Learning to Be a Professional Nurse: 
*Easier Said than Done*

A Principle-based Concept Analysis

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&

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The purpose of this concept analysis was to explore professionalism and ways in which nurse educators teach students to become professional nurses.
Search Strategy

Search terms
Nursing Education
Professionalism
Concept Analysis

Non-nursing
Foreign language
Wrong concept

1999-2018
5 Countries
54% Undergrad students
8% Graduate students
38% Reviews/Analyses

25 ARTICLES
PubMed

12 EXCLUDED

13 ARTICLES
Principle-based Concept Analysis
(Penrod & Hupcey, 2005)

- **Epistemological** – the nature of the knowledge
- **Pragmatic** – Is it useful and applicable?
- **Linguistic** – Used consistently and appropriately?
- **Logical** – Does it hold its boundaries through theoretical integration with other concepts
The Concept of Professionalism
What it is?
What it is not?

Elliott, 2017
Curricular Changes

• All faculty define and role model professional behaviors & characteristics

• Curricular infusion:
  • Reinforcement of the image of nursing as a profession
  • ethical situations
  • Values analysis
Connection of core curriculum to the following:

- accountability, resilience, autonomy
- cultural awareness & patient-centered care
- commitment to lifelong learning & competence
- responsibility for actions and inactions
- service to the community
- inter-professional teamwork
Strategies for Teaching Professionalism

- Exercises to promote Self-Reflection and Self-Regulation
- Assignment to define one’s personal philosophy including their metaparadigm
- Discussion/Project on the Art and Science of Nursing as it relates to professionalism
More Strategies

- Think-Pair-Share on Professional attributes and behaviors
- Creating your own mandala
- Self-Care log/journal
- One-minute papers
Thank you for coming!

Interested in our future work on Professionalism? Please provide email address

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references and strategies available in hard copy