

Findings in relation to the development of students' professional self:	Findings regarding the influences on students' values in clinical practice environments:	Findings in relation to students' reflection on values:
Knowledge and confidence amongst students across disciplines increased throughout the three years, positively influencing their care and courage to challenge poor practice.	Throughout the three years, time pressures experienced by students increased. Student midwives argued that this led to instances of missed care.	Students mentioned the importance of reflection across the three years. They believed that more time should be directed towards this in clinical practice environments.
Students perceived a growing level of responsibility with each year of study. In year three, their nearing registration as practitioners increased the pressure that they experienced regarding this responsibility.	As student midwives experienced more challenging patient situations, they started deeming it more acceptable to manage patients' expectations.	Throughout the three years, students' original values were reprioritised. Some values were deepened, and new values were added.
Students did not feel ready to delegate in years 1 and 2, but had started to do this, out of necessity, in year 3.	Issues in relation to organisational hierarchy were identified across the three years. In year 3, mental health nursing students also discussed problems in relation to hierarchy and race and/or ethnicity.	Throughout the three years, students gained a deeper understanding of the meaning of the concept 'values journey'. At the end of year 3, they believed this journey would be forever ongoing.
Over the three years, there seemed to be an increased focus on clinical aspects (sometimes at the cost of patient-centred and compassionate care) amongst student midwives. In year 3, the pressure experienced in relation to their impending registration appeared to be associated with this.	Over the three years, students' perceptions of their colleagues fluctuated: in year 1, students made justifications for colleagues' negative values and attitudes, but in year 2 they had ceased to do this. For adult and child nursing students, there appeared to be no change in year 3, but student midwives now identified more with their colleagues, which gave them a renewed understanding for negative attitudes.	
In year 3, students were more aware of, and spoke more about litigation than in previous years.	Over the three years, the amount of emotional experiences increased, which influenced students' values and care provision.	
	Where student midwives had felt empowered at the end of year 2, they were downtrodden by the end of year 3.	

Table 1: Main findings across the three years of study