


**Professional Identity is Important.
Now How do I Teach it?**


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San Antonio, Texas



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OBJECTIVES

- Discuss the definitions and domains of Professional Identity in Nursing (PIN).
- Identify evidence-based instructional strategies that support the formation of PIN.
- Formulate strategies to use in your own education practice to support the formation of PIN in nursing students.



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CURRENT STANDARDS

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AACN Essentials: Core Competencies for Professional Nursing Practice

Domain 9: Professionalism

Descriptor: **formation** and cultivation of a sustainable **professional identity**, including accountability, perspective, collaborative disposition, and **comportment** that reflects **nursing's characteristics and values**.

- ✓ 9.5 Demonstrate the **professional identity of nursing**.
- ✓ 9.6 Integrate diversity, equity, and inclusion as core to one's **professional identity**.

(AACN, 2021).



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ACEN Standards and Criteria

STANDARD 4: CURRICULUM
Criterion 4.7: Professionalism

Emphasizing the role of the nurse at the educational level for which students are being prepared, the curriculum incorporates contemporary concepts in all learning environments, including, but not limited to:

- e. **professional identity** and scope of practice.

(ACEN, 2023)



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CNEA Accreditation Standards for Nursing Education Programs

NLN Education Competencies Model

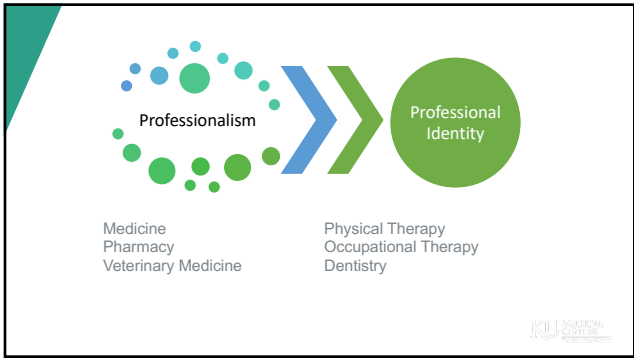
- Human Flourishing
- Demonstrating Sound Nursing Judgment
- **Developing a Professional Identity**
- Exhibiting a Spirit of Inquiry

✓ Standard IV: Culture of Excellence and Caring – Students
"There is evidence of ...[supporting]...professional identity formation."

✓ Standard V: Culture of Learning and Diversity – Curriculum and Evaluation Process
"Faculty and students can describe how any courses taken ... support the development of the professional identity of nurses and respects diversity, equity, and inclusion.
 (NLN CNEA, 2021)



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Educating Nurses, A Call for Radical Transformation: 4 Essential Shifts

From *separation* to *integration* of classroom and clinical teaching.

Shift from an emphasis on socialization and role taking to an emphasis on *formation*.

(Benner, Sutphen, Leonard, & Day., 2010, p. 86)

The book cover shows a close-up of a drip chamber from an IV set. The title "EDUCATING NURSES" is prominent, with the subtitle "A Call for Radical Transformation" below it. The authors' names are listed at the bottom.

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THINK TANK 2
Symposium 2021

THINK TANK 1
Virtual Forum 2020

Symposium 2022

International Society for Professional Identity in Learning


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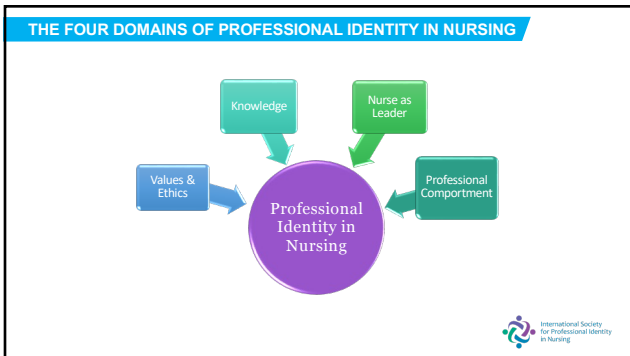
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PROFESSIONAL IDENTITY IN NURSING DEFINED

“A sense of oneself, and in relationship with others, that is influenced by characteristics, norms and values of the nursing discipline, resulting in an individual thinking, acting, and feeling like a nurse.” (ISPIN, 2019)



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VALUES AND ETHICS




A set of core values and principles that guide conduct.




