Putting the Pieces Together: A Framework for Educator Practice in Formation of Professional Identity in Nursing

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Background: Educating Nurses-A Call for Radical Transformation

Four essential shifts:
1. From decontextualized knowledge to salient, situated cognition
2. From separation to integration of classroom and clinical teaching
3. From emphasis on critical thinking to clinical reasoning and multiple ways of thinking
4. From socialization and role taking to formation (Benner, Surphen, Leonard, & Day, 2010)

Gaps in Formation

• Lack of moral courage to address ethical conflicts (Woods, 2005)
• Inability to recognize moral components of practice situations (Duquette, 2004; Hunink, van Leeuwen, Jansen, & Jochemsen, 2009)
• Disciplinary referral to licensing boards (Kenward, 2006)

Research Questions

1. From the perspective of nursing educators, what is the process that nursing students go through as they develop new identities as professional nurses?
2. What can nursing educators do to stimulate and support this process?

Definitions

Professional Nursing Identity: “...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, p. 379)

Everyday Ethical Comportment: Behavior that expresses the internalized professional nursing identity

Sample

12 faculty participants, >3 years teaching BSN

Students

All female
10 white, 2 black
Age 30-66; Avg. 49
Years teaching 3.5-30; Avg. 12
4 PhDs; 1 PhD student; 7 MSN

4 BSN programs

1 Large Public University
2 Small Faith-Based Universities
1 Historically Black University

References


Pedagogies

• Communicating Expectations
• Modeling
• Pedagogical Caring
• Experiential Learning: Narrative, Teamwork
• Reflection

Student Development

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