Professional Identity Formation

Daniel Ricotta, MD SFHM

BCH Academy 2023

Basic Assumption

I believe that everyone participating in today's retreat is intelligent, capable, cares about doing their best and is here to learn and grow

Queries

- Describe the core values of a health professional and/or the ideal professional identity of health professionals.

- How has this perception evolved during your career so far?

- Have you experienced any discrepancies between your professional identity and others?
  - Characterize them if possible

Goals and Objectives

Explore the conceptual framework of professional identity formation (PIF), brainstorm how to teach and assess it.

After this session, participants will be able to:

- Define professional identity and differentