

Original article:

**Professional values of the nursing students'
Perspective in Jahrom University of medical sciences, 2017**

Marzieh Kargar Jahromi¹, Esmail Parsayee Manesh², Fateme Hejazi³, Zeinab Sadat Moosavifard⁴,
Farzad Poorgholami⁵

Abstract

Background and Aim: The main goal of nursing is to promote the value of human beings and the dignity of all those who need care. Nursing should not only include scientific knowledge and technical skills, but also a profession in which professional values are acknowledged. The aim of this study was to determine the professional values from the viewpoint of nursing students in Jahrom University of Medical Sciences. **Materials and Methods:** In this descriptive-analytical study, 120 students of Jahrom Nursing and Midwifery Faculty were selected through census sampling. A two-part questionnaire was used to assess the students' viewpoints toward professional values: Part I: Social-demographic characteristics and Part Two: Nurses professional values scale - Revised survey tool, which consists of 26 items from professional ethics codes of the American Nursing Association and includes the following items: care (9 items), activity (5 items), trust (5 items), professionalization (4 items) and justice (3 items). The options are expressed on the basis of a five-option Likert scale, so that the option with the least importance gets score 1 and the option with the most importance gets the score 5. The range of grades will be from 26 to 130, and a higher score indicates that they are more familiar with professional values. **Results:** 120 nursing students participated in the present study. Mean scores of dimensions of care, pragmatism, trust, professionalism, and justice were 3.50, 3.20, 3.65, 3.45, and 3.75, respectively. Maintaining competency in the clinical setting (dimension of trust) was the most important component and activities in professional nursing and research affairs associations (pragmatic dimension). **Conclusion:** In order to promote the professional development and transformation of today's students into future capable nurses, it is imperative to develop planning and teaching methods tailored to the existing conditions and facilities, as well as to consider areas of strength and weakness in the area of professional value.

Keywords: Professional values, perspective, student, nursing

*Bangladesh Journal of Medical Science Vol. 19 No. 03 July'20. Page : 427-432
DOI: <https://doi.org/10.3329/bjms.v19i3.45859>*

Introduction:

Nursing is a field full of values. The main goal of nursing is to promote the value of human beings and the dignity of all those who need care¹. Florence Nightingale in the nineteenth century found that nursing should not solely include scientific knowledge and technical skills, instead it is a profession that puts an emphasis on particular human values^{2,3}.

Understanding how to grow and replenish professional values in the future of nursing is important⁴. In order to identify ethical issues in the 21st century, nurses and their associates need to turn to professional values that will guide their performance, behaviors, and decision-making⁵.

In order to ensure the future of nursing, targeted integration of professional values in nursing

1. Community Health Nursing, Faculty Member, Gerash University of Medical Science, Gerash, Iran
2. Medical-Surgical Nursing, Faculty Member, Gerash University of Medical Science, Gerash, Iran
3. Geriatric Nursing, Faculty Member, Gerash University of Medical Science, Gerash, Iran
4. Department of Nursing, Bandar Abbas Branch, Islamic Azad University, Bandar Abbas, Iran.
5. Medical-Surgical Nursing, Faculty Member of Jahrom University of Medical Sciences, Jahrom, Iran

Correspondence to: Farzad Poorgholami, Email: marzeiah.marziah66@gmail.com

education is essential, which is rooted in the concept of care through the use of value-based behaviors. Although nursing programs may have credible guides to put professional values into account, very few have knowledge or evidence about the success rate in achieving the learning outcomes related to professional values⁶.

Due to the emphasis on ethics and values, it can not be expected that nurses and nursing students can properly, only with personal experience, perform their duties in this field.^{7,8} Faculty members are responsible for helping to recognize and begin to gain professional nursing values^{9,10}.

They should place ethics and critical thinking in the curriculum in order to teach how to make ethical decisions and protect the patient and caregivers.¹¹ One of the important factors that influence the values of nursing is culture and vocational education¹.

Education has the greatest impact on the ethical and spiritual development of nurses and nursing schools have a key role in shaping the students' ethical framework. Creating this framework can help them to make ethical decisions and ultimately make the nurses have enough power to make decisions.¹²

Current nursing education programs emphasize cognitive and psycho-motor skills and the effective skills required in patient-nurse communication. A review of the literature reveals the benefits of applying knowledge and coordinating performance in relation to professional values for nurses in educational programs¹³.

Although professional values are considered an integral part of nursing ethics planning, the focus of research on them is rare and this area of training has been neglected.

There are no specialized studies about the professional values of nursing in Iran. Currently, there is no specific nursing ethics curriculum with emphasis on professional value components in colleges, which in turn can lead to their lack of knowledge as responsible nurses in the future. The socialization process in nursing education involves modifying personal values and internalizing professional nursing values⁹.

