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REVISTA IBERO-AMERICANA DE SAÚDE E ENVELHECIMENTO  
REVISTA IBERO-AMERICANA DE SALUD Y ENVEJECIMIENTO

## **NURSING STUDENTS' UNDERSTANDING OF DIGNITY: SCOPING REVIEW**

### **A COMPREENSÃO DA DIGNIDADE PARA OS ESTUDANTES DE ENFERMAGEM: REVISÃO SCOPING**

### **LA COMPRESIÓN DE LA DIGNIDAD PARA LOS ESTUDIANTES DE ENFERMERÍA: REVISIÓN DE SCOPING**

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Received/Recebido: 2020-08-17 Accepted/Aceite: 2020-10-22 Published/Publicado: 2021-04-30

DOI: [http://dx.doi.org/10.24902/r.riase.2021.7\(1\).451.117-136](http://dx.doi.org/10.24902/r.riase.2021.7(1).451.117-136)

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## ABSTRACT

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**Introduction:** Fundamental rights are based on human dignity which makes the latter a crucial aspect to identify in nursing care. This way, it is important to know how nursing students understand and experience human dignity in nursing care.

**Methodology:** Scoping review according to the JBI protocol of 2019 with the PPC research question: "How Nursing Students understand Dignity?". Studies which integrate the concept of dignity, have nursing students as participants, and have been published in Portuguese or English between 2010 and 2019 were included in this review.

**Results:** Nursing students see human dignity as complex and fragile. Respect for human dignity is accomplished by respecting the person in all their integrity, self-determination, and values.

Studies show that the actions of nurses are influenced by how they understand dignity as nursing students.

**Conclusion:** Every student has their own understanding of human dignity, due to their experiences, and how they identify and understand human dignity may be developed over time with education. Students want to improve their understanding of dignity by identifying the factors which influence the respect for dignity in the provision of care.

**Keywords:** Dignity; Nursing Students; Understanding.

## RESUMO

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**Introdução:** Sobre a dignidade humana assentam os direitos fundamentais e constitui-se um aspeto crucial a identificar nos cuidados de enfermagem. Desta forma, importa perceber de que forma os estudantes de enfermagem compreendem e experienciam este conceito nos cuidados de enfermagem.

**Metodologia:** Revisão *Scoping* de acordo com o protocolo JBI de 2019, com a questão de investigação PCC: "Qual a compreensão de Dignidade para os Estudantes de Enfermagem?". Incluiu-se estudos que integram o conceito de dignidade, que tenham como participantes os estudantes de enfermagem e que tenham sido publicados na língua portuguesa ou inglesa entre 2010 e 2019.

**Resultados:** Os estudantes de enfermagem encaram a dignidade humana como complexa e frágil. O respeito pela dignidade humana é atribuído através do respeito pela pessoa na sua integridade, autodeterminação e valores.

Estudos revelam que a compreensão de dignidade para os estudantes de enfermagem influencia as suas ações enquanto enfermeiros.

**Conclusão:** Conclui-se que a dignidade humana se encontra intrínseca a cada estudante através das experiências vivenciadas, sendo que a sua identificação e compreensão poderá evoluir ao longo do tempo através da educação. Os estudantes desejam aperfeiçoar a sua percepção de dignidade, identificando os fatores que influenciam o respeito pela dignidade na prestação de cuidados.

**Palavras-chave:** Compreensão; Dignidade; Estudantes de Enfermagem.

## RESUMEN

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**Introducción:** Sobre la dignidad se basan los derechos humanos fundamentales y es un aspecto crucial que debe identificarse en la atención de enfermería. Por lo tanto, es importante entender cómo los estudiantes de enfermería entienden y experimentan este concepto en la atención de enfermería.

**Metodología:** *Scoping review* según el protocolo JBI de 2019, con la cuestión de la investigación del PCC: "¿Cuál es la comprensión de la dignidad para los estudiantes de enfermería?". Incluimos estudios que integran el concepto de dignidad, que tienen como participantes a los estudiantes de enfermería y que han sido publicados en portugués o inglés entre 2010 y 2019.

**Resultados:** Los estudiantes de enfermería consideran que la dignidad humana es compleja y frágil. El respeto a la dignidad humana se atribuye a través del respeto a la persona en su integridad, autodeterminación y valores.

Los estudios revelan que la comprensión de la dignidad de los estudiantes de enfermería influye en sus acciones como enfermeras;

**Conclusión:** Se concluye que la dignidad humana es intrínseca a cada estudiante a través de las experiencias experimentadas, y su identificación y comprensión pueden evolucionar con el tiempo a través de la educación. Los estudiantes desean mejorar su percepción de dignidad identificando los factores que influyen en el respeto a la dignidad en la prestación de atención.

