Initial Formation of Nursing Philosophies Following Fundamental Clinical Practice: The Experience of Male Nursing Students

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ABSTRACT: The purpose of this preliminary study was to explore male nursing students’ development of nursing philosophies during their fundamental nursing primary clinical practice. Purposive sampling was conducted at a department of nursing in a university in southern Taiwan between September and October 2005. Researchers gave each of the ten subjects selected for this study a semi-structured, in-depth interview. The interviews were tape recorded and then transcribed word by word, before the content analysis method was used to analyze data. The analysis results can be classified into three major categories and various associated themes. The first category, professional ambition choice, incorporates the four themes of: (1) acceptance of family members’ or friends’ recommendations; (2) consideration of career development factors; (3) eagerness to care for others; and (4) limitations imposed by academic achievements. The second category, professional gender expectations, incorporates the following four themes: (1) gender role revolutions; (2) expectations that “something rare is valued highly”; (3) courage in addressing public misgivings about untraditional professional roles; and (4) formulaic gender gap problems. The third category, development of nursing philosophy following a primary clinical internship, incorporates the following five themes: (1) doubt regarding personal ability to master the complex tasks necessary to become a competent nurse; (2) translation of one’s field of vision from the visible to the invisible; (3) stimulation of learning upon recognition of inadequacies; (4) pride in being engaged in the “sacred” work of caring; and (5) increased confidence in continuing a nursing career. The results of this study may guide nursing educators in promoting an active approach toward training and professional education.

Key Words: fundamental nursing clinical practice, male nursing students, nursing philosophy.

