The Interprofessional Movement to Foster Professional Identity Formation

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Learning Outcomes

- Discuss the contemporary understanding of t**eamwork** and its relevance in the identity formation discussion.

- Explain the scope of formation in a variety of professions

- Describe research-based strategies for forming and fostering professional identity formation in nursing and other health professions

Why
Professional Identity?

First, think about TEAMWORK
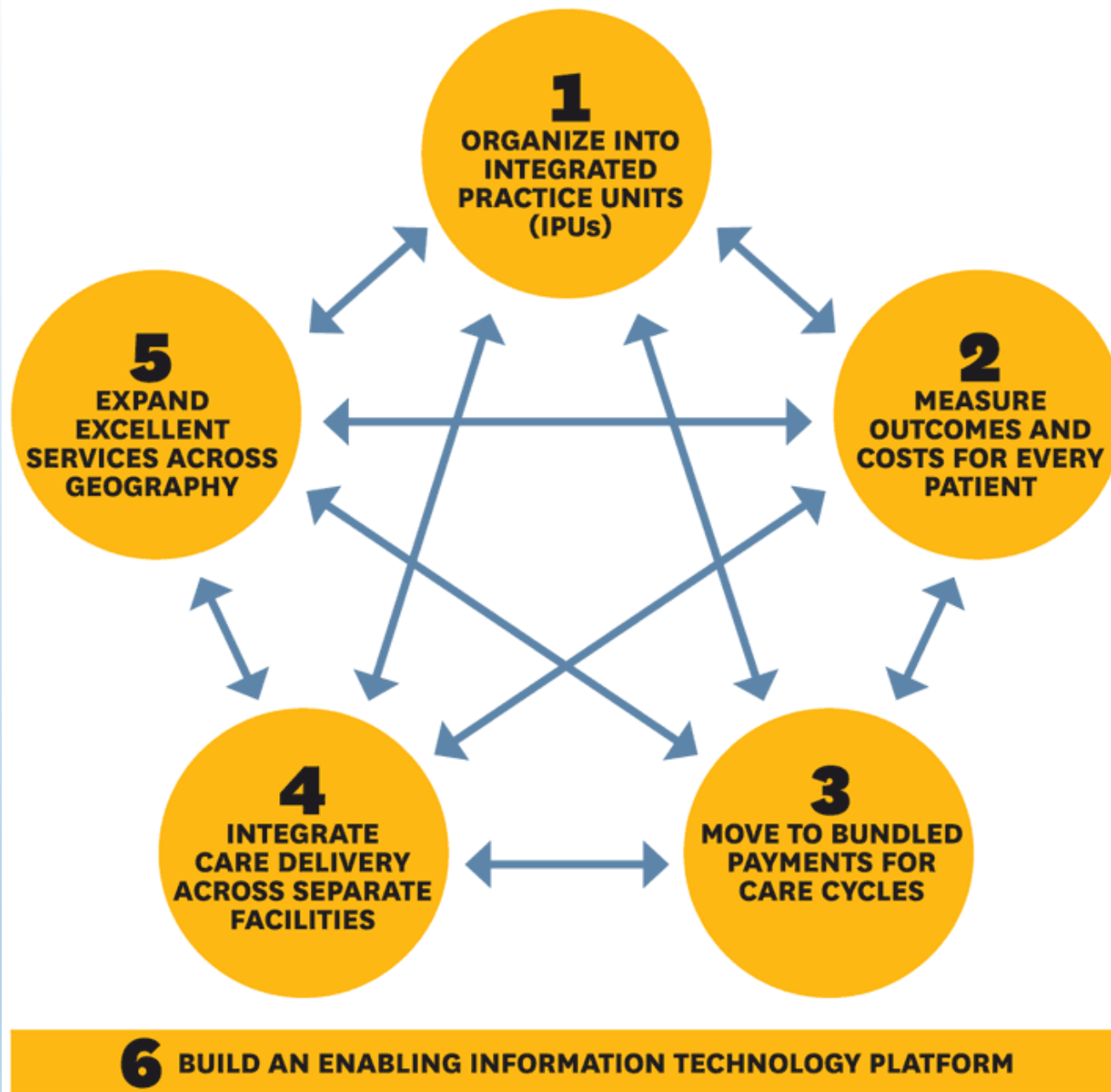
The Value Agenda. From Porter and Lee, The strategy that will fix health care. *Harvard Business Review*. October 2013.