The Association of American Nursing Schools in the United States reported that the need to put values into undergraduate nursing education programs has become a growing concern for educators¹⁴. The development of long-term professional values has been continually taking place, which has begun professionally with nursing education and continues throughout nursing years¹⁵.

Considering the above mentioned issues, as well as the importance of familiarizing, institutionalizing and applying professional values and ethical principles, we decided to study the perspective of nursing students toward professional values at Jahrom Nursing Faculty.

Method:

Research & Sampling Society: This is a descriptive-analytic study. The study population consisted of all undergraduate nursing students studying at the Nursing and Midwifery Faculty of Jahrom University of Medical Sciences during the first half of the school year of 2017-2018.

After obtaining an agreement for conducting the study from the Research Council of the University and the permission of the relevant field, nursing students were selected from the Nursing and Midwifery faculty of the Jahrom University of Medical Sciences. The total number of students studied was 120.

Data Gathering Tools:

In order to assess the students' view of professional values, a two-part questionnaire was used in which the first part dealt with the socio-demographic information consisted of 13 questions and the second part included the Nurses Professional Values scale (Revised survey tool), which consisted of 26 items from professional ethics codes of the American Nursing Association, including the following: care (9 items), activity (5 items), trust (5 items), professionalization (4 items), justice (3); the options were expressed on the basis of the five-option Likert scale, so that the option with the least importance got the score 1 and the option with the highest importance got the score 5. The scores range from 130 to 26, and a higher score reflects the students' higher familiarity with professional values. The questionnaires were distributed and collected by the researcher as much as possible.

Validity and reliability of the questionnaire:

The revised professional nursing values tool was first designed by Dr Shank and Weiss who has reported high validity and reliability. The questionnaire was developed by a panel of professionals in the field of professional values and the alpha level Cronbach is reported to be 0.92¹⁶. In Iran, Hosseini et al. (2012) made the validity and reliability of this questionnaire. Initially, the questionnaire was translated to Farsi and again to the original version. The formal and content validity of the questionnaire was completed by 7 experts of the Faculty of Nursing in Tabriz. The reliability of the questionnaire was verified by a pilot study on 72 nursing students and Cronbach's alpha

has been approved, 0.92 ¹⁷.

Inclusion criteria in this study include:

The students should be an undergraduate nursing.

They are satisfied to to participate in the research

Exit criteria include:

A record of training courses related to professional and nursing values

Employment in educational and therapeutic centers

Guest or Transfer Student

Information analysis method:

The data were analyzed using SPSS19 software.

For reporting the results, descriptive statistics (percentage, frequency, mean, standard deviation, ...)

was used and T-test was used for comparisons.

Results:

In this study, 120 nursing students from Jahrom participated. 80.8% of them were female and male. 85 percent were single and 15 percent were married. Also, the mean scores related to different dimensions of professional values, along with their components, are given in sections 1 to 5. The highest score is related to the dimension of justice and the lowest is related to the pragmatic dimension.

Table 1: Mean and standard deviation of the components of care dimension in nursing students

Standard Deviation	Mean	Components of care dimension
.87	3.86	Maintaining the moral and legal rights of the patient
1.12	3.14	Non-participation in cares that are in a moral conflict with professional values
.81	3.28	Acting as a supporter of the patient
.84	3.45	Judge-free care for patients with different lifestyles
1.12	3.58	Maintaining the privacy of patients as part of their rights
1.14	3.20	Dealing with the treatment staff that does not function properly
1.02	3.05	Respecting the rights of participants in research work
1.05	3.48	Complying with the principles of honesty and respect for the person as a guide to performance
.96	4.20	Preserving the secrets of the patient
.58	3.50	Care dimension

Table 2: The mean and standard deviation of the components of pragmatic dimension in nursing students

Standard Deviation	Mean	Components of pragmatic dimension
1.80	3.22	Participation in decision making that are effective in distribution of resources (human resources, budget) Etc.
1.10	3.38	Promoting your career through an active participation in health-related issues
1.20	3.28	Considering the role of professional nursing associations in shaping health care policies
1.06	3.02	Participating in nursing research or applying appropriate research findings at the clinic
1.03	3.01	Participating in the activities of professional nursing associations
1.14	3.20	Pragmatic dimension

Table 3: The mean and standard deviation of the components of trust dimension in nursing students

Standard Deviation	Mean	Components of trust dimension
1.01	3.10	Participating in doing self-assessment continually
0.70	3.45	Applying for advice or assistance if you are unable to meet the patient's needs
1.02	3.97	Trying to learn more in order to update knowledge and skills
1.06	3.94	Responsibility and accountability for your performance
0.95	4.21	Maintaining eligibility and Competency in the Clinical Environment
0.89	3.65	Trust dimension