**Descriptores:** Comprensión; Dignidad; Estudiantes de Enfermería.

## INTRODUCTION

Nowadays, people often mention human dignity in dissimilar contexts and with opposite meanings. The word Dignity originates from the Latin word *dignitas*, which means virtue, honour, consideration, or respect for oneself. Dignity is currently seen as a concept that attributes value to the human person and distinguishes humans from other beings. The term dignity is constantly evolving as it does not have a concrete or simple definition and can only be identified when practiced<sup>(1)</sup>.

The concept of Dignity is not static. It can be interpreted in historical or cultural terms<sup>(1)</sup>. In the West, Dignity is the basis of Human Rights: *"Whereas recognition of the inherent dignity and of the equal and inalienable rights of all members of the human family is the foundation of freedom, justice and peace in the world"*<sup>(2:1)</sup>.

In this line of thinking, Dignity is also one of the corner stones of the Constitution of the Portuguese Republic: *"Portugal is a sovereign Republic, based on the dignity of the human person and the will of the people and committed to building a free, just and solidary society"*<sup>(3:1)</sup>.

Dignity is inherent to the human being, can be felt subjectively as an attribute of the *Self* and is expressed by behaviours that show respect for oneself and for others<sup>(4)</sup>. The attributes of Dignity can be divided into: *Individual Dignity* - intrinsic to human existence and mentally perceived by oneself. The concept of dignity is embedded in beliefs and based on one's values and individual perceptions. *Social Dignity* - includes attributes that reflect social and cultural factors. Dignity is a cultural concept, based on religion and spiritualism. When caring for someone, dignity is the belief that all humans are equal and equally deserving<sup>(5)</sup>. Nursing is defined as the *"health profession that aims to provide nursing care to the human person, whether they are sane or ill, during their life cycle, and to social groups to which the human person belongs, to maintain, improve and restore health, helping them achieve their maximum functional capacity as soon as possible"*<sup>(6:3)</sup>.

Nursing care are based on the interaction between the nurse and the person in the sense of establishing an aid relationship, with this person being an individual, family, or community.

Ernestine Wiedenbach was one of the first to associate Dignity and Nursing in 1970, when she defined concepts she deemed essential in nursing, which included the respect for the dignity, value, autonomy, and individuality of each person. The very own identification of human dignity implies ethical and moral ideas about human rights and social justice in nursing<sup>(7)</sup>.

In 1979, Jean Watson's Human Caring Theory brought new meanings for dignity in Nursing. The respect for human dignity is one of the fundamental principles of the moral obligation of caring in nursing and one of the foundations of the Nursing theory<sup>(7)</sup>.

The study of Haddock<sup>(8)</sup> stands out from the multiple studies about dignity in Nursing. It says that keeping and promoting dignity makes the other person feel respected in the interpersonal relationship and shows the importance of a full assessment of the person and understanding of their cultural values. One of the first analysis dedicated to dignity in Nursing was published in 1998 by Shotton & Seedhouse<sup>(9)</sup>. They saw dignity as a person's self-determination and ability to receive help from others. The lack of dignity implied that the person would feel vulnerable or incompetent.

Concurrently, dignity is an integral part to caring, because it makes it possible to take care of others in vulnerable situations<sup>(10)</sup>. This way, to provide holistic care, understanding the person as a biopsychosocial being and respecting their lives, the concept of dignity must be applied in Nursing care.

Caring without recognizing dignity influences a person's recovery. Literature establishes the importance of excellence in nursing care and highlights that such care should be provided equally, responsibly, and should focus on *"(...) promoting, defending and preserving a person's dignity, and that this ethical background leads to the statement of autonomy to choose their life projects in that context"*<sup>(11:52)</sup>.

In short, talking about human dignity is talking about a value, a moral principle that is the basis of the conception of the human being as a unique being who is always evolving in the pursuit for realization, which requires knowledge, freedom of action, respect, and the non-objectification of the person.

The need to analyse how students understand the concept of Dignity is described by the international literature, but students are a population that is particularly sub-represented in the research about Human Dignity<sup>(12)</sup>. By analysing nursing students, we aim to perceive how they understand human dignity throughout their academic life and before their professional careers begin. This can reveal students' needs in pedagogical and educational terms, but also in learning the concept of Dignity and practicing the preservation of Dignity in care while attending their Nursing Degree.

## METHODOLOGY

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This research consisted in a scoping review made according to the JBI protocol (2019)<sup>(13)</sup>, which is particularly relevant to exploring and mapping topics that are abstract or lack material evidence that supports them and makes it easier to identify gaps and future research directions.