Terms Defined

- Professionalism

- *Professional Identity*

- Identity Formation

- *Forming and Fostering*

Professional identity

in nursing is a sense of oneself that is influenced by characteristics, norms and values of the nursing discipline resulting in an individual *thinking, acting* and *feeling* like a nurse

(Godfrey & Crigger, 2017)

- *Professional Identity*

- Identity Formation

- *Forming and Fostering*

Identity formation

is an implicit or explicit part of all professional education.

Current research

points to the need to intentionally address what identity formation is and how it happens, both in education and practice settings.

Forming and Fostering

•Nurse K--

 is the next professional nurse to care for Mr. R. Nurse K is taking courses for graduate school and has a family of younger age children for whom she is responsible. She views work as a necessary evil. "Without work, I don't support my family. Let's see, here is my list of tasks. May as well start with Mr. R. Hurry, hurry! Here is the care plan. If I work hard to do all the duties then I can be done by 9:30. I can break then and call Michael's school. I also need to get online and email the cable company. Lunch. I may have time to run to the store and back. Laura can probably cover for me."

Enlarging the Language
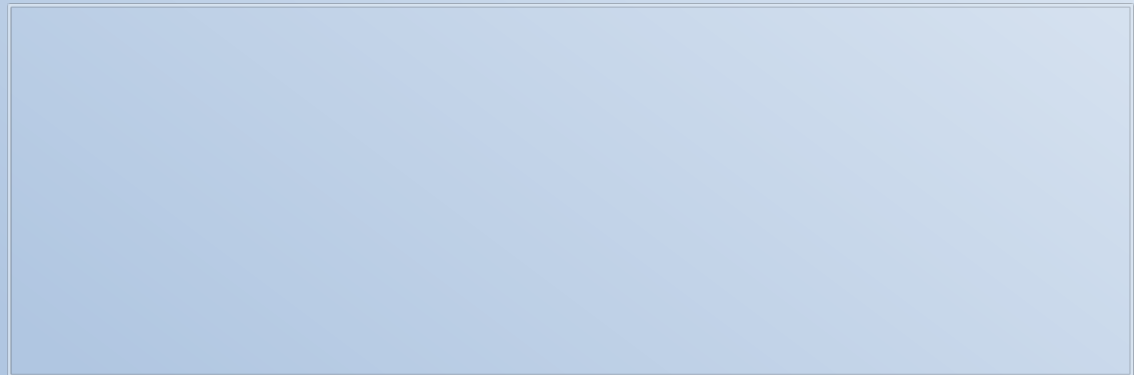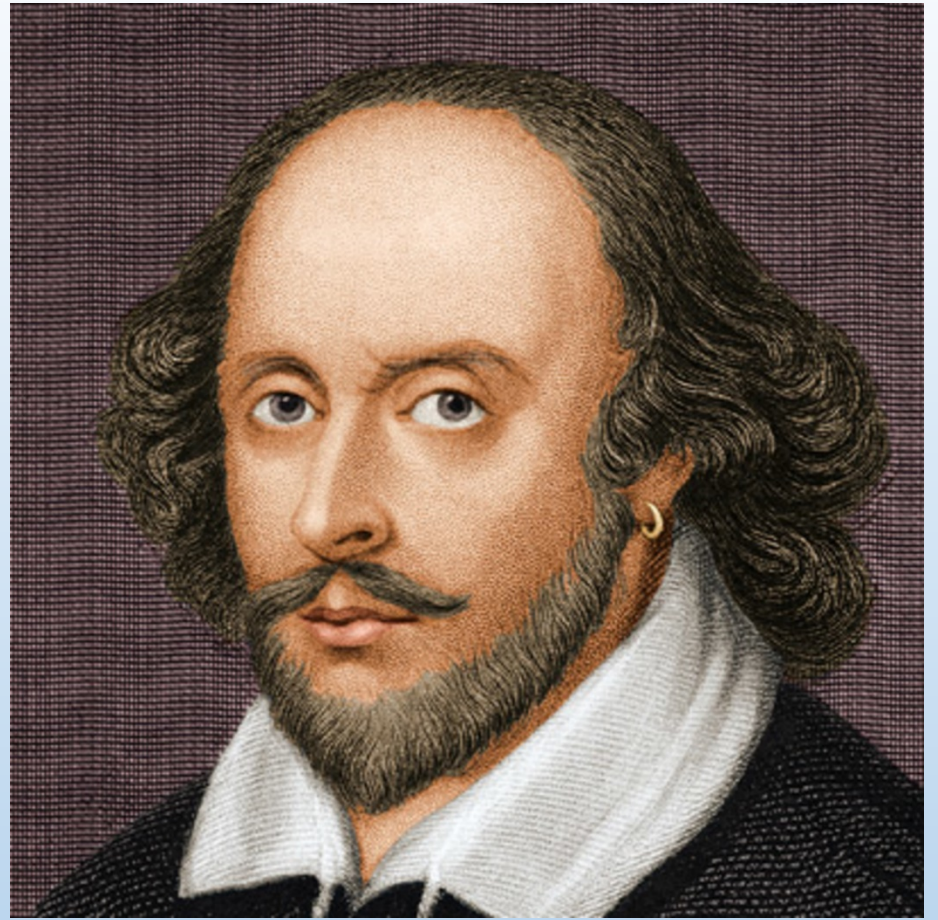
Shakespeare invented more than 1700 words