Table 4: The mean and standard deviation of the components of professional dimension in nursing students

Standard Deviation	Mean	Components of professional dimension
0.76	2.65	Contributing to monitoring the performance of colleagues
1.10	3.45	Establishing standards as a guide for performance
1.02	3.97	Maintaining and upgrading standards in student learning programs
1.01	3.78	Establishing activities to improve the clinical environment
0.69	3.45	Professional dimension

Table 5: The mean and standard deviation of the components of justice dimension in nursing students

Standard Deviation	Mean	Components of justice dimension
0.80	3.85	Maintaining public health and safety
1.06	3.72	Improving the level of access to nursing- and health-care equally for the public
1.07	3.65	Maintaining accountability in meeting the needs of patients by taking cultural differences into account
0.73	3.75	Justice dimension

Discussion and conclusion:

In examining the dimensions of professional values in this study, nursing students scored higher scores for justice and lower scores for professional values.

In relation to the dimension of trust, Clarke's study showed that among students, the most important component among the 26 components in the scale of nursing profession values was the component of maintaining competency in a clinical setting, which was consistent with the present study¹⁸.

In the study of Alfred et al. American nursing students also identified the components of maintaining competence and competence in the clinical setting as one of the most important components of trust dimension¹⁹.

Today's nursing students will be tomorrow's nurses who will decide on medical treatments, interventions, health care, etc.²⁰. Students with a set of ethics, personal values and beliefs enter the nursing school, which is constantly growing and changing with any new experience¹¹. Ethical education alone does not guarantee professional ethical behavior, but without familiarizing with ethical codes and the ability to make ethical decisions, students find it difficult to perform logical exercises²¹. Eligibility and competency of nursing students in clinical trials are correlated with the development of ethical behavior in them (adherence to codes)⁷.

Like the present study, in most conducted studies, pragmatic dimension and its related components have the lowest mean scores and value priorities from the viewpoint of nursing students. The results show that most nurses consider those nursing values important that are directly related to their job¹⁸.

Other values that may require participation of outside of the time frame are not considered to be important

from their perspective. Research has shown that an appropriate curriculum can enhance students' perspective on this dimension.⁴ Creating motivation to engage in these activities can be enhanced by establishing professional values, encouragement from coaches or colleagues, and more. Similarly, the values include the emotional dimension²². If a value only evolves in one or two of the first stages of emotional learning during formal education, it may be diminished if it is not encouraged or highlighted, and, eventually, it is likely that the values of professional development in nursing are not fully integrated and appreciated by the nurses at the time they are students²³.

In the studies conducted on the professional values the average range of total nursing students' grades was based on the five-option Likert scale in a relatively important or important range, which is in line with the current study, however, the average of the total students' in the present study is somewhat lower than in other studies¹⁹.

Since education plays a major role in the student's view of professional education, this study examined and highlighted educational needs by examining the views of students on professional curriculum.

Precise knowledge of the qualitative and quantitative status of providing educational services in the faculties and medical universities of the country is considered as the first planning step in comparison with each other^{24,25}. In this study, it should be noted that although students generally had a positive attitude towards their professional values, the need to pay more attention and support to different areas of professional duties and to raise awareness about the importance of some professional values in their curriculum is felt.

Conclusion:

Professional values are the basis of nursing practice. Therefore, in order to promote the professional development and transformation of today's students into future capable nurses who, in addition to the direct care responsibilities of the patient, are able to perform a wide range of nursing activities and roles, it is imperative to develop planning and teaching methods tailored to the existing conditions and facilities, as well as to consider areas of strength and weakness in the area of professional values.

Suggestions and Applications of the Project Findings:
The results of this research can help develop a coherent

curriculum that improves the quality and quantity of educational process in the field of professional values and, by providing an appropriate context for internalizing knowledge about professional values, leads to the training of nurses who are responsible for their professional commitment, which will enhance the quality of care and develop professional responsibility.

Ethical clearance: We obtained an agreement for conducting the study from the Research Council of

the University and the permission of the relevant field.

Source of Funding: None

Author contribution:

Study conception and design (MK, FP), statistical expertise, analysis and interpretation of data and supervision (SP.FH), manuscript preparation (ZM), supervision, administrative support and critical revision of the paper (MK, FM).