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KNOWLEDGE




Analysis and application of information derived from nursing and other disciplines, experiences, critical reflection and scientific discovery.




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NURSE AS LEADER




Inspiring self and others to transform a shared vision into reality.




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PROFESSIONAL COMPORNTMENT




A nurse's professional behavior demonstrated through words, actions and presence.



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Now how do I teach this?
With Intention



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Forming, Fostering, & Flourishing

- **PROFESSIONAL IDENTITY FORMATION(PIF).**
"An adaptive, developmental process that happens simultaneously at two levels: (1) at the level of the individual (*psychological*) and (2) at the collective level (socialization)." (adapted from Jarvis-Selinger et al., 2012). **Formation happens at every transition.**
- **FLOURISHING.**
Flourishing means to thrive and to grow. Flourishing as a nurse means continually growing toward the ability to fully embody your Professional Identity in Nursing.
- **FOSTERING.**
Fostering relates to actively creating an environment that supports ongoing formation and flourishing.

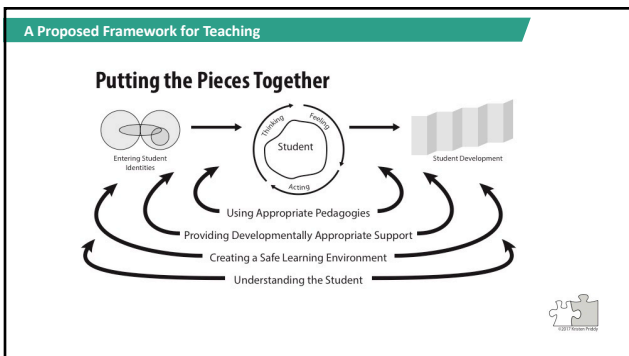
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Some Errors to Avoid

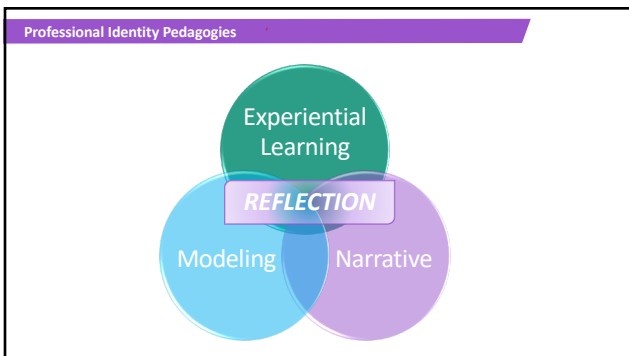
1. "Oversimplification of complex content
2. A focus on negative professionalism
3. Isolating the cognitive base from the clinical context
4. Insufficient positive role modeling
5. Inadequate focus on periods of transition
6. Lack of focus on the individual."

(Sternszus, 2016, p. 28).

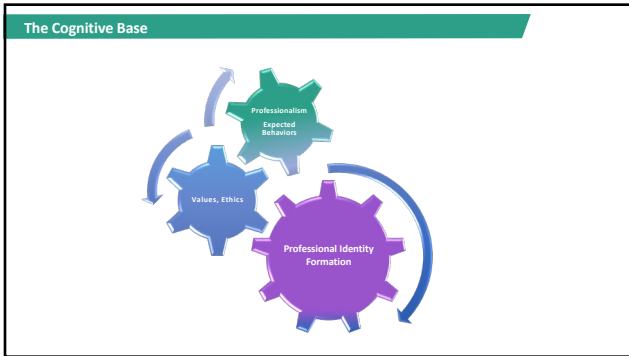
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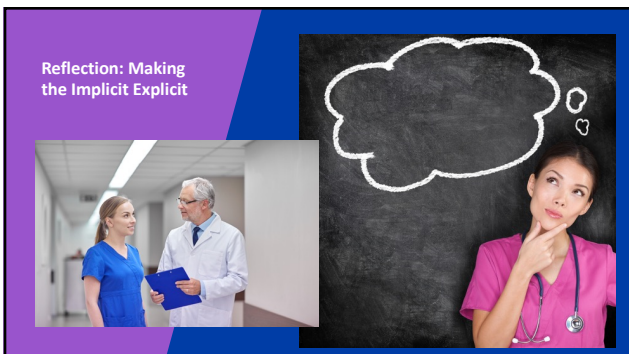
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Principles of Reflection

- Written or Dialogical
- Create a psychologically safe space
- Writing to learn, not learning write
- Encourage a personal dialogue with the issue

What did I see? What will I be?