Introduction

Philosophy reflects belief and presents ideas. It is the embodiment of the faith which represents someone, him/herself, his or her values and essence. It is often reflected in ways of thinking and behaving (Drummond, 2002; Hsu, 2001). The formation of nursing philosophies involves knowledge acquisition, including thinking on the nature of nursing, the cultivation of professionalism in nursing science, and reflection on the value of nursing (Chen et al., 2004; Hsu, 2001). Miyuki, Esme, and Lorraine (2001) argued that “nursing philosophies” refers to the attitudes and thinking of nurses toward their roles, values, and behaviors. Hsiao (2000) indicated that nursing is a profession, a mission of service aiming at providing a benefit or aspect of well-being and that all aspects of the behavior of its professional practitioners should have its spirit, nursing philosophy and value. Nurses provide comprehensive services with altruistic benefits, and that is the way to promote nursing professionalism. Furthermore, nursing philosophies have changed along with the development of medical technologies, social environment, and nursing professionalism from the sacrifice, contribution, and hard work of the past to the self-recognition and claim for rights of the pres-
Drummond (2002) believed that nursing philosophies were based on the construction of nursing theories by a number of scholars and focused on caring for others and the prerequisite of each nurse dominates their working attitude, thinking and behavior. Nursing philosophies are, however, influenced by individual or social factors such as family, personal experience, culture, genes, environment, religion and so on. These thoughts and values are reflected in nursing behaviors and determine the working attitudes of nurses in clinical and professional development, and the public perception of nurses. The issue therefore deserves careful investigation and discussion. Laia, Peng, and Chang (2006) showed that nursing students’ choice of nursing as a career after graduation depends on clinical ability, degree of stress during clinical practice, and perceived support from staff nurses. First fundamental nursing clinical practices also influence both choice of nursing as a career and impressions of nursing. Hsu (2001) mentioned that the student should construct an ideal picture of all fundamental nursing clinical practices from the very beginning of his/her study in a department of nursing, and that the reason for choosing to be a nurse needs to be discussed. The educator needs to understand the initial motivation and thinking, in order to lead or help students to realize the meaning and value in the course of study. At schools, it never occurs to most students what they think of nursing and only a few understand why they take nursing as their major, so teachers at nursing schools need to guide students to think about the issues related to nursing philosophies, otherwise it is difficult for them to identify themselves with the mission of the nursing profession (Hsu, 2001; Miyuki et al., 2001). Lee and Liu (1994) argued that if one chose to be a nurse, it was necessary to understand the processes that one would encounter and how one would develop nursing philosophies when learning to play the role of a nurse or become a nursing professional. Hsu (2001) mentioned that the philosophy is hard to understand and develop, and that the students’ view must be strengthened, and attention paid to practice, such as clinical practice, instance discussion, case analysis, leading, and discussing, etc. As students are interacting with a nursing environment that is being constantly stimulated, they can develop both their ideas (their external side) and their beliefs (their inherent side), and their behavior will reflect their developing ideas and values. In turn, it will also come to reflect the way in which nurses’ behavior in their work influences society’s overall image of nursing. Yang, Gau, Shiau, Hu, and Shih (2004) suggest that male nurses’ experiences of studying in nursing school and their continued development of nursing philosophies differ from those of female nurses; this stems from the implicit or explicit influence of gender roles. In some instances, inequalities appear in specialist fields and in society generally, and these can place substantial pressures on professional male nurses. The same results are also presented in male nurses in processes of professional development in Taiwan. Gender expectations of patients and the general public can hinder career development (Yang et al., 2004). For a long time, nursing had been regarded as a female-intensive profession and the male who chose nursing as his career or major was often labeled a “sissy” and perceived in a stereotypically negative light (Tzeng, 2000; Yang, 2000). Some scholars have indicated that choice of a profession is tied closely to gender, and results from the stereotyping of gender images. Different perceptions are associated with different genders in the same profession. Sometimes, therefore, when a male chooses to engage in nursing, he is considered a failure and that gender-related stereotyping image will hamper his learning and even force him to quit the nursing profession (Tzeng, 1997). In addition, some unfair treatment has been observed during the process of learning to care for and nurse others; male nurses (students) need to dispel the doubts held by the public that males do not possess the characteristics required to work in the nursing profession. In earlier times, the training of male nurses excluded maternity nursing, and that led to limits during learning (Evans, 2004). Even at present, some limited privacy personal treatments occur such as shaving and catheter (Whittock & Leonard, 2003). On the other hand, male characteristics do not accord with the womanly, gentle characteristics required by the nursing profession (Abrahamsen, 2004). Male student nurses have cited the difficulty of balancing school, family, and work life as among their greatest concerns (Smith, 2006). In comparative studies of patients’ perceptions of nurses’ age and gender in 1984 and 2000, Chur-Hansen (2002) found the results indicated a preference for female nurses and the view that it was improper to have female patients under a male nurse’s care. Female was perceived as the ideal gender for the nursing profession.

Yet, in 330 AD during the Eastern Roman Empire, both monks and nuns were trained for rescue work, such as...
Male Students’ Nursing Philosophies

Medical and nursing work, and this proves that nursing is a profession that has an origin of participation by both genders and is not the exclusive preserve of females (Yiang, 2000). Chur-Hansen (2002), however, pointed out that, although the acceptability of male nurses giving nursing care to female patients has increased, gender discrimination is still an issue of concern since the public still has the high curiosity for the male nurses during their professional development. Males lack confidence to enter the nursing profession, and insufficient support is given to male nurses. During nursing education, instructor from the role of a teacher or supervisor should try to encourage the male students to appreciate their own worth and change their perceptions and doubts about the role of male nurses. They can look for important supports, and develop nursing philosophies in order to make contributions to clinical nursing (Yang et al., 2004).

Basically, nursing is a profession that provides caring services to “humanity”. Clinical internships offer students a chance to apply what has been learned in class as a means of helping to avoid negative experiences such as shock when they start professional practice. Internship hours also account for more than half of the total hours of nursing specialty subject of the university, reflecting the importance of clinic internship to nursing education (Wang, Lin, Ho, Chiu, & Shiao, 2003). Huang (2004) mentioned that building specialized role about nursing staff is grown from nursing students in the school. If he/she can accept nursing work, he/she will have more commitment in nursing specialized field. They will become more confident to be nurses.

