Initiating the Process of Professional Identity Formation in a Leadership course

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Learning Outcomes

1. Articulate the importance to 21st century nursing practice for facilitating the formation of professional identity with nursing students. **Phase One**
2. Analyze the effectiveness of educational strategies presented to facilitate professional identity formation through leadership development of skills, attitudes and values relevant to the nursing role. **Phase Two**

Professional Identity: Social & Psychological Components

- Social component: nurses uphold values, standards & codes of the nursing profession through actions
- Psychological component (character): nurses are compassionate and display moral resilience
- Both components are needed to achieve professional identity

Quality Improvement Project Purpose:

- Phase 1: Select educational methods to facilitate formation of professional identity and strengthen moral integrity guided by the Staircase Model.
- Phase 2: Determine the impact of the educational methods applied upon Professional Identity development between students in the sophomore and senior levels.

Framework for the Nurse Professionals (FrNP) by Crigger & Godfrey 2011

Three Moral components:
- Moral agent – nurse in the process of transitioning to a professional ideal
- Phronesis - the moral agent decides to apply virtue rightfully to a situation
- Telos – Good outcome achieved when the professional nurse strives for excellence

Stairstep Model of Professional Transformation

- Illustrates the FrNP Model
- Grounded in principles of virtue ethics that emphasizes moral character development
- Staircase steps represent assimilation of professional values, ethics and moral character development.
- Guided selection of education methods, including reflective papers, a book club and a quality improvement project

Attributes of Professional Identity

- Autonomy - independent decision-making for nursing practice
- Knowledge - care guided by scientific principles, theory/evidence & law
- Competence - skills, specialized knowledge/attitudes with nursing practice
- Professionhood - professional behaviors & roles with care delivery
- Accountability – commit to life-long learning and competence
- Advocacy - support informed decision-making/recognize capability
- Collaborative practice – establish professional relationships
- Commitment - advance knowledge/competence & expertise

Educational Methods Supporting Practice Application – Year Two

Real life practical examples of the work of nurses provide opportunities to apply/practice ethical principles

Practice Application: Collaborating with clinical partners, students act as a quality improvement team, develop skills with data usage, identify practice improvement opportunity & analyze change strategies

The project supports the social (expectations & duties) & psychological components (quest for an ideal professional) of the Stair-Step Model of Professional Transformation.

Educational Methods Supporting Practice Application – Year One

Improving student understanding of professional values and social justice can be facilitated through reflective writing

Einhellig, Hummel & Gryniewicz, 2015

Practice Application: Students attend a State Board of Nursing meeting & complete self reflective paper of a case
Real life models link principled ethics (deontology-duties/rules related to social expectations, utilitarian ethics & consequentialism-consequences of actions) with moral character development/resilience as a nurse leader

Reflective paper supports social component of Stair-Step Model

References