Our goal was to map knowledge of what dignity means to nursing students to promote investment in education according to the gaps that were identified.

A scoping review is a way to summarize knowledge and evidence broadly and provide an opportunity to promote practices, policies, and research. *"(...) It is a way to summarize knowledge that addresses an exploratory research question destined to map keywords, types of evidence, and gaps in research concerning a given area or fields, by searching, selecting, and summarizing existing knowledge systematically"*<sup>(14:1292)</sup>.

According to the PCC acronym (P – population; C – concept, and C – context) used in scoping reviews, the review question is: "How Nursing Students understand Dignity?", in which the Nursing Students are the population, Dignity the concept, and the clinical and non-clinical settings the context.

### *Inclusion Criteria and Search Strategy*

This review considered all papers in full-text format that included nursing students and the concept of dignity and were published in Portuguese and English between 2010 and 2019 (Table 1<sup>7</sup>).

Concerning the grey literature, the studies considered were those whose titles included the keywords ("Nursing Students", "Understanding", "Dignity").

We did a systematic literature search that included databases and grey literature. The search strategy used the MeSH descriptors below: Personhood; Nursing, Students; Comprehension combined with the keyword: Dignity; Nursing Students; Understanding, in any part of the text, title, abstract, manuscript, keyword, or single identifier.

We used these terms to search the Nursing Reference, CINAHL, Medline, and Scopus databases. For the grey literature, we considered the Portugal Open Access Science Repository (RCAAP) and Google Scholar. We then selected the papers that could answer the PCC question raised.

Multiple combinations were tested: (dignity OR "Personhood" [Mesh]AND "Nursing, students" [Mesh]); (dignity OR "Personhood" [Mesh]AND understanding OR "Comprehension" [Mesh]); ("Nursing, students" [Mesh] AND "Comprehension" [Mesh]); dignity (TI) OR "Personhood" [Mesh] AND understanding OR "Comprehension" [Mesh] AND nursing students). Table 2<sup>7</sup> shows the searches made for each database and respective results according to keywords and descriptors used and their combination.

Primary and secondary studies that described how nursing students understood dignity in clinical and non-clinical settings were included in this review. Studies which did not meet the inclusion criteria above were excluded, meaning that all studies including post-graduates which did not corresponded to the defined period and whose references, abstract and full text were not available were not included in this review.

#### *Data Selection and Collection*

Four members of the search team have selected independently the titles and coded the records identified after searching the database. Each record was analysed in duplicate. During the selection process, discrepancies in each point were discussed until a consensus was reached. First, we gathered the existing literature, and then we sorted it according to the selected filters (full-text papers published since 2010 with available references and abstract) to limit the search. Subsequently, we selected the papers by reading their titles and abstracts, and then we read their full texts to make sure they were relevant to the research question. The four researchers extracted the data from all papers identified in the data extraction sheet made in Microsoft Excel, which included the author, title, journal, publication year, country of origin, research method, and results.

#### *Data Synthesis*

Extracted data were reviewed by four members of the search team. The dimensions for explaining how Nursing Students understood Dignity were then selected. These dimensions were assessed by the whole research team. Data collection and synthesis was made via a thematic data analysis<sup>(15)</sup>. Considering the review questions, data from included papers were read to identify frequent, dominant, or significant concepts and themes.

#### *Search Sequence*

A total of 37 studies were identified from searching the databases and grey literature. Twenty-five papers remained after duplicates were removed.

Selected articles were then screened and excluded depending on their titles and abstracts, resulting in a total of 14 studies. Eight papers were also removed because they did not meet inclusion criteria nor answered the review question. A total of six articles were selected to be included in the review. Evidence selection was made according to the PRISMA Flow Chart, Fig. 1<sup>7</sup>, which allows to identify and order paper selection.

## RESULTS

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Publications were read and data extracted using a predefined table that included publication (year, country), study (design, population, data measurements, data analysis, key conclusions), or paper characteristics (e.g. topic, type of publication, major insights) by the first author and classified into multiple categories according to population, primary focus, and type of publication.

A thematic analysis<sup>(15)</sup> was made to define the grounds of the understanding of dignity. The four researchers deliberated on which dignity domains would be analysed to reach consensus. Consensus was reached following a debate that led to a final list that included two main dimensions: *the concept understanding dimension and the concept learning dimension*. Studies were then grouped according to dimensions, and the domains that were relevant in each dimension were summarized.

To familiarize ourselves with data, we reread the studies and extracted results and descriptions of how Nursing Students understood and learned the concept of dignity. Then, we generated an initial coding list that was used to label the entire data set. Additional codes were generated whenever needed. In regular analytical meetings, coding lists were refined, summarized into categories, and structured to make relations between categories visible.