The fundamental clinical practice experience is the most important and both male and female students have to take the fundamental clinical practice course after the courses in basic medical education and nursing training at school. Students can take the chance to clarify their ambiguous and imaginary nursing philosophies and participate in looking after patients tentatively; they can also realize the nursing operation of hospitals. The fundamental clinical practice would determine the attitudes of students toward internship and their learning effectiveness can result in the quality of nursing education and students’ perception of professional nursing care field ultimately (Sheu, Lin, & Hwang, 2001).

In short, nursing philosophies is kind of value for nursing profession and it is an internalization process to build it. This ongoing procedure started from students’ choice and having commitment to engage in nursing profession to begin their career. Pinkelton (1982) argued that nurses should first commit themselves to a professional nursing career to develop a professional value system and, on the basis of that system, make his/her decision and take responsibility. They should make more confidence otherwise it is easy replaced by other medical groups. With the new mindset and ambiguity about gender roles among the young generation in Taiwan, more and more males may participate in the nursing profession in response to demand from the medical market and they may have to face role conflicts during their nursing career development (Yiang, 2000). Some international literature has discussed issues surrounding male nurses, in relation to stereotyping, service department choice, quitting one’s job, or career planning; studies related to the first internship mostly discuss physical and psychological status, stress adjustment, or personal characteristics. Published literature has not reviewed the development of philosophies among male nurses. Because the above-mentioned scholars indicated that the motive behavior power comes from nursing philosophy concepts, the researchers decided to use in-depth interview of qualitative study to collect information and analyze the experiences in philosophy development of male nursing students after the first internship in the hope that their research results can serve as a reference in nursing philosophy development and construction, enabling teachers to assist male nursing students to grasp the right opportunities in professional growth and development.

Methods

Subject

Qualitative in-depth individual interviews and purposeful sampling were used from September and October 2005. The subjects were male sophomores with a nursing major in a single university in southern Taiwan, who had already studied nursing introduction, physical examination and assessment, fundamental nursing course and technological course. Data were coded after collection to indicate the direction for the next round of data collection until the data were saturated.

There were 12 male sophomores. The data was close to the saturated level after that of nine male sophomores had been collected, and no new data was discovered when that of the remaining three subjects was added, so the researchers decided to stop collection. One student declined to continue participating in the study during data
collection and one student withdrew due to his taking a leave of absence from school. Therefore, data from a total of 10 subjects were collected.

**Data Collection**

The researcher has five years’ experience in the psychiatric department of a medical center... She has attended quality research courses, published qualitative articles in specialized periodicals, and has abundant interview experience. All research subjects came forward willingly and, in respect to the privacy and rights of each subject, each one was informed of the study purpose, content and procedures upon being invited to participate. If anyone felt hurt, disturbed, or that their personal rights had been infringed upon at any time during the research, he/she was entitled to withdraw from the research.

This study used a low structured interview index as the tool to collect data. Its outline referred to literature review and it was modified in accordance with experimental interviews, and the contents included: (1) Why do you choose to major in the department of nursing? What did you think of the decision during that time? What were the determinants involved in your choice of nursing as a major? (2) Before the first internship course, what did you think of the role of nurse? Do you think that you are capable of being a nurse? Why? (3) What do you think of yourself as a male nurse? (4) Now that you have completed the first internship, what do you think of the role of nurse now? What impact and influence does your current thinking have on you? How will you respond to these impacts and influences? Before the interview, a presentation on the purpose of the research was given to the subjects and all the data were recorded after the approval of subjects had been gained. The interviews were conducted between September and October, 2005, two weeks after all the students finished their basic internship course; two researchers conducted individual interviews for an average of 30 to 40 minutes each and the meeting rooms of the Department of Nursing of a university were selected because they are quiet and presented little possibility of interruption.