What do I want my students to recognize about how they (or someone else) thinks, acts, and feels?

How do I want my students to grow in the way they *Think, Act,* and *Feel*?

What principles of *Values & Ethics, Knowledge, Leadership, or Professional Compartment* might you want your students to use to evaluate and analyze their experience?

From Learning by doing: A Guide to teaching and learning (p. 90), by G. Gibbs, 1998) CC BY-NC

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What did I see? What will I be?

You have had the opportunity to work in two different units with two different nursing teams now.

1. What differences have you observed between the units? Describe them specifically.
2. What have you observed about what makes a team work well together? What have you observed about what makes it harder for a team to work well together?
3. What attitudes and behaviors do you need to take in so that you will make a positive contribution as a health care team member?
4. Now that you have reflected on the differences between the units and nursing teams you have worked with, think about the kind of environment you would want to be employed in. Based on your observations, what characteristics would you look for in a future work environment?

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Self-Awareness

In post-conference, we talked about several cases of traumatic injuries and illnesses that resulted from substance use.

1. How do you feel about caring for a person who has been injured as a result of these behaviors, or has injured others?
2. How will you act when you are in the room interacting with a such a person?

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Reflection on Formation of Professional Identity

A key purpose of your nursing education is the formation of your Professional Identity in Nursing. Professional Identity in Nursing is defined as "a sense of oneself, and in relationship with others, that is influenced by characteristics, norms, and values of the nursing discipline, resulting in an individual thinking, acting, and feeling like a nurse. (International Society for Professional Identity in Nursing, 2019)."

You are halfway through your first clinical semester. I want you to take a few minutes and reflect on your tremendous growth over the last 6 weeks. Think about where you were at 0630 on day 1 of clinical, and where you are today.

1. Give an example of one way that you think like a nurse today.
2. Give an example of one way that you act like a nurse today.
3. Give an example of one way that you feel like a nurse today.

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Personal Reflection

Think of a pivotal event in your Professional Identity Formation. Briefly describe that event.

What was your emotional/psychological response? (How did you feel, and what did you think?)

How did it influence your Professional Identity in Nursing going forward? What changed in the way you *Think, Act, or Feel*?

Thinking about this event, what role did your instructor, preceptor, role model, or mentor play in your Professional Identity Formation?

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Framing Questions

- Who are my students?
 - *What is their academic developmental level?*
 - *What is their personal developmental level?*
 - *What unique attributes are they starting with?*
- What transition are they going through? Where are they starting and what do I want to prepare them for?
- What is my goal? At the end of my course, what do I want to see in the way they
 - *Think*
 - *Act*
 - *Feel*

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Draft Some Reflection Questions for Your Course

- What experience do I want my students to make sense of?
- What do I want them to notice about the experience.
- *What do I want them to notice about themselves – responses, feelings, attitudes, knowledge, skills?*
- Are there principles of *Values & Ethics, Knowledge, Leadership, or Professional Compartment* that I want my students to use as they evaluate and analyze their experience?
- What do I want them to integrate into their *Professional Identity*?

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Modeling: Pedagogic Use of Self



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Not-so-Effective Modeling

- Modeling occurs across the formal, informal, and hidden curricula.
- Modeling can be intentional or unintentional.
- Students see organizational culture modeled (the "Hidden Curriculum).
- Modeled Attitudes and behaviors can be adopted without the students or instructors knowing it.
- Negative role models can be a barrier to formation of Professional Identity. (Cruss et al., 2008; Cruss et al., 2016; Kenny et al., 2003)

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Effective Modeling

- Model with intention
- **Reflect** on your modeling
- Maintain Clinical Competence
- Develop Teaching Skills like giving feedback
- Use a student-centered approach
- Be enthusiastic, positive compassionate, and person of integrity
- Create and protect time for reflection
- Leverage the inevitable positive and negative modeling students experience (What did I see? What will I be?)
- Select and coach/train preceptors carefully

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Reflection on Modeling with Intention

Describe a recent time when you modeled something for a student or mentee.