The elected papers were:

- Richard G. Kyle, Wayne Medford, Julie Blundell, Elaine Webster, Sarah-Anne Munoz, Leah Macaden. *Learning and unlearning dignity in care: Experiential and experimental educational approaches*. 2017<sup>(17)</sup>;
- Sarah-Anne Munoz, Leah Macaden, Richard Kyle, Elaine Webster. *Revealing student nurses' perceptions of human dignity through curriculum co-design*. 2016<sup>(18)</sup>;



- Evridiki Papastavrou, Georgios Efstathiou, Christos Andreou. *Nursing students' perceptions of patient dignity*. 2016<sup>(19)</sup>;
- Akram Parandeh, Morteza Khaghanizade, Eesa Mohammadi, Jamileh Mokhtari-Nouri. *Nurses' human dignity in education and practice: An integrated literature review*. 2015<sup>(20)</sup>;
- Ok-Hee Koo. *A Study on the Changes in Ethical Values of New Nursing Students*. 2016<sup>(21)</sup>;
- Rosemary F Mullen and Angela Kydd, Laura McMillan, Anne Fleming. *Dignity in nursing care: What does it mean to nursing students?* 2017<sup>(22)</sup>.

#### *Data extraction and summary of results*

Data extraction and synthesis allows to gather those details that are most relevant in each paper and verify whether the paper answers the PCC question. Results are gathered and selected studies are analysed, with their contents being summarized based on data extraction. This information is shown in Table 3<sup>7</sup> and based on the recommendations of the Joanna Briggs Institute's Reviewers Manual for Scoping Reviews<sup>(13)</sup>. This Table 3<sup>7</sup> also includes authors, publication year, methodology used, the country where the study was conducted, objectives, number of participants, result evaluation method, duration, and main results for each study.

## DISCUSSION

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This scoping analysis intends to map the existing evidence about how dignity is understood by nursing students.

They understand dignity as something that can be learned, but some participants suggested that respect for human dignity is something intrinsic to each person, given their education and experienced situations<sup>(17)</sup>. Teaching and learning dignity highlights those existing traits. Nursing students identify dignity in care as the ability to empathize with the people they are caring for by putting themselves on their shoes and understanding how they could feel if their dignity was compromised<sup>(17)</sup>.

Positive health results depend on factors such as the valorisation, respect for self-determination, and self-esteem of an individual. For nursing students, the individual's perception of their own dignity matters, so that a person's dignity is respected<sup>(10)</sup> and quality care is given considering what the person understands as their dignity<sup>(4,5,10)</sup>.

Concerning education, students have suggested multiple learning methodologies that make it easier to understand dignity, such as: role plays, study cases, direct contact with people, and empathy exercises<sup>(17,20,22)</sup>. There are also studies which corroborate the utility of these practices by showing that dignity is easily perceived through practical exercises in a simulation context<sup>(23)</sup>. These learning methodologies must reflect nursing ethics to prepare students for the challenges they will face in the professional world<sup>(23)</sup>.

Students understand dignity as something inconstant (changing as they progress in their degree), experimental, and fragile<sup>(18)</sup>. The perception nursing students had of dignity in the first year of their degree does not correspond to the perception they have in the last year. Dignity in care cannot be described in theory only. It must also be demonstrated via attitudes and behaviours during the provision of care and consider a person's self-esteem and empowering. Students associated dignity in care with the respect for the person, and their values and preferences<sup>(18)</sup>.

Maintaining dignity is a condition to an individual's recovery. This way, it is important to learn and recognize which aspects are valued by a person and which aspects they think compromise their dignity, because these are linked to the social and cultural background of each person<sup>(10)</sup>.

Students also showed the desire to improve their perception of dignity so they could recognize it, experience care with dignity and have the proper tools to reflect upon their own experience. In general, the study revealed a deep understanding of how dignity is perceived by nursing students: an integrated practice associated with the human being's personhood<sup>(18)</sup>.

Preserving dignity is key in terminal stages of diseases when treatment options become scarce<sup>(10,25)</sup>. Studies showed that nursing students tend to value and respect a person's dignity when the latter are terminally ill. Students revealed that the concept of dignity would be easier to learn and grasp if it was further explored during training and adequate to the life cycle, for instance, in terminal stages of diseases<sup>(25)</sup>.

