Title: Initiating the Process of Professional Identity Formation in the Leadership Course

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Session Title: Leadership Poster Session 2

Slot (superslotted): LDP PST 2: Monday, 19 September 2016: 7:00 AM-8:00 AM

Slot (superslotted): LDP PST 2: Monday, 19 September 2016: 9:45 AM-10:15 AM

Slot (superslotted): LDP PST 2: Monday, 19 September 2016: 12:00 PM-1:30 PM

Slot (superslotted): LDP PST 2: Monday, 19 September 2016: 3:15 PM-3:45 PM

Purpose:
The purpose of this presentation is to provide an overview of professional identity with a focus on leadership. Educational strategies will be described including a state board of nursing visit, a book club, and reflective paper that were used to facilitate professional identity formation with sophomore and senior nursing students.

Keywords:
Educational Strategy, Leadership and Professional Identity

References:


Abstract Summary:
Educational strategies are utilized to facilitate formation of professional identity for a leadership course. Professional identity relates to one's self concept, and responsibilities to self, society, patients and others. Leadership is required as the advocate in clinical and legislative arenas, change agent, and professional on the interdisciplinary team.

Learning Activity:

| LEARNING OBJECTIVES | EXPANDED CONTENT OUTLINE |
Articulate the importance to 21st century nursing practice for facilitating the formation of professional identity with nursing students. | What is known through the literature review related to Professional Identity and Professionalism and relevance to professional practice will be outlined.

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. | Educational strategies applied at the sophomore and senior levels of the leadership course to facilitate formation of professional identity will be described.

**Abstract Text:**

Institutes of higher learning have responded to the challenge to better prepare nurse graduates with the needed skills to meet demands of 21st century practice through curriculum reform. One learning outcome for a baccalaureate program is to facilitate the formation of professional identity and the demonstration of professionalism in attitudes and behaviors. Professional identity relates to one’s self-concept, how one views the nursing role, and responsibilities to self, society, patients, families and others. Self-awareness is important in order to articulate the role of nursing to the public. Professional image influences our speech, behaviors, and appearance and also represents specialized knowledge and skills that distinguish nursing professionals from others. The importance of clinical leadership in relation to professional development is supported in the literature. Clinical leadership has positively impacted patient outcomes, the integration of evidence within practice, patient and nurse satisfaction and nurse retention. Professional identity requires commitment to life-long learning and the strengthening of leadership abilities due to the need for nurse leaders to advocate for informed decision making, advance needed change, influence policy actions, and assume the leader role on the interdisciplinary team. Professional identity represents the essential cornerstone of professional nursing practice.

The process of developing professional identity originates in the educational setting where educators transform individual values to align with professional practice. It is essential that nursing education is purposeful to facilitate student commitment to professional values at a time when healthcare reform, declining reimbursements, and the potential to focus upon efficiency over quality outcomes, present a potential threat to the values of professional practice. Professional identity promotes the needed moral stability. Educational strategies including instruction and reflective experience have been found effective for role transition and professional socialization. A model from the literature review provided educators a framework for aligning educational strategies in the sophomore and senior courses to facilitate formation of professional identity. Educational strategies utilized to promote development of professional identity in the Leadership course at one mid-west university following curriculum redesign will be the focus of the presentation.