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## A Model for Facilitating Teaching of Intimate Care to Nursing Students in South Africa

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Intimacy and intimate care are concepts that are not freely used in nursing education, practice, and literature because of their sexual connotation. Nursing students provide basic nursing care to diverse patients. This care requires exposing and touching body parts considered intimate, private, or sexual in nature. This encounter may bring about feelings of anxiety, embarrassment, and discomfort for both nursing students and patients. The purpose of this study was to develop and describe a model for facilitating teaching of intimate care to nursing students in South Africa. The study utilised a two-phased theory generative design which was based on findings of the empirical phase. In the empirical phase, interpretive paradigm and symbolic interactions were utilized to understand participants' views of intimate care. An explorative, descriptive, and contextual phenomenological qualitative research was conducted. Nine female nurse educators and twenty-five nursing students, nine of which were males, were purposively sampled. Data was collected using focus group and individual in-depth semi-structured interviews. The 1994 phenomenological data analysis method of Moustaka's was used. Participants viewed intimate care as the invasion of personal and private space of a patient, and it requires physical closeness and touch between a nurse and a patient. During implementation of intimate care, nursing students experienced feelings of anxiety, discomfort, and embarrassment. Often their touch was misinterpreted as inappropriate and sexual. Nursing education Institutions utilized simulation as a method for teaching basic nursing care, but intimate care is not facilitated in this way. Nursing students are not well prepared to provide intimate care, and they are not supported when experiencing intimate care conflict. Phase two, which was theory-generating in nature, was employed to develop a model which could be used in nursing education, nursing practice, and nursing research to facilitate teaching of intimate care to nursing students. A combination of stages of theory-generating was used to identify and define the main concept. A description of the model entailed a visual portrayal, and a description of the structure and process of the model, as well as evaluating it. Guidelines for operationalizing the model were also developed. It is envisaged that the developed model will empower nursing students to implement intimate care competently, comfortably, and confidently. This will enable them to establish nurse-patient intimate relationships, based on trust, respect, and dignity.

### Biography:

Sheila Mokoboto-Zwane is a Senior Lecturer & Researcher at UNISA in South Africa. She has published many articles in different journals.