When identifying the multiple factors that negatively influence a person's Dignity in care, nursing students, by sharing situations they have witnessed in Clinical Training, showed that they know the importance of patients' Dignity. They have also identified ways to preserve dignity in the situations they shared<sup>(19)</sup>. These factors were grouped into five categories according to their nature:

- Patients' preferences, verbal abuse and regarding a patient as a unique person: nurses observed wrong behaviours, such as performing procedures without the consent and/or against the will of the patient, raising their voice without needing to, and not addressing the patient by their name but by their medical condition or bed number<sup>(19)</sup>.
- Privacy and confidentiality: students observed a patient's Dignity being dismissed by the actions of nurses, such as not closing the curtains during hygiene in bed or discussing confidential patient information with other colleagues in public<sup>(19,21,22)</sup>.
- Loss of autonomy and need for help: students saw that patients feel less dignified because of their inability and dependence<sup>(19,22)</sup>.
- Discrimination: students saw the behaviour of some nurses to foreign patients and considered it wrong and discriminatory<sup>(19)</sup>.
- Reciprocity: students saw that nurses need to feel that their dignity is kept to be able to grant dignity and that younger nurses are more considerate of the patient's dignity<sup>(19,22)</sup>.

The critical look of nursing students on the situations experienced in the Clinical Training promoted their ability to identify the factors that compromise patients' Dignity and to reflect upon such factors and a more adequate practice. The study valued student experiences and the adjustment in training at the ethical level so that patients' Dignity is always considered, preserved and respected during care. The respect for a person's dignity results in care that is sensitive to basic human rights, such as the right to information, consent, privacy, and confidentiality<sup>(19,26)</sup>.

Nursing students considered the patient's Dignity to be a priority. Despite recognizing the importance of the respect for their own Dignity, the best provision of care goes further and prioritizes the Dignity of the person they are caring for<sup>(20)</sup>. Protective – self-respect – and threatening factors – pressure at the workplace, dismissal, lack of recognition – were identified along with individual and organizational interventions that are effective in the promotion of the respect for Dignity<sup>(20,27)</sup>. The recognition of Dignity by nurses was described as beneficial to their valorisation, which results in a better provi-

sion of care. Dignity should be addressed from the ethical standpoint in practical learning contexts. Nursing students must be trained and empowered in a way that allows them, as nurses, to actively discuss the aspects that threaten their dignity and the patient's validly<sup>(20)</sup>.

Understanding ethical values allows nursing students to understand dignity, which is necessary for reflecting and making decisions about dilemmas or ethical matters during the provision of care<sup>(21)</sup>. Dignity is often referred in deontological documents, but when we look for a deeper analysis of this concept, its own complexity makes it hard to establish a definition<sup>(5,10)</sup>, even if its unanimous that dignity is an ethical imperative.

The study<sup>(21)</sup> concludes that the ethical values of human life are better understood as time goes by, and the same goes to the therapeutic relationship between the nurse and the person. However, the opposite happens with the relationship of nurses and their peers. Conclusions suggest the development of an ethics education program based on cases that concern the voluntary termination of pregnancy, dignity in death, mistakes made in the provision of care, among others which relate to the principle of human dignity.

For nursing students, understanding dignity helps them become nurses that are more qualified to preserve dignity in nursing care<sup>(22)</sup>. Nursing students identified dignity in nursing care as carrying out all actions possible to protect the vulnerable person, being able to respect the other's choices and consider their importance in decision-making, and giving them the time they need, with the latter involving and being centred in the person and respecting the person's self-determination.

The study<sup>(22)</sup> argues that understanding dignity is the result of the articulation between theoretical and practical learning. For nursing students, understanding the meaning of dignity in care can help train nurses that are able to preserve dignity and handle situations where dignity is threatened. For nursing students, the meaning of dignity in nursing care involves the articulation of interpersonal relationships with the vulnerable person and emotions (empathy, compassion...) to recognize and preserve the other person's dignity.

Figure 2<sup>7</sup> summarizes the evidence found in the selected articles.

### *Study Limitations*

As a scoping review, this study is limited by the studies available for mapping the territory. Despite the significant number of papers that have matched the keywords, many did not answer the research questions for the proposed review. As to search terms, the MeSH descriptors selected (understanding in MeSH Heading Comprehension) ("Students,

Nursing" MeSH descriptor) were affected by a change in one of the descriptors (dignity in MeSH Heading Respect) stabilized in 2019. We have also noted that quality methodology tables are not presented, because scoping reviews do not aim to analyse the methodological quality of studies.

## CONCLUSION

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Dignity is a basic concept that is part of nursing care, because it is centred on the person, who has dignity intrinsically. This way, nurses must respect, preserve and defend the dignity of the person they are caring for.

Nursing students must learn the duties of nurses, which will qualify them to preserve a person's dignity and promote care that revolves around the person's needs.