References:

1. Rassin, M. Nurses' professional and personal values. *Nursing Ethics*. 2008; 15(5): 614-630.
2. Abbaszadeh A. Design and evaluation of ethical nursing practice model. [Phd Thesis]. Nursing. Tabriz: Tabriz university of medical sciences; 2002.
3. Conti A. C. American health care: justice, policy, reform, Partial Fulfillment Of the Requirements degree of Doctor of Philosophy, Duquesne University, 2010.
4. Lin YH., Changes in Taiwanese nursing students' values during the educational experience, *Nursing Ethics*, 2010; 17(5): 646-654.
5. Leners DW, Roehrs C, Piccone AV. tracking the development of professional values in undergraduate nursing students. *Journal of Nursing Education*, 2006; 45(12): 504-511.
6. Jahromi MK, Koshkaki AR, Poorgholami F, Talebizadeh M. (2015). A Study of Nurses' Perception of Professional Values in the University Hospitals Affiliated with Jahrom University of Medical Sciences, 2015, Bangladesh *Journal of Medical Science* Vol. 17 No. 01 January' 18.
7. Borhany F, Elhany F, Mohmmady E, Abbaszadeh A. Competence development for professional ethics of nurses, the necessity and challenges of teaching ethics. *Journal of Medical Ethics and History*, 2009; 2(3): 27- [Persian].
8. Fahey BE. The Effect of Ethical Curricular Presentation, An Integrated Versus a Non Integrated Approach on the Ethical Decision Making Ability of B.S.N student , thesis for the degree of master in science in nursing, United States: Duquesne University. 1994.
9. Martin P, Yarbrough S, Alfred D. Professional values held by baccalaureate and associate degree nursing students. *Journal of Nurs Scholarship*. 2003; 35(3): 291-296.

10. Rahmanian Koshkaki A, Pishgar Z, Kargar Jahromi M and Ramezanli S, A Study of the Awareness of the Nursing Students with the Ethical Codes of Clinical Care at Jahrom University of Medical Sciences,(2016). Biosciences Biotechnology Research Asia, December 2016. Vol. 13(4), 2125-2129.
11. Fagan J. A . Ethical changes in the Nursing Student, thesis for the digree of master in scince in nursing, Fresno: California State University.2006.
12. Kusserow, Suzanne K. The Teaching of Ethics by Nurse Educators in Baccalaureate Programs of Nursing. Dissertasion for the digree of doctorate in education, Unite States, The University of Vermont and State Agricultural College. 1992.
13. Astorino, A.T.A survey of professional values in graduating student nurses of traditional and accelerated baccalaureate nursing programs. , Dissertation for the degree of doctorate , Indiana University Of Pennsylvania.2006.
14. American Nurses Association. Code of Ethics for Nurses with Interpretive Statements. Silver Spring, MD:American Nurses Association. 2001.
15. Schank MJ, Weis, D. Service and education share responsibility for nurses' value development. Journal for Nurses in Staff Development. 2001; 17(5): 226-233.
16. Weis D, Schank MJ, An instrument to measure professional nursing values. Journal of Nursing Scholarship, 2000, 32(2): 201-204.
17. Hosseini FA, Parvan K, Zamanzadeh V. Nursing students' perspectives on professional values in the universities of medical sciences in Iran, International Research Journal of Applied and Basic Sciences. 2012, 3(6): 1183-1191.
18. Clark KD., Professional values: A study of education and experience in nursing students and nurse, A Dissertation Presented in Partial Fulfillment Of the Requirements for the Degree Doctor of Philosophy, Capella University September,2009.
19. Alfred D, Martin P, Yarbrough S, Lin YH, Wang L. A Comparison of Professional Values of Taiwanese and American Nursing Students. [Internet]. [Cited 2011]. Available from:www.stti.iupui.edu/pp07/convention11/Alfred_Danita.pdf.
20. Blais KK, Hayes JS, Kozier B, Erb G. Professional nursing practice: Concepts and perspectives. New Jersey, 2006.
21. Brubaker CL. An instrument to measure ethical caring in clinical encounters between student nurses and patients. [Phd thesis]. Nursing. Illinois State University; 2005.
22. Krathwohl DR, Bloom BS, Masia BB. Taxonomy of educational objectives: The classification of Educational Goals. Handbook II: Affective Domain. New York: David McKay Company, Inc. 1964.
23. Hayes TL. An Exploration of Professional Values Held By Baccalaureate and Associate Degree Nursing Students [Msc Thesis]. Nursing .The Florida State University; 2006
24. Mojtahedzadeh R, Mohammady A. Developing educational status assessment tools for nursing schools in Iran and their ranking in 2004. Iranian Journal of Medical Education. 2007; 7(1): 119-126. [Persian].
25. Jahromi, M., Mohseni, F., Manesh, E., Pouryousef, S., & Poorgholami, F. (2019). A Study of Social Support among Non-Depressed and Depressed Mothers after Childbirth in Jahrom, Iran. Bangladesh Journal of Medical Science, 18(4), 736-740. <https://doi.org/10.3329/bjms.v18i4.42877>