of the phenomena being studied, case study is the chosen methodology. Case studies are characterised by multiple methods. Two methods of data collection were employed. This study has drawn from case study methodology and has adopted some the characteristics (Stake 1995, Yin 2002). It is both intrinsic and exploratory. as the aim is to explore rather than measure (Stake, 1995). It is key that the units of analysis-participants, were embedded into the site. This enabled rich data to be collected. Full ethical approval has been granted. Protocol number EDU/PG/UH/00936

The case boundary



## Data collection.

Semi structured interviews have been employed as primary method of data collection. Each interview was transcribed verbatim by the researcher. Field notes were made during the recordings of the conversations and later transferred into an electronic record. In keeping with case study methodology the practice assessment documents, which hold the evidence of the students ability to demonstrate the development of their professional values, is being utilised as a source of data. Their professional values are assessed on every clinical placement. Purposive sampling has been utilised. The optimum sample size in case study methodology has not been stated (Stake 1995, Yin 2002). 12 students (units of analysis) were recruited. They represent the four fields of nursing. Student were required to have completed at least one summative assessment for inclusion.

## Data analysis:

Thematic analysis is being employed using rudimentary line by line reading to elicit early codes. This is being followed up with computer analysis through Nvivo to code, organise and further develop the emerging concepts. The PAD have been analysed using thematic analysis. This is not yet completed.

## Early findings:

Early findings indicate that students are able to articulate how the support of mentors enable the development of their professional values. Reflective practice, mainly 'refection on action' is occurring and shaping their nursing practice. They value feedback from service users and mentors. Students used the word 'lucky' several times in terms of support in the clinical practicum.

## References

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