**Data Analysis**

The seven steps of content analysis proposed by Colaizzi (1978) were used for data analysis (Chao, 1999). These include: listen carefully to the recorded interview; transcribe the recorded interview; analyze each sentence; form meaningful sentences; identify meaningful sentences, extract the meaning and decode; group the decoding combination and theme with common characteristics; integrate the overall description and examine the results under basic structure to verify and reflect on the experience.

The four criteria for trustworthiness are credibility, transferability, dependability, and conformability, as proposed by Lincoln and Guba (1985). For credibility, two researchers have received qualitative research courses and have the experience of engaging in relevant studies and interviews. In addition, the researchers also lectured the basic nursing courses for the research subjects, had contact with them for a long time and established trusting interpersonal relationships with them. During the interviews, the observation and the contents of personal reflection were carefully documented to avoid bias. In terms of transferability, the researchers carefully transferred the context, image, meaning, and action to text data after the subjects described their emotions and experiences. In respect of dependability, the researchers collected data via interviews and conducted experimental interviews of two subjects in advance. Interview techniques were modified after consensus had been reached through several discussions and communication, so both researchers fully understood the research purpose and interview guideline direction and knew how to combine scenario observation and non-verbal data. The analytical data were verified by scholars and experts by means of a qualitative study and the consistency of the analysis done by the two researchers was examined. The definition and content of codes were discussed and the content of the data were analyzed, raising the credibility of the data analysis. The consistency of the content analysis of the three coders was assessed as 0.81.

Subjects were invited to verify whether the content description matched their previous experiences. For conformability, verbal and non-verbal data were documented during interviews and inconsistent or ambiguous content clarified and verified by consulting with subjects. All data were saved anonymously on a computer and the analysis has been stored in a manner designed to protect confidentiality, and only for future reference. Access to the data will comply with the privacy principle.

**Results**

The 10 subjects were 19 and 20 years old, with an average age of 19.6, had finished six-day basic nursing internship courses in regional teaching hospitals and had a
basic understanding of clinical work. The results are presented below in accordance with research purpose and interview results, including professional ambition choice, professional gender expectations, and development of nursing philosophy following a primary clinical internship.

Professional Ambition Choice
These male students chose to enter the nursing profession after graduating from high school and their motivation influences the subsequent development of nursing philosophies and attitudes towards clinical internship. Normally, motivation is influenced by factors of social environment and individual values and four themes are found as follows:

1. Acceptance of family members’ or friends’ recommendations
This concerns subjects who were encouraged by family members, classmates, or friends and chose to major in nursing. Case B, for example, said, “...One of my father’s friends is teaching in the department of nursing and he said it is good to be a male nurse and my father gave me his support...” Case C said, “...My high school classmate told me it is a good choice to major in nursing...;” Case E explained that, “All my family members majored in medical related subjects and they recommended me to major in nursing;” and according to Case H, “My cousin is a nurse and she supported my decision to major in nursing....”

2. Consideration of career development factors
This concerns choices made out of consideration of demand in the future job market and easier entry into the job market. Case H, for instance, described that “...there are not so many male nurses so we have an advantage in finding a job... a better job...;” Case I said, “It is easy to get a job as male nurses... we will make more money by working as a male nurse...;” Case E answered, “Compared with other majors, male nursing majors can find a job easier...;” Case B thought that, “Nursing majors can find a job immediately after graduation while other majors still have no idea about their career after graduation....”

3. Eagerness to care for others
This concerns decisions to devote oneself to the nursing profession because of the enthusiasm to help and care for those in need and the view of nursing and caring as the core values of individuals or the hope that one can meet one’s expectations of oneself or the expectations of family members by working in the nursing profession. Case I, for example, indicated that “...this profession can make others feel better...I can do more good for myself and my family...;” Case C said, “I always want to care for and help others and I can take good care of others;” and Case F cheerfully said that “nursing is caring and giving...it is a great profession...I like to take care of others.”

