

The Conceptual Model for Professional Identity in Nursing: Academic-Service Implications

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OBJECTIVES

1. Justify the need for Professional Identity in Nursing formation.
2. Examine the process for the Professional Identity in Nursing Conceptual Model development and evaluation.
3. Describe the contextual factors, academic, and practice implications for Professional Identity in Nursing.



OUTLINE

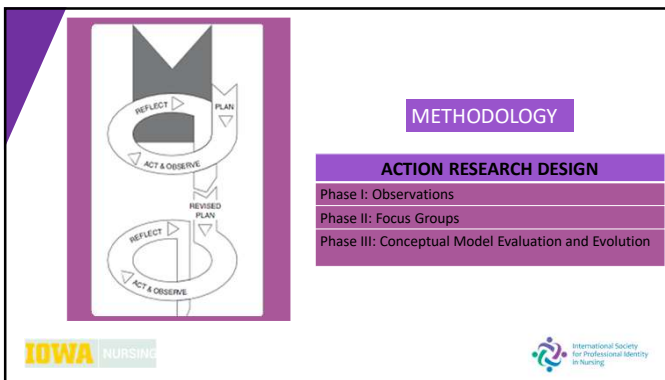
1. Background
2. Methodology
3. Academic-Practice Implications



BACKGROUND

- Relatively new concept for Nursing and other healthcare professions
- Two years of work by an active think tank resulted in domains, definitions, key elements, competencies, exemplar that acted as a signposts: values and ethics, knowledge, nurse as leader and professional comportment.
- "a sense of oneself, and in a relationship to others, that is influenced by the characteristics, norms, and values of the nursing discipline, resulting in an individual thinking, acting and feeling like a nurse" (Godfrey and Young, 2019).
- Request for conceptual model after first think.
 - "...the modeling of a system of concepts means nothing less than the creation of a new language, a new mode of thinking." –F. Waismann





PHASE I

Purpose

To develop a Conceptual Model for Professional Identity in Nursing:

- To describe a phenomenon central to nursing's concern
- To make predictions
- To advance the discipline

Observations

Think Tanks (2018 and 2019)

- Consensus documents
- Visual materials from brainstorming sessions
- Impact tree
 - Adapted Norris process for model development
- Speed Modelling



PHASE I: Conventional Method of Content Analysis

Two Researchers/Coders for Credibility

Adapted Norris Process for Model Development

- Described Phenomenon
- Systematized the Observations
- Developed the Operational Definition
- Constructed a Model
- Developed Propositions

Think Tank #2 Speed Modeling

32 Models

Professional identity in nursing is utilizing values and ethics, knowledge, and professional compoment to maximize health and well being, either in a direct care nursing or non-direct care nursing roles.

IOWA NURSING

International Society for Professional Identity in Nursing

Phase I: Analyses and Results

Conceptual Model of Professional Identity in Nursing

Eight concepts, definitions, and supportive codes

Version 1.0

PHASE II: FOCUS GROUPS

To Verify the model with nurses educated in the United States versus nurses educated internationally

- Determine whether the model can be described experientially for all nurses globally
- Identify which concepts resonate or do not resonate with nurses.

US Participants	International Participants	Gender	Generations	Industry
<ul style="list-style-type: none"> N=7 	<ul style="list-style-type: none"> N=8 	<ul style="list-style-type: none"> 33% Male 67% Females 	<ul style="list-style-type: none"> 13% Gen Y 40% Gen X 47% Baby Boomers 	<ul style="list-style-type: none"> Faculty Directors Editor Research coordinator Associations CNE/CNO



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PHASE II: VERIFICATION



ANALYSIS	EVALUATION
Evolution	Internal Structure
Context	Socialness
Content	Testable
	Guidance
	Diverse Perspectives
	Contributions

Fawcett, J. (1980). A framework for analysis and evaluation for conceptual models in nursing. *Nurse Educator*, 5(6)10-14.


IS IT LOGICAL?

- Yes
- Concerns:
 - "Too linear"
 - "Language about expertise is not highlighted"
 - "Recognition of expertise"
 - "Unclear relationship between lifelong learning and outcome"
 - "Connectedness exists between role and setting. They can't be separated"
 - Context matters in relation to culture, history, demographics etc.

LOGICAL TRANSLATION OF DIVERSE PERSPECTIVES?

- Yes
 - "Drives perception of what a nurse is or is not"
 - "Influenced by many global and environmental factors that are not highlighted"
 - "The level of abstraction allows diverse perspective"
 - "Uses leadership"
 - "Addresses generational differences"




CONTRIBUTION TO NURSING KNOWLEDGE?

“Provides curriculum Content”



“Unites nurses globally”

“Supports the Scope and Standards of Practice”

“Change’s perceptions”



“Solidifies the core of who we are as nurses”

“Brings context to the role”



DOES IT PROVIDE GUIDANCE TO ACADEMIC-PRACTICE?

PRACTICE	ACADEMIA
Yes, we can relate to it	
Functional vehicle to actualize role	
Supports the Clinician	
Demonstrates need for RN	
Use for Teaching	
Demonstrates Impact of RN	
Supports Concept of Professional Identity in all Roles	
Supports Concept of Professional Identity in all Settings	
Theoretically grounded	

OPPORTUNITY TO CONDUCT RESEARCH

<ul style="list-style-type: none"> • Antecedents • Attributes • Socialization of Nurses <ul style="list-style-type: none"> ○ Competencies ○ Advancement ○ Developmental process • Differences across the world • Differences by education • Differences generationally 	<ul style="list-style-type: none"> • Relationship between professional identity and consequences • Measures in the work environment • Metrics that translates financially and into quality care
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PHASE III: MODEL EVOLUTION

Concerns with Initial Model	Changes to Model
Too linear, should be dynamic	Arrows removed and made dynamic
Expertise is not highlighted	Domains centered
Arrows showing relationships between lifelong learning and outcomes unclear	Lifelong learning moved to the top of the model to illustrate that it occurs throughout one's career
Roles and settings were not perceived as separate concepts	Roles and setting merged into one concept
Context Matters	Five contextual areas added- cultural, demographical, historical, political, and societal



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Not for public distribution yet

Evolution of Conceptual Model

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ACADEMIC-PRACTICE IMPLICATIONS

1. Language to communicate nursing brand image.
Societal Perception of Nursing
2. Shared mental model to accelerate formation and sustainability.
Consistency in teaching, coaching, mentoring
3. Model embodies the essence of nursing at a local, national, and global level while interacting within a social, historical, economic, cultural, and political climate
Hiring
4. Professional Identity in settings
Onboarding and Lifelong Learning
5. Transition from prelicensure to practice, advance practice roles, and advance practice specialties
Impact and Outcomes



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