This study allowed to understand how nursing students perceive and experience the concept of dignity, identifying their needs and problems so that the proper adjustments can be made to nursing training.

This search showed that human dignity is inherent to each person and that the understanding of dignity may evolve over time through education. Students associated dignity in care with the respect for the person, and their values and preferences.

Studies also shown that students want to improve their understanding of dignity, because they identified the factors which influence the respect for dignity in the provision of care.

Nursing students understand dignity in nursing care as the ability to respect others' choices, showing them that they care and giving them the time they really need.

Nursing students' understanding of dignity can be promoted using new educational and learning methodologies, such as reflective practices, role plays, study cases, direct contact with people, sharing of situations experienced, empathy exercises, and the development of ethics education programs to adjust student training and, consequently, make sure that a person's dignity is always guaranteed, preserved and respected.

#### Authors Contributorship

HF: Design and coordination of the study, collection and analysis of data, review and discussion of results.

LM: Study design, collection, storage and analysis of data, review, and discussion of results.

PE: Study design, collection, storage and analysis of data, review, and discussion of results.

CI: Study design, collection, storage and analysis of data, review, and discussion of results.

JB: Study design, collection, storage and analysis of data, review, and discussion of results.

LN: Review, and discussion of results.

All authors read and agreed with the published version of the manuscript.

#### Ethical Disclosures

Conflicts of Interest: The authors have no conflicts of interest to declare.

Financial Support: This work has not received any contribution grant or scholarship.

Provenance and Peer Review: Not commissioned; externally peer reviewed.

#### Responsabilidades Éticas

Conflitos de Interesse: Os autores declaram não possuir conflitos de interesse.

Suporte Financeiro: O presente trabalho não foi suportado por nenhum subsídio ou bolsa.

Proveniência e Revisão por Pares: Não comissionado; revisão externa por pares.

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Table 1 - Inclusion Criteria.<sup>κ</sup>

Criterion	Inclusion
Participants	Nursing Students
Intervention/Phenomena of interest	Studies that include the concept of Dignity
Context	Clinical and non-clinical
Publication language	English and Portuguese
Publication Date	2010-2019
Publication format	<i>FULL-TEXT</i>
Grey literature	Studies whose title includes the keywords

Table 2 - Search strategy results.<sup>κ</sup>

Database/Research	Nursing Reference Center	CINAHL	MEDLINE	RCAAP	Scopus	Google Scholar	Total
#1 - dignity OR "Personhood" [Mesh]	134	104	3302	195	11 154	8830	23 719
#2 - "Nursing, students" [Mesh]	286	960	13 667	329	23 494	17 100	55 836
#3 - understanding OR "Comprehension" [Mesh]	2 583	2245	470 379	1494	1248 822	115 000	1 840 523
#1 AND #2	17	1	61	0	90	10	182
#2 AND #3	121	107	1596	2	2395	168	4389
#1 AND #3	69	17	406	3	1290	92	1877
#1 (TI) AND #2 AND #3	<b>12</b>	<b>13</b>	<b>11</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>37</b>

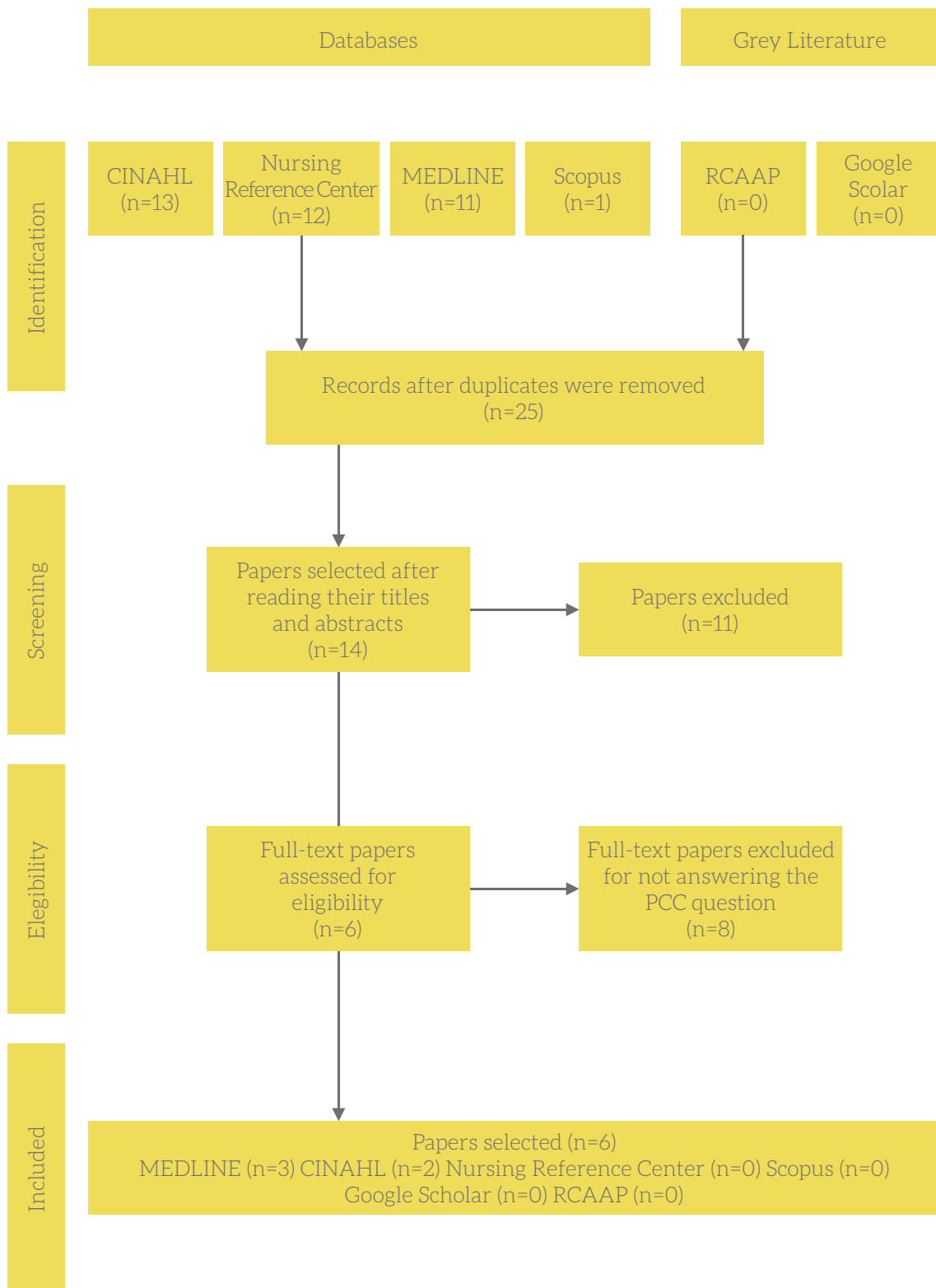


Figure 1 - PRISMA Flow Chart.<sup>5</sup>

Table 3 – Summary of Results.<sup>→↵</sup>

Authors/ Publication Year	Country	Methodology/Study goal	Total number of participants	How the result is measured	Summary of Results
Richard G. Kyle <i>et al</i> 2017 <sup>(17)</sup>	Scotland	Mixed study/ To investigate nursing students' understanding of dignity.	35 students from three different years in their Nursing Degree in a university in Scotland.	Online questionnaire. Quantitative questionnaire data analysed using descriptive statistics via SPSS Statistics. Qualitative flip chart data analysed thematically by two of the authors (LM and JB) and then included in cohorts to identify common themes.	Human dignity is intrinsic to each person. Nursing students identified dignity in care as the ability to empathize with those they are caring for.
Sarah-Anne Munoz <i>et al</i> 2016 <sup>(18)</sup>	Scotland	Qualitative study/ To learn how professional nursing students conceptualize dignity and also how they consider it should be taught at undergraduate and postgraduate levels of training.	Nursing students in Scotland in 2013-14.	Group workshops.	Students associate dignity in care with the respect for the person, and their values and wills.
Evridiki Papastavrou <i>et al</i> 2016 <sup>(19)</sup>	Cyprus	Qualitative study/ To explore the issue of patients' dignity from the perspective of nursing students.	34 nursing students of a Cyprus University.	Via group Discussions, whose results were analysed by 3 external Researchers.	Nursing students identified factors that protect and threaten patients' dignity and highlighted the importance of promoting dignity in nursing care.
Akram Parandeh <i>et al</i> 2015 <sup>(20)</sup>	Iran	Integrative Literature Review/ To explore the nature of the concept of Human Dignity in Nursing in educational and clinical settings.	Not applicable.	Integrative Literature Review.	Human dignity is an important concept in Nursing, is influenced by multiple factors and has several consequences on people, both positive and negative.