4. Limitations imposed by academic achievements
Some students chose departments of nursing because they were concerned about higher threshold in some subjects or ineligibility for other majors. Case A said, “My English score was too low to meet the requirement for biology as a major, so I chose to major in nursing, but these two majors are both interesting;” Case D said, “English is very important for majoring in nursing, and I am good at English, so I decided to major in nursing...;” Case J echoed that view: “I am not good at math and physics... so I would not choose other sciences and engineering as my majors; the nursing major is a good choice for me....” Case I said, “…I did not do well in the entrance exam; I could not major in the school of pharmacy, so I chose to major in nursing.”

Professional Gender Expectations
Although nursing is regarded as a female-intensive profession and the nursing profession has been designed for females only, with the passage of time, gender roles have become more ambiguous and the traditional stereotype of the nursing profession has been weakened for these students in the younger generation. Four themes emerged in this research, as follows:

1. Gender role revolutions
This refers to the view of the nursing profession as not only for female nurses and that gender should not be the only consideration in the choice of nursing as a major. Case C said, “…there is no difference and we all nurse and care for patients; the male nurses are also very considerate, and working attitudes matter the most...;” Case B believed that, “nursing is a profession for both genders; there are female doctors and there are male nurses...” Case A loudly stated that “…there shall be no gender discrimination for the nursing profession and we are all nurses, not female or male nurses. I like this profession and I do not care much for others’ thought....”
2. Expectations that “something rare is valued highly”

This concerns the belief that it is easy for the few male nurses that there are to catch the attention of supervisors or patients and their family members in the workplace and that they may therefore have more opportunities for promotion or be given more difficult tasks to accomplish. Case A said that, “...it is important to have male nurses. Patients and their families like to be attended by male nurses. One of my patients told me that it is good to have male nurses, and I can help to do some work requiring more physical labors...”; Case J said that, “many special departments and units need male nurses and this is a very unique profession... Choosing to major in nursing is a trend and I am following this trend. We are fewer in number and have more opportunities for promotion;” Case E happily, declared, “…I enjoy nursing work. Since there are few male nurses, I will attract more attention. As long as I can do my job well, I will have better chances to be promoted! After all, what is scarce is precious!”

3. Courage in addressing public misgivings about untraditional professional roles

This concerns the ability to identify oneself with one’s career choice and have the courage to express one’s thoughts and identification with the nursing profession when challenged by others holding traditional values and doubts about their career choice. Case B firmly stated that, “What matters the most is that this is what I want to do, and what others say does not matter to me. I will tell others that this is a good profession and it has nothing to do with genders. I will give clear explanation...” Case F thought that, “…on the second day of internship, I found that nurses have very busy schedules. I used to think it was easy to be a nurse and now I know that to be a nurse, you have to work on many tasks at a time both on day and night shifts. There are so many patients for you to attend to and so many things that you have to take care of. I suddenly felt panic and thought, “Is this the profession for me?”

4. Formulaic gender gap problems

This concerns identification of oneself with the career choice coupled with self-consciousness about that choice but being willing to spend time to resolve this. Case I said, “…I think it is ok to be a nurse, but when others ask me, it is not easy for me to answer. I often ignore their question and feel embarrassed. I do not feel comfortable seeing their reactions to male nurses, but I think I will continue my studying and become a nurse.”

Development of Nursing Philosophy Following a Primary Clinical Internship

After the basic nursing internship, the subjects receive influences that help them realize the nature of nursing and the values that the nursing profession represents, identify with their choice, and make a commitment to future development. We conclude this part with five themes:

1. Doubt regarding personal ability to master the complex tasks necessary to become a competent nurse

This refers to the concerns and doubts in one’s abilities to tolerate the work which result from the knowledge of complicated clinical work acquired during internship. Case F said, “I originally thought that nurses only had to give injections and administer medicine and that nursing jobs were quite easy. After internship, I found it difficult to communicate with others. Nursing records are required and we need to understand the results of patient examinations. Many tasks are involved in taking care of a patient. I do not know whether I am capable of being a nurse...;” Case D thought that, “…on the second day of internship, I found that nurses have very busy schedules. I used to think it was easy to be a nurse and now I know that to be a nurse, you have to work on many tasks at a time both on day and night shifts. There are so many patients for you to attend to and so many things that you have to take care of. I suddenly felt panic and thought, “Is this the profession for me?”

2. Translation of one’s field of vision from the visible to the invisible

This concerns the narrow concept that perceives nursing as involving only the technical side such as implementing doctors’ advice, device operation, performing injections, and medicine administration without decision making, but after internship training, the subjects understand that, besides those things, nurses have to learn to build good interpersonal relationship with patients, have the enthusiasm to care for patients, and take responsibility for assigned work. Case G said that “…I used to think nurses only needed to have the technique to do whatever they were told by the doctors; I never thought nursing was a profession requiring both good technique and individual caring. We need to care for patients and need to develop good relationships with patients and their family members. We need to keep clear records and learn to judge the status of patients. I have never thought of these details...;”
Case B said “…after the clinical internship, I realized that the nursing profession was different from what I had thought. I thought nurses just needed to perform some techniques, just like the basic ones that we have been taught in class. I never thought that we had to interact with patients and care for small details. These are the intangible things and they are not easy to learn…."

3. Stimulation of learning upon recognition of inadequacies

This concerns the fact that after internship, the subjects recognize the inadequacy of their learning or the importance of learning in class and this motivates them to learn more. Case C mentioned that, “…I found I should have studied harder after internship and I learnt a lot from internship. I learnt how to search for information and that I needed to study basic nursing if I was to be able to face my patients. I did not know why we needed to learn so many things and now I know a clear reason to study hard…;” Case J said that “…I had some doubts about so many things we need to learn from textbooks and I knew that if you did not read, your patients may catch you out with questions. I really needed to acquire more professional knowledge, in particular, in the junior year. I also needed to learn how to search for information.”

4. Pride in being engaged in the “sacred” work of caring

This concerns subjects who identify themselves with the nursing profession after performing clinical work, and feel proud of being a nurse. Case E said, “…I realize nursing is a profession that requires hard work, and it is a noble profession. We learned how to care for and attend to a person. I feel very proud because of this profession….” Case H said that “…it is nice to be a nurse. Working for this profession is like doing good things to others and helping others. I feel wonderful and I feel proud of what I am doing now….”

5. Increased confidence in continuing a nursing career

This concerns the fact that after the internship, the subjects are willing to develop themselves as qualified nurses and affirm their choice of nursing career to serve patients. Case A said that “…by the end of the internship, I had no fear of clinical work and found it interesting. Before, I used to feel very confused and did not know whether this was the right profession for me. But now I am so sure of my choice and I feel as though I am seeing the sun emerge from the clouds…;” Case B said that “…although nurses need to work busy schedules, every one feels so contented. We do not have time to waste and we have learnt a lot. I pictured myself working in the clinic after graduation and after internship; I affirmed my career direction....”