Professional Nurse, or Nurse Professional?

- Professional Nurse: validation by examination or institutional verification

- Nurse Professional: a person who professes to be a member of the discipline and has individual qualities or characteristics that inform and motivate him to make good moral choices.
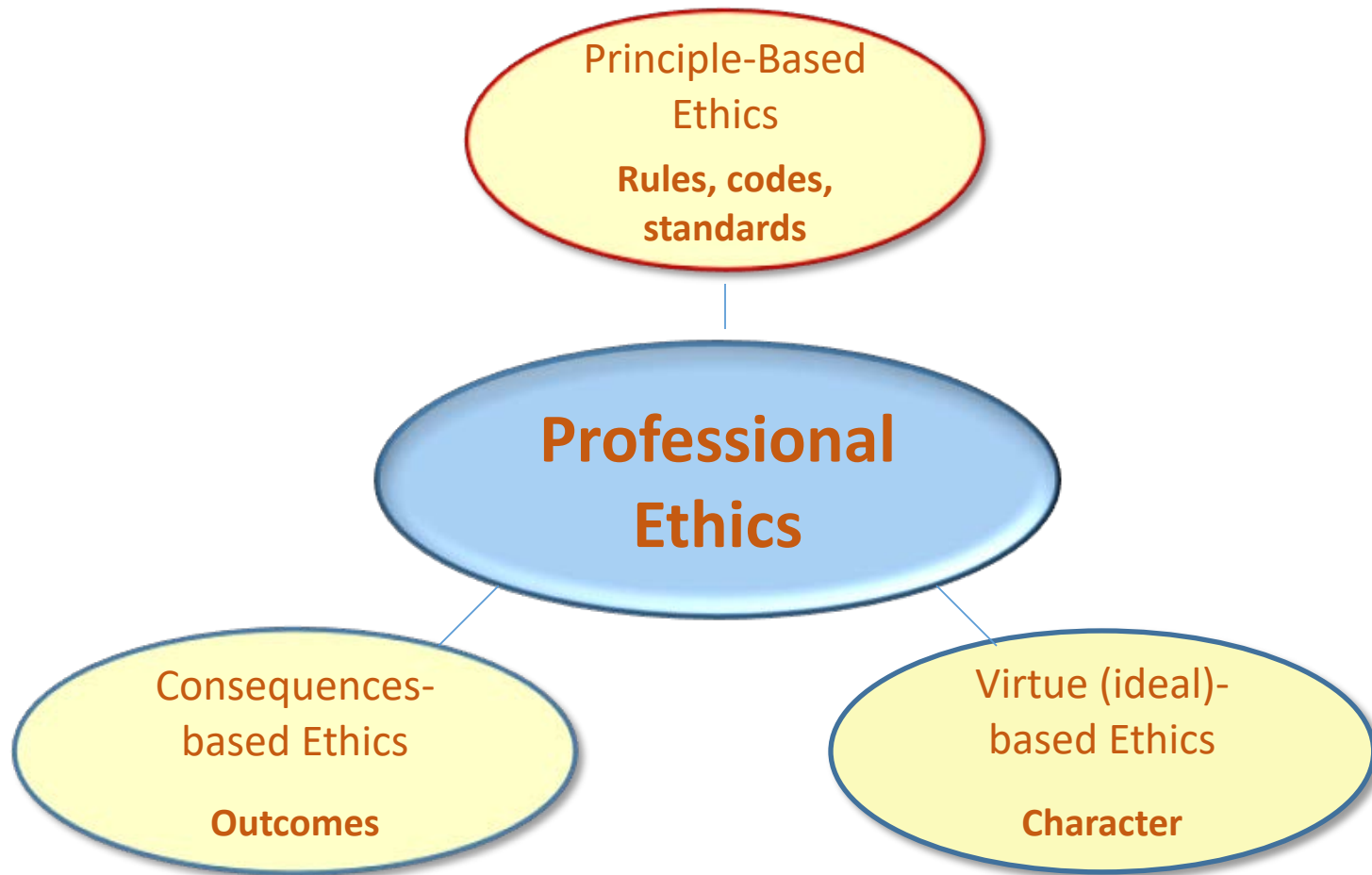
So, some questions:

