

UNIVERSITY WEST

Working as a diabetes specialist nurse – with a focus on prerequisites for person-centred care, work- integrated learning and job satisfaction

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ACADEMIC DISSERTATION

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Abstract

Title: Working as a diabetes specialist nurse – with a focus on prerequisites for person-centred care, work-integrated learning and job satisfaction.

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The global prevalence of diabetes is increasing, placing demands on healthcare systems as they work to meet the needs of this growing patient group. Diabetes specialist nurses play a central role in supporting these patients and contributing to positive health outcomes, yet knowledge remains limited regarding the prerequisites that enable them to fulfil their professional responsibilities. This compilation dissertation aimed to explore professionals' and patients' experiences of contemporary diabetes healthcare with a specific focus on the prerequisites for person-centred care, work-integrated learning and job satisfaction among diabetes specialist nurses. A multimethod design combining qualitative and quantitative methods was employed. Data were collected through interviews with patients (study I), surveys (studies II and III) and focus-group discussions with diabetes specialist nurses (study IV). The analyses included qualitative content analysis (study I), statistical analyses (studies II and III) and focus-group analysis (study IV). The findings reveal an increasingly strained diabetes healthcare system. Patients expressed a desire for multidimensional, person-centred diabetes care (study I), while diabetes specialist nurses reported striving to maintain their professionalism and person-centred practice despite a strained care environment characterised by increasing pressures and high workloads along with a perception that diabetes care is deprioritised (study IV). Study II examined how the learning potential of the workplace was associated with diabetes specialist nurses' perceptions of providing person-centred care and identified two contributing factors: 'support in learning' and the 'opportunity to reflect'. Study III revealed a direct relationship between diabetes specialist nurses' occupational self-efficacy and job satisfaction and showed that the workplace's learning potential—'time for exploration'—mediated this relationship. This dissertation concludes that, in an increasingly strained diabetes healthcare system, investing in work-integrated learning and supportive organisational structures is essential for ensuring person-centred diabetes care and strengthening diabetes specialist nurses' job satisfaction.