Discussion

The genesis of the male nurse occurred in the forth and fifth centuries. Great demand for because of war or circumstances in which nurses became scarce, as well as social and political factors often influenced the motivation of male nurses (Evans, 2004). Until the twentieth century, students who want to major in nursing often do so because of the recommendation of family members and friends or a personal enthusiasm for caring for others (Whitlock & Leonard, 2003). Additional factors, such as high availability of work, better salary, work benefits, and job security are determinants influencing the choice of nursing as a major (Chin, Lin, Wang, Yeh, & Li, 1996). The results of this study indicate that the determinants influencing male students’ choice of nursing as a major correspond to the findings of the above-mentioned scholars and others. Another reason is limited ability in other disciplines limiting the students’ choice to nursing. It is therefore proven that most male students do not choose to major in nursing of their own, unfettered, free will and that they do not think seriously about nursing as a profession. Studies on male nurses (students), furthermore, have already addressed the fact that motivation behind career decisions, social stereotyping, and perception constraints hinder the development of nursing philosophies among male nursing students. As regards motivation, it is difficult for them to identify with the nursing mission. Women are more often presumed to be suitable nurses. They often choose to take nursing jobs because women are traditionally regarded as suitable nurses and young girls, who like volunteering, and treating the family, etc., often regard nursing as their ideal future career. Female nurses experience less role conflict in relation to social values. They can identify easily with nursing and perform favorably in comparison with male students during the learning process (Chin et al., 1996). Male nursing students especially have to face stress from everyday life and study, as well as from the public perception of male nurses. After fundamental clinical practice, they begin to
encounter doubts about their career choice and working as a nurse. Also, during this process, it is all the more important to assist in the development of nursing philosophies. Hsu (2001) proposed that the thinking and belief of a person influences his behaviors. If the nursing teachers fail to guide or assist students to understand the meaning and value of nursing, students will not be able to understand the profession and will decide to quit in the end. Teachers therefore need to understand the motivations and needs behind the male student’s choice of nursing as their major. Nursing instructors should emphasize nursing philosophies and values in education. It is suggested that nursing educators might: (a) Create a gender-equal study environment, to prevent gender stereotyping or laboring. (b) Encourage male students to identify themselves with nursing work and seek career achievement through their distinguishing characteristics, such as managerial skills, stability, and the ability to invest effort into tasks and see them through to successful completion. (c) Encourage male students to establish support groups which can promote the sharing of experience among classmates.

At the beginning of the twenty-first century, students of the young generation are ambivalent about the line of demarcation between the genders; many now are not constrained by the perception of traditional gender roles and more and more therefore choose nursing as their major. Although they may be motivated by different factors, nursing is proven not to be the exclusive preserve of female students and male nursing students now choose to face the challenges of social values. The results of this research revealed only one subject who felt embarrassed about being a nurse during internship, and other subjects who believed in subverting traditional stereotypes and clearly identified with self roles and advantages. Abrahamsen (2004) examined constraints of profession and future career. He found that when male students enter the female-intensive workplace, gender becomes a very significant issue. But the male would show the characteristics of his gender, including a serious attitude to work, stability, and effort input. Male nurses are more likely to become leaders than female nurses. Rather more than females (Hsu, 2001) they choose to use their gender to look for work in caring that will bring them achievements and a career.

Previous studies showed that a great majority of male nurses would choose departments or units that require high-tech knowledge (intensive care unit), physical strength (emergency room and psychological wards where one has to attend to violent patients and those in a coma), and they often coordinate with female nurses to form new nursing culture. Gender may result in nursing constraints, but male characteristics are more likely to be awarded with leadership in the female-intensive nursing profession (Evans, 2004; Milligan, 2001) and this echoes the perception of the subjects of this study. Under this premise, male students do not possess exclusively negative perceptions and after education given during internship, male students can identify themselves with their initial choice of major in nursing and are willing to enter the nursing profession after graduation. As a result, in nursing education, teachers have to actively assist with the development of nursing philosophies and help students to learn nursing philosophies by heart. As Hsiao (2000) mentioned professional nursing practice operation should be a process of internalization and nurses should care for patients with their hearts. Nursing is not only what you have done for patients, but also comprehensive care for the mental and physical health of patients.