- Is it all about outcomes?

- Is it all about the money?

- Why do people do what they do?

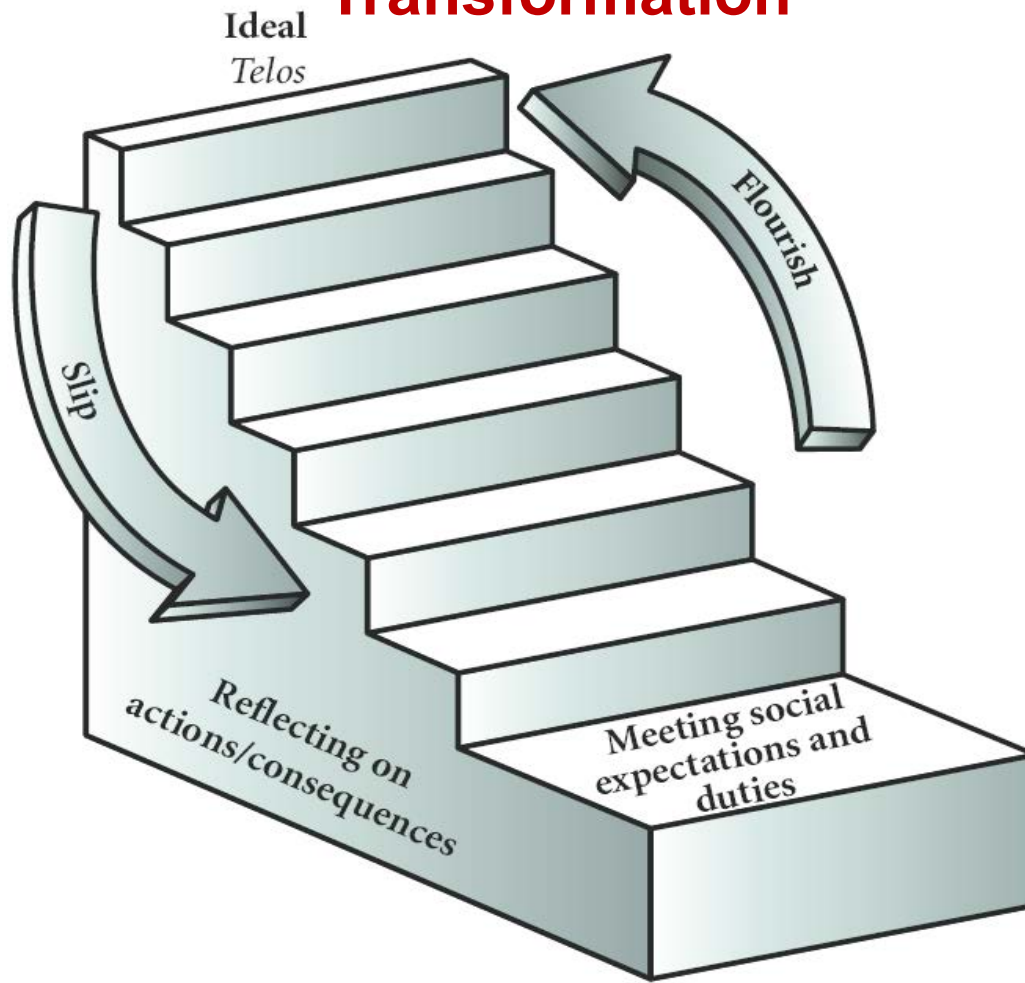# The current medicine conversation about professional identity:

