



PROFESSIONAL IDENTITY FORMATION: Help me find my own path

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We are all educators- balancing 2 definitions :

Latin roots of the English word 'education'

- ▶ **EDUCARE**– to train or to mold
- ▶ **EDUCERE**– to lead out

WHY MIGHT HEALTHCARE EDUCATORS BE INTERESTED?

“There are as many paths and paces to development as there are human beings.”

Robert Kegan, Ph.D.

Professor Emeritus, HGSE

Constructive Developmental Theorist

Quick Short History on Human Development: Psychology Overview

- ▶ 1930's **PIAGET** Stages of cognitive development in children from Sensorimotor to Formal Operational (abstract concepts)
- ▶ 1940's **MASLOW** from physiologic needs, to belonging, self-esteem, to Self-Actualization
- ▶ 1950's +60's **ROTTER** from other-directed or controlled, to self-directed and inner controlled (Locus of Control)
- ▶ 1950's +60's **FORRESTER** Systems Thinking focusses on interrelationships with consideration of contexts in an open minded approach rather than linear thinking (1 cause with 1 effect)
- ▶ 1970's **KEGAN** Theory of Adult Development moving from other directed to Self-transforming

Professional Identity Formation

American Association of Colleges of Pharmacy, 2023

“Professional Identity Formation is a complex transformational process of internalizing a profession’s core knowledge, skills, values and beliefs, resulting in an individual ‘thinking, acting and feeling’ like a member of a professional community. The process of forming a Professional Identity begins even before the first day of professional school and continues throughout an individual’s career.”

Please use Chat and/or Open Mic

- ▶ Name some of the generic attributes that define the 'thinking, acting and feeling' of the future Nurse, Physical Therapist, Pharmacist, Physician, healthcare professional?

What is a Profession?

Supreme Court Justice Louis Brandeis, 1955

“A profession is an occupation requiring extensive preliminary intellectual training pursued primarily for others , and not merely for oneself, and accepting as a measure of achievement one’s contributions to society rather than financial advancement.”

Brandeis goes further--

“What makes an occupation a profession? The ethical attitude within the mind and heart of each person who lives by that occupation. But it is not enough to have that attitude in your heart and mind. It must be brought forth and cultivated, that the rest of the world may know of its existence.”



HOW do we as healthcare educators
nurture the future professional? What is
your role as mentor and educator ?

Mentor

The classic approach to mentoring is a dyad of a more senior person with a junior colleague for a relationship that addresses both career advancement and psychosocial development.

Alice Fornari, 2022 IAMSE Manual

(Recall that Mentor acted as the guardian , advisor , teacher and trusted friend to Odysseus' son during his absence in Homer's Odyssey. At the end of the story it is revealed that Athena, goddess of wisdom, was Mentor in disguise.)

Robert Kegan's Theory of Adult Development

In Over Our Heads, 1998

Summary of his work on professionalism

“Individuals move from self-centered conceptions of identity through a number of transitions, to a moral identity characterized by the expectations of a profession – to put the interests of others before the self, or to subvert one's own ambition to the service of society.”

M. J. Bebeau 2006

Kegan's Model in a Nutshell

Moving from Other-Directed to Self-Directed
“Locus of Control”

INSTRUMENTAL

SOCIALIZED

SELF-AUTHORED

SELF-TRANSFORMING

INSTRUMENTAL

Lens: fulfill the requirements, directed by external rules and authority

Judged by: rewards and punishments

Challenged by : expectations that are not graded or required

Examples of behaviors: ?

Socialized

Lens: satisfying expectations –defined by role models and groups that one wants to join

Judged by: positive feedback and fitting in

Challenged by : poorly defined +/- competing social norms and expectations

Examples of behaviors:

SELF-AUTHORED

Lens: directing one's education toward self-defined goals

Judged by: living up to one's own expectations

Challenged by : seeing blind spots in one's own approach

Example of Behaviors:

SELF-TRANSFORMING



Lens: one's own carefully constructed ways of viewing the world

Judged by : self

Challenged by: one realizes that these ways are incomplete and seeks other perspectives for broader understanding

Examples of behavior:

YOUR QUESTIONS BEFORE WE MOVE
TO CREATION OF EDUCATOR/
MENTOR STRATEGIES TO NURTURE
DEVELOPMENT?




Microteaching Exercise- example

- 1- **Pre-brief** - Learner states personal goals
- 2- **Practice** -teaching/performance with teacher observing
- 3- **Learner reflection**- reviews performance on video or reflects on action taken
- 4- **Learner self-assessment**- presents findings and suggests personal areas of strength and areas for improvement
- 5- **Teacher/mentor assessment** -offers reactions to learner's assessment, beginning with positive comments and moving to additional suggestions
- 6- **Joint action plan** - developed by the learner and reviewed by the teacher

What teaching strategies does this example include:

- ▶ 1- role experience
- ▶ 2- student active engagement
- ▶ 3-Role modeling
- ▶ 4- safe reflective space
- ▶ 5- assessment



In small groups prepare strategies to enhance the likelihood of growth in the professional identity formation of a learner in the following scenario:

Lucas is a 7 year old boy diagnosed with a chronic condition. He has been admitted to the hospital due to increased pain and discomfort. Lucas is often in pain, and his extended hospital stays have taken a toll on him and his family. Today Lucas seems particularly withdrawn and sad.

With thanks to Lori Newman

In your small group, answer the following 4 questions as presented on the worksheet:

1- SOCIALIZED MIND AND PEDIATRIC CARE: Explore how learners with a socialized mind might approach Lucas' case. How can educators support these learners in understanding and adhering to established protocols while fostering critical thinking?

2-SELF-AUTHORING MIND AND CRITICAL THINKING: Discuss how learners with a self-authoring mind might approach Lucas' case. How can educators encourage learners to challenge assumptions, critically analyze situations, and propose innovative solutions while prioritizing patient safety?

3-SELF-TRANSFORMING MIND AND HOLISTIC CARE: Explore how learners with a self-transforming mind might approach Lucas' case. How can educators guide these learners considering various perspectives, collaborating with interdisciplinary teams, and providing holistic care?

4- REFLECTIVE PRACTICE: Considering Lucas' case how can educators facilitate self-awareness and introspection in their learners?

A good course changes WHAT
you know

A great course changes WHO
you are

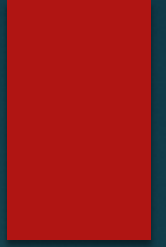
Rick Miller, President Emeritus Olin College



A great teacher makes students brave !

C. Roland Christensen,
Harvard University Professor

Your commitment to Action



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THANK YOU !

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