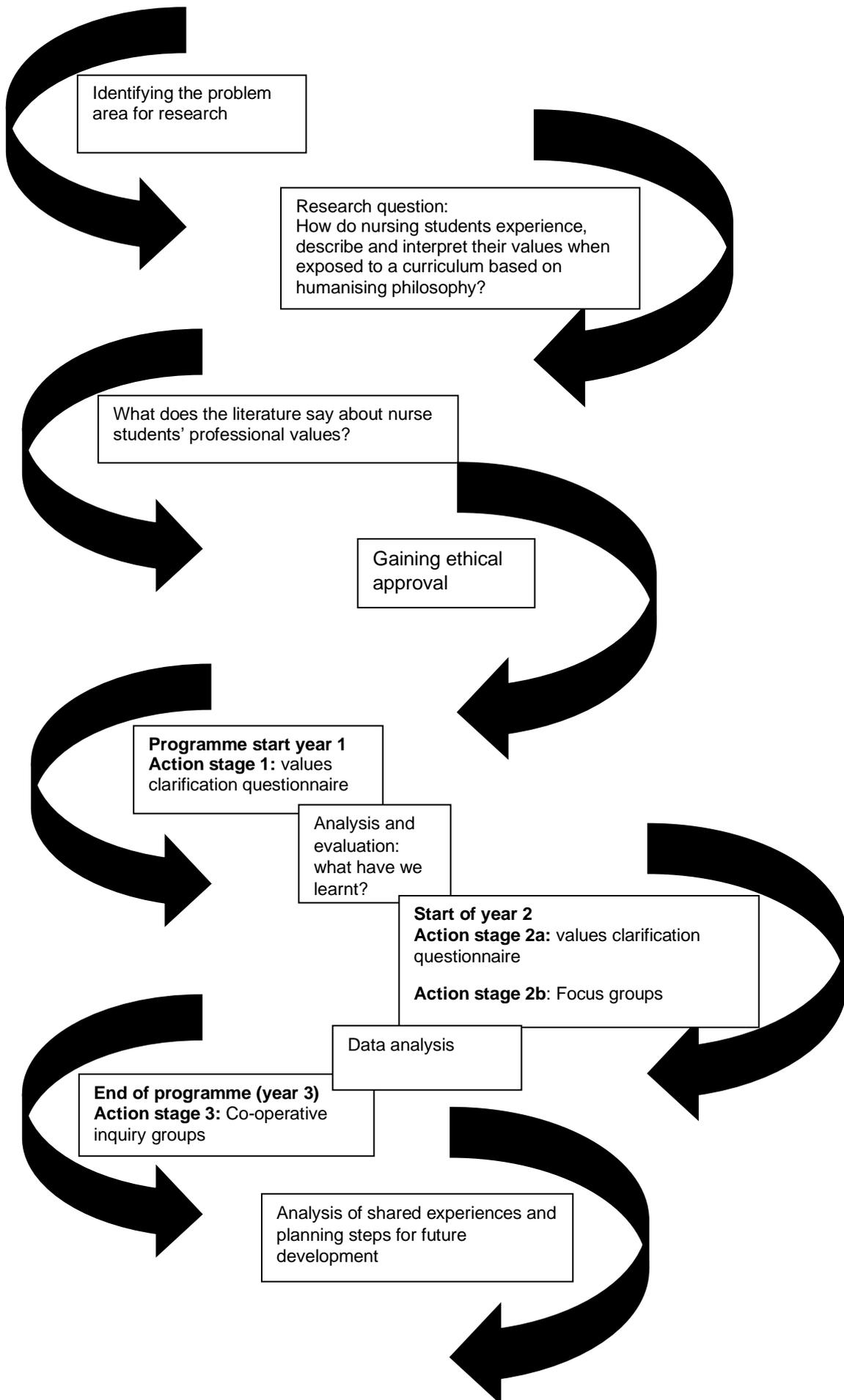


**Table 1: The humanising values framework and practical meaning of the dimensions listed, informed by Todres et al., (2009)**

<b>Humanising dimensions</b>	<b>Humanising dimensions: Practical meaning</b>	<b>Dehumanising Dimensions</b>	<b>Dehumanising Dimensions: Practical meaning</b>
1. Insiderness	An individual's personal and subjective view of their world	1. Objectification	Ignoring or denying an individual's personal and subjective view of their world
2. Agency	An individual's ability to make their own choices and decisions and to accept responsibility for their choices.	2. Passivity	An individual's ability to make their own choices and decisions is removed. They no longer have a sense of being involved and become passive in the decision-making process.
3. Uniqueness	Each individual has his/her own unique view of the world that makes them different to others.	3. Homogenisation	Each individual's unique view of the world is lost and everyone is treated the same, without choice.
4. Togetherness	As individuals we have a sense of belonging with others such as family and friends	4. Isolation	Lost opportunities to help a person have a sense of belonging.
5. Sense making	As human beings we look for structure and patterns that give meaning to our world	5. Loss of meaning	Loss of understanding and patterns that make up every day routines.
6. Personal journey	As individuals we have a personal journey that we plan and aspire to	6. Loss of personal journey	No goals or aspirations, no motivations.
7. Sense of place	As individuals we have a sense of place: such as home where we feel safe and relaxed	7. Dislocation	Loss of knowing where home is, where it's safe to relax.
8. Embodiment	An individual's experience of living and being: who they are	8. Reductionist body	Loss of the person's experience of living and being: who they are

Figure 1: Participatory Action Research (PAR) cycles



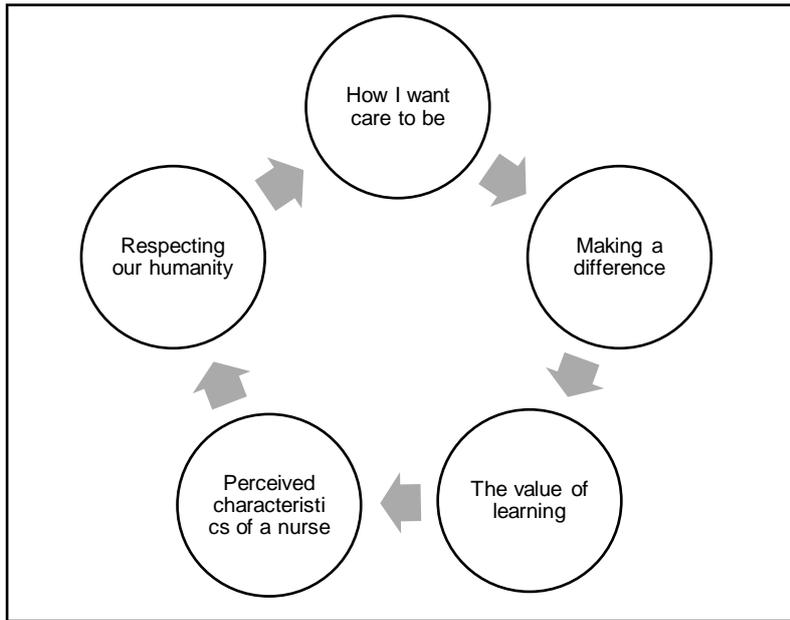
**Table 2: Summary of the stages of data collection**

Stages of the research process	Programme timeline	Year	Number of students	Timeline of data collection and analysis	Method and Response rate
Stage 1	Day one of programme	Sept 2013	n =161	Students invited to complete the values clarification exercise (VCE)	Questionnaire: 89%
Stage 2a	Beginning of year 2	Sept 2014	n = 82	Students invited to complete the VCE for a second time	Questionnaire: 53%
Stage 2b	Halfway through year 2, 2015	April 2015	n = 31 (divided into 4 groups)	The findings from the VCEs in years 1 and 2 were presented to students during focus groups.	Focus groups 19% (representative sample)
Stage 3	At the end of programme (year 3)	August 2016	n = 131 (divided into 5 groups)	Students engaged in co-operative inquiry groups to analyse and evaluate their progress.	Co-operative inquiry groups: 81%

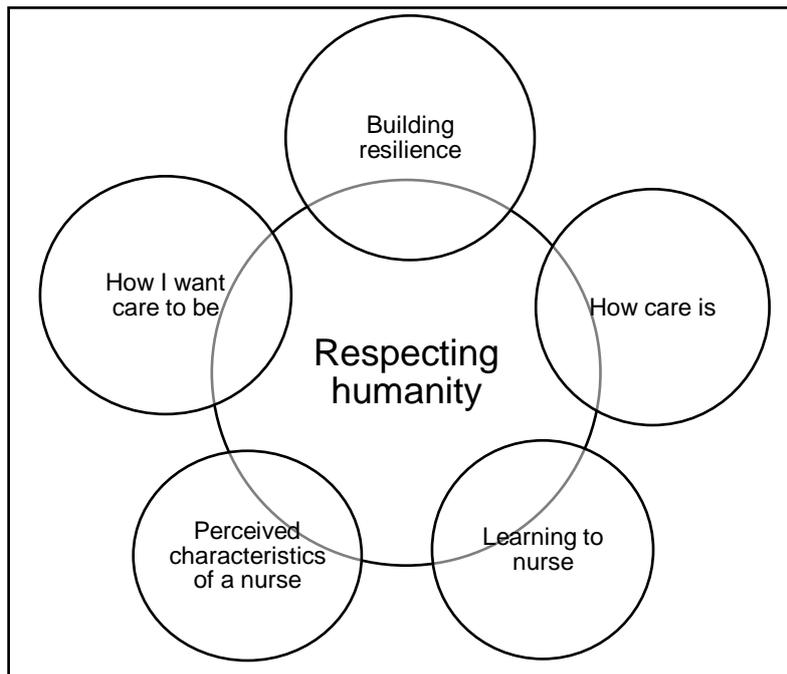
**Table 3: VCE questionnaire adapted from Manley (2000)**

A Values Clarification Exercise is a simple exercise designed to help us clarify the values and beliefs we hold about something.
<b>Please complete the statements below:</b>
I believe the purpose of nursing is ...
I believe this purpose can be achieved by ...
I believe the factors that may inhibit or enable this purpose to be achieved include ...
I want to be a nurse because ...
I feel valued as a person when ...
I do not feel valued as a person when ...

**Figure 2: Overarching themes Stage 1: Ideals and Aspirations**



**Figure 3: Overarching Themes Stage 2: Reality and Uncertainty**



**Figure 4: Overarching Themes Stage 3: Living the humanised approach**