Table 3 – Summary of Results.<sup>←↵</sup>

Authors/ Publication Year	Country	Methodology/Study goal	Total number of participants	How the result is measured	Summary of Results
Ok-Hee Koo 2016 <sup>(21)</sup>	South Korea	Qualitative study/ Analysing the ethical values of nursing students without clinical experience, comparing to the study conducted in 1998, to gather data to help establish ethical values in the future.	192 nursing students.	Survey data analysed using descriptive statistics via SPSS Statistics.	Understanding ethical values leads to understanding dignity. So, the study suggests the development of an ethics education program.
Rosemary F. Mullen <i>et al</i> 2017 <sup>(22)</sup>	Scotland	Qualitative study/ Understanding the articulation between the meaning of dignity and nursing care given by students.	31 students from each year of a 3-year adult nursing programme.	Data were analysed by qualitative and quantitative content analysis following a systematic approach.	Students associate dignity with the respect for others and their choices, so care must be given in conjunction/partnership with the person.

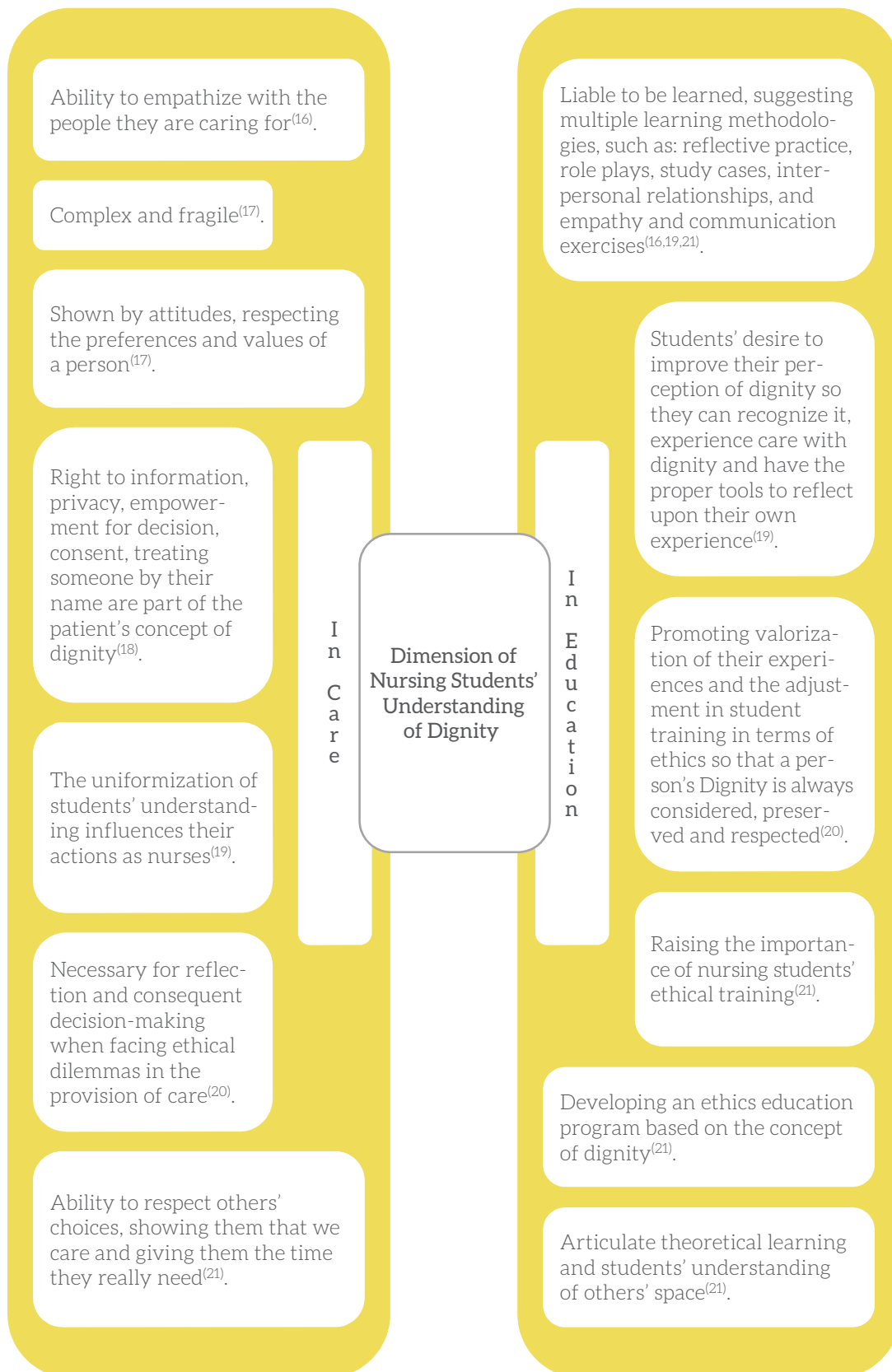


Figure 2 – Summary of review results.<sup>5</sup>