Facilitating Integration of Personal and Professional Values in Nursing Education

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Background

- Intentional activities related to professional formation and integration of personally held and collective professional values are often lost in an already laden nursing education curricula.
- Cognitive and psychomotor skills are central to nursing education, but the affective domain of learning is often neglected.
- Students are faced with moral dilemmas, the hidden curriculum, and other challenges in the learning environment that can erode purpose and commitment to the detriment of self and practice.
- Exploration of these issues can be done in ways that feel safe for students and faculty, in a community of inquiry that is relationship-centered.
- Intentional focus on personal healing qualities, experiences of personal courage, and the intentions that drew them into nursing is critical.

Citation: Remen, S. and Babb, M. (2015). Professional Identity Formation: Facilitating Integration of Personal and Professional Values in Nursing Education.

Purpose

The purpose of this study is to describe themes and perceived benefits for students and faculty facilitators after implementation of an innovative, experiential approach to supporting professional growth and development in the affective domain.

Methods

- The Power of Nursing: Embracing the Healer’s Art Course was developed by Rachel Remen, MD and Dianne Duchesne, RN, in consultation with an advisory panel of national nursing leaders and nurse faculty.
- The course is a 5 session, 15 hour elective that uses the discovery learning pedagogy, guided reflection, and discussion in large and small groups to create a community of faculty and student experiential learners on equal footing.
- Goals of the course include:
  1. Creation of a safe, collegial space for community support of self care and professional growth.
  2. Identification and acknowledgment of unique healing qualities brought to nursing.
  3. Offer an experience of generous listening and healing presence.
  4. Exploration of deeply held values in the intention to practice nursing.
- The Power of Nursing course has been offered 3 times by two course directors and variable faculty/alumni facilitators using small groups of approximately 4-7 members.
- Second degree, accelerated master’s students in the pre-licensure curriculum engage with each other and faculty facilitators in a non-judgmental, non-competitive space to offer an experience that differs from typical nursing curricula.

Results

Student Evaluations

<table>
<thead>
<tr>
<th>Year</th>
<th>Total Course Participants (evaluation response rate)</th>
<th>Quality</th>
<th>Content Relevance</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015</td>
<td>21 (87.5%)</td>
<td>4.0</td>
<td>4.5</td>
</tr>
<tr>
<td>2016</td>
<td>11 (71.4%)</td>
<td>4.4</td>
<td>4.7</td>
</tr>
<tr>
<td>2017</td>
<td>8 (89%)</td>
<td>4.9</td>
<td>4.9</td>
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</tbody>
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**STUDENT NARRATIVE RESPONSE THEMES & SUPPORTING STATEMENTS**

**Theme 1: CONNECTION**

- "I grew deeper in the relationship with my nurse."
- "I was touched by the moving and powerful stories."

**Theme 2: PARTNERSHIP**

- "It was personal, an intimate and vulnerable experience that made me respect my amazing faculty and peers."
- "I shared and embraced each other’s strengths."

**Theme 3: RENEWAL**

- "I am enough."
- "Restored my self-esteem.""