The first internship is stressful, especially for students in adolescence and early adulthood. Students, who have only received training in basic medical and nursing techniques, tend to feel more stressed than those in their junior or senior years (Sheu et al., 2001). Many students’ perceptions of nursing are based on preconceptions or formed when they come into contact with patients and the staff of medical teams for the first time. This has a huge impact on students. But it’s also the key factor in male nursing students’ development of specialist experiences, which include becoming aware of one’s lack of knowledge of basic principles, in order to stimulate motivation to learn. Students begin to appreciate the nature of their role in caring for people during their first experience of clinical practice. They can obtain satisfaction from fulfilling patient care experiences. They can also build self-value, and a sense of achievement and usefulness, and exert their individual potential; the more they demand such experiences, the more they appreciate the values (Hsu, 2001). The male nursing students in this study were already able to reject traditional points of view, and beginning to establish a preliminary answer to the question of “what is nursing?” Male nursing students nowadays can now rise above traditional thinking, as the results of the current study show, and develop preliminary ideas about nursing care, enabling them to gain a deeper experience of the nature of nursing. They have a deep understanding of the essence of nursing work.
The process starts with having little will to choose departments of nursing, and ends with affirming the value of the nursery work. This researcher proposes that instructors, in the course of practice, teach through his/her own example, clinical discussion, case analysis, and experience sharing. It helps male nursing students to realize the enjoyment and basic spirit of nursing, which is to help people. It can probe into male nursing students’ continuing studies in different progresses that the nursing philosophy built will go through, in order to find out about intact follow-up changes.

The literature review indicated that some studies constructed on gender issues found the stereotype of the nursing profession as one for females only, because the career choice of the male conflicts with the way in which the gender and profession are identified. Other studies, however, have shown that no issues have been found among male nurses regarding professional stereotyping or gender role disputes (Yiang, 2000). Because of factors such as the sample size, the passage of time, the perceptions of the new generation, and changes in social values, the research results may differ from previous findings. They may be further corroborated, however, by the results of future qualitative and quantitative studies.

Conclusion

This study adopted low structured interview guidelines to collect data about the experiences of nursing philosophy development of 10 male nursing sophomores after their primary clinical practice and the research results indicated that male students hold nursing philosophies in relation to nature and values that differ from traditional stereotypes. After the primary clinical practice, most of them identified with the role of nurses, affirmed their career choice of nurse, and recognized the importance of learning. Fewer students still faced doubts about males working as nurses, felt embarrassed about telling others their major and concerned about their own capabilities. The research results suggested that educators should place emphasis on individual characteristics and avoid stereotyping when cultivating qualified male nurses to assist with construction of nursing philosophies. The purpose of this study was to investigate male nursing students’ initial formation of nursing philosophies. The researcher must perform follow-up research in the future, after the subjects have finished their whole clinical practice to explore male nursing staffs’ development of nursing philosophies from the initial academic stage to their formal entry into clinical practice.

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某大學男護生於基護實習後護理念初構之經驗分析

周美媚、李麗君

摘 要：本研究的目的將探索男性護理學生在基護實習過程中護理念建立之經驗。在台灣南部某大學護理系於2005年9月至10月間以立意取樣方法進行研究資料之收集。以半結構性訪談指引進行深度訪談，共訪談10位個案。經研究對象同意後進行訪談，訪談後將錄音資料轉譯成逐字稿，寫成行為過程紀錄，再運用內容分析法將所收集資料加以分析、整理歸納。

研究結果可分成三大類目和一些主題。在志向的選擇包括有：(1)接受親人推薦、(2)思考未來職場需求、(3)希望照顧他人的熱忱、(4)學業科目的能力限制；在職業性別窠臼的方面有：(1)傳統性別角色的顛覆、(2)物以稀為貴的期待、(3)澄清外界質疑的勇氣、(4)難以啟齒的尷尬困境；基護實習後對護理念的建立則為：(1)質疑臨床複雜業務無法勝任、(2)有形到無形視野的轉換、(3)體會自身不足激發學習動機、(4)以從事關懷照顧的神聖工作為傲、(5)更確信護理工作是未來出路。期望此結果能為護理教師在男護生養成教育上的參考。

關鍵詞：基護實習、男護生、護理念。