- Virtues (Osler)
- Behavioral (i.e. visible competencies)
- Formation (within the community)

The current nursing conversation--

Three Areas of Professional Ethics

Principle-Based Ethics

Rules, codes, standards

Professional Ethics

Consequences-based Ethics

Outcomes

Virtue (ideal)-based Ethics

Character

Crigger , N. & Godfrey, N (2011). *The Making of Nurse Professionals: A Transformational, Ethical Approach.* Sudbury, MA: Jones & Bartlett.

Stairstep Model of Professional Transformation

Ideal
Telos

Flourish

Slip

Reflecting on actions/consequences

Meeting social expectations and duties

Crigger , N. & Godfrey, N (2011). *The Making of Nurse Professionals: A Transformational, Ethical Approach.* Sudbury, MA: Jones & Bartlett.
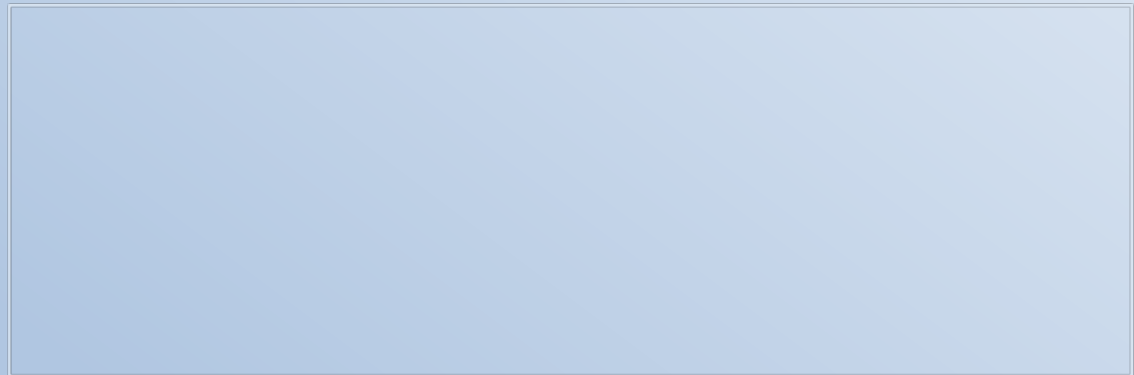
What are other ways in which the language of nursing and health care needs to expand?

We need to practice the language we need to use.

Learning from Other Professions

- A landmark study of the
  - *Carnegie Foundation for the Advancement of Teaching*— law, clergy, medicine, engineering and nursing

THE CARNEGIE FOUNDATION
for the ADVANCEMENT *of* TEACHING

Carnegie Recommendations for Nursing

- Teach for a sense of salience
- **Connect clinical and classroom teaching**
- From critical thinking to clinical judgment
- **Move *from an emphasis on socialization & role taking to an emphasis of formation***