What were you trying to teach? How aware were you of your modeling?


What did you observe about your student or mentee's response? How do you think your modeling impacted their Professional Identity?

What did you do well? What do you wish you had done better?

The next time you have an opportunity to model, what will you do? What actions can you take to be even more effective in your modeling?

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Narrative: Humans learn through stories



My daughter, Malala
2,850,074 views | Ziauddin Yousafzai • TED2014

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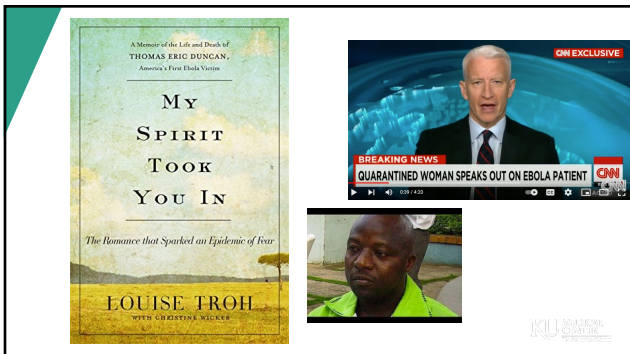
Narrative Can Take Many Forms

- Personal experiences of students and faculty
- Clinical experiences of students and faculty
- Personal experiences of nursing education and identity formation
- Patient's stories
- Print Media
- Visual Media

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Phase 1: A series of specific questions from the book

Phase 2: How will this case impact your practice as a public health professional?


In the second part of your discussion board, use your analysis to reflect on how you will practice as a public health professional. Respond to these prompts. Each member of the team should respond to all questions:

- Now that you have discussed the details of the case, engage your intellectual empathy. Which member of the surviving family did you identify with the most? Imagine that you are that person. Really take a few minutes to imagine what it would be like to be quarantined, how it would affect your work and personal life, what her grief would be like, and what it would be like to be treated with fear and bias by others.
- Based on these reflections, how will you as a public health professional interact with members of a vulnerable population?
- Based on these reflections, what ethical obligations do you have as public health professionals when communicating with members of the media about public health crises?

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Based on these reflections, how will you as a public health professional interact with members of a vulnerable population?


"After reading Louise Troh's account of her experience with the Ebola virus, I am compelled to treat vulnerable populations with cultural competence. Louise Troh's family was mistreated during the Ebola crisis, they were disrespected and treated without compassion. ... Putting ourselves in the shoes of others will provide us with the compassion needed to provide quality care to vulnerable populations. Having intellectual knowledge doesn't guarantee other qualities that will provide patients with equal and quality care. Which is why I believe it is important to practice intellectual virtues in public health, and any other setting."



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Based on these reflections, what ethical obligations do you have as public health professionals when communicating with members of the media about public health crises?

During a public health crisis as a public health professional, it is necessary to not be driven by fear. Especially when speaking with the media, as a public health professional, I must be direct and speak based on scientific evidence. It is also important to respect a family's wishes and their privacy.



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Planning for Narrative

- What self-awareness, new awareness, or tension do I want my students to explore?
- What do I want my students to recognize about how they currently Think, Act, and Feel?
- What principles or frameworks do I want my students to integrate into their Values & Ethics, Knowledge, Leadership, and Professional Comportment?
- What do I want my students to write into the next chapter of how they Think, Act, and Feel as they author their own Professional Identity?


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Opportunities

- Reframing Curriculum around the new goal of Professional Identity Formation
- Updating Course Design
- Choosing Instructional Strategies
- Faculty development
- Preceptor Development


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HOW TO GET INVOLVED



Join us in our efforts to integrate Professional Identity in Nursing into nursing practice through research, education, and dissemination.

To be placed on the distribution list of the International Society for Professional Identity in Nursing (ISPIN)
Contact us at Goinnovate@kumc.edu



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References & Resources

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