Carnegie Recommendations for Medicine

- Integration

- Professional identity formation

- Standardization and individualization

- Inquiry, innovation and improvement

Educating Physicians: A Call for Reform of Medical School and Residency

- formal instruction in <u>ethics and reflective practice</u>,

- **exploration of the <u>role of physician-citizen</u>, and**

- <u>establishment of more supportive learning environments.</u>
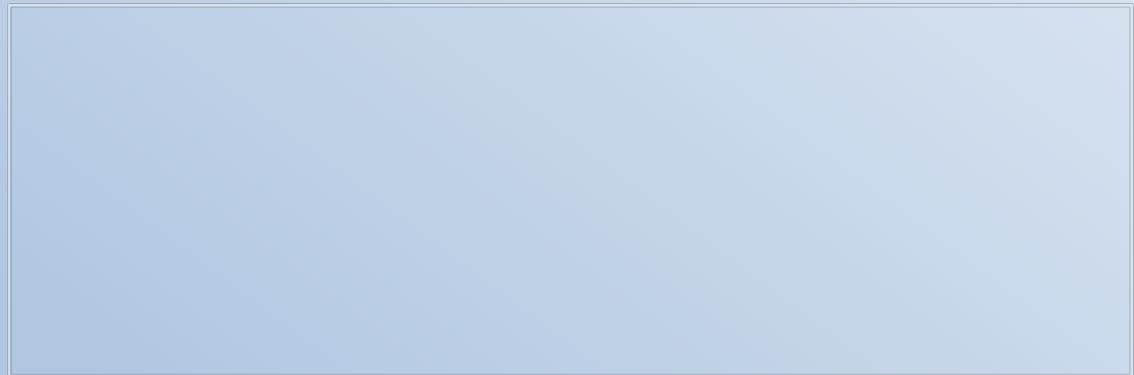
Educating Nurses: A Call for Radical Transformation:

- "Formation includes those changes in identity and self-understanding that occur in moving from a lay person to a professional"

We need to work toward forming and fostering a *Professional Identity* for our discipline.

The Case for An Intentional Approach

The Busy Fragmented Nurse

– Nurse L works an extra hour finishing paperwork at her job, drives the 20 minutes home, only to arise from 6 hours of sleep at 6 a.m. to shuttle her son to an out-of-town soccer game. The day is just beginning. Upon arriving home from the soccer game, Nurse L moves deftly and deliberately through the long list of 'to dos'. She is a single parent with no one else to help with chores. Life feels like a blur. "My life," she thinks, "is like cramming 5 lbs of potatoes into a 2 lb bag."

ANCC Magnet Recognition Program

The goal of coaching. . .

- . . . [I]s to help people acquire new ideas that validate the experience of change and more accurately reflect the ***revealing reality***, ensuring they have a place in it"

  - Porter O'Grady & Malloch, 2007

What works:

- Longitudinal, formative assessment
- Student feedback
- Guided reflection
- Role modeling
- Supporting student behaviors
- Competency + formation
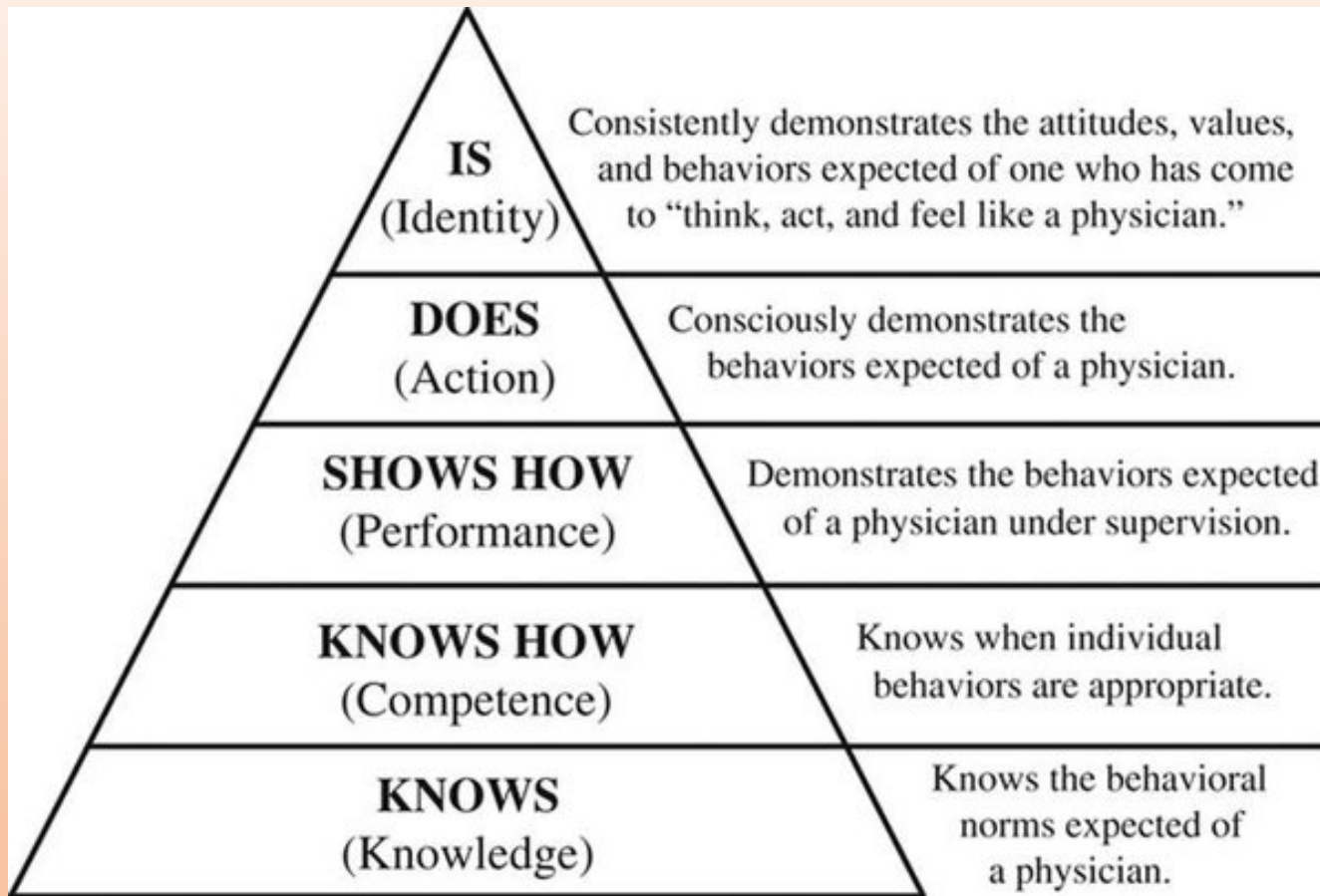- Attention to eprofessionalism

What works:

- Students' perceptions of caring
- Intentional education
- Self concept
- Decreased role stress
- Resilience
- Belonging
- Engaged in nursing-related paid work
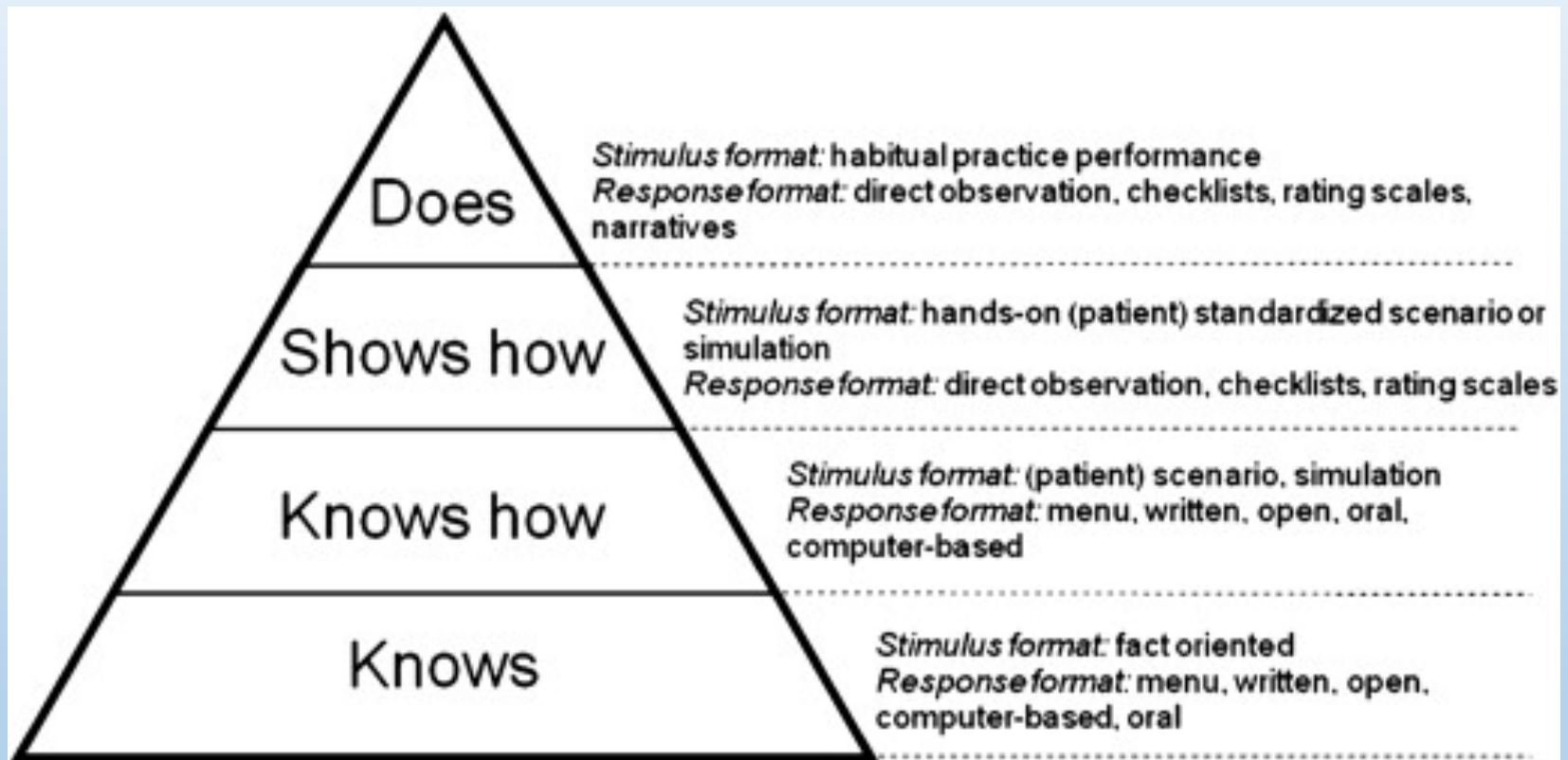
Miller's Pyramid
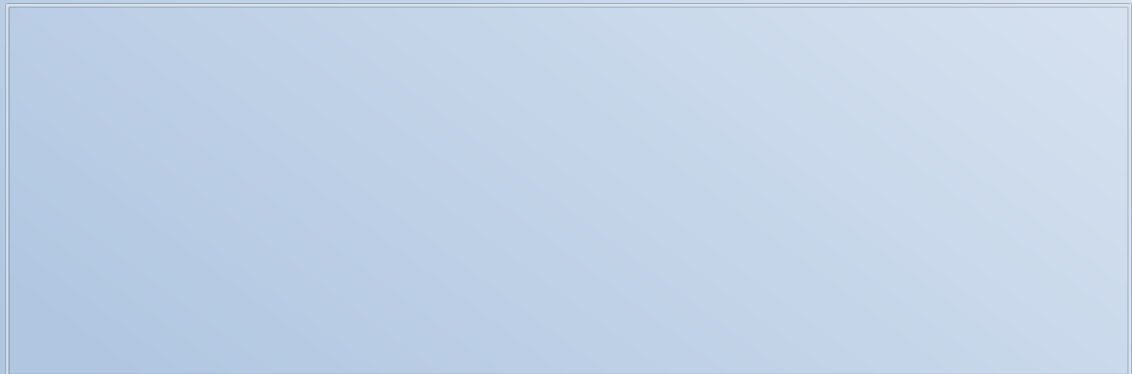
Miller's Pyramid with Cruess' Amendment

If you want to build a ship, don't drum up the men to gather wood, divide the work and give orders. Instead, teach them to yearn for the vast and endless sea.
— Antoine de Saint-Exupéry

Questions?

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- Janie, the nurse manager, tells you (one of the hospital directors) that she is quite concerned about how to deal with professional identity issues on her new unit. She hired 13 new grads last July, and they are doing very well. She is getting ready to hire another 11 grads this May, and is looking forward to having these new employees on her unit.

- Her problem is the negative interactive behavior of the seven experienced nurses she hired from other institutions last July. She is concerned about bringing new nurses on board when the experienced nurses' behaviors and attitudes are so poor. "I can't believe I would rather have new graduates than experienced nurses," she says.

- What advice would you give Janie?

Case Study

- Nurse M is caring for Mr. J., a patient in the Neurological Intensive Care Unit, who has been diagnosed with a meningioma and was recently returned to the NICU after resection of the tumor.

- She knows that the family is anxious to be with Mr. J., and have waited for hours. But, Nurse M decides to finish her nursing tasks with Mr. J. while the family waits. "Besides, I need to get my work done first," Nurse M. justifies. "There is no rule to say that I should allow the family in right at this moment."

Professional Ideal

- The goal of professionalism in nursing is to enable nurses to flourish through participation in a transformational process that aspires toward professional ideals and that seeks the highest good for care recipients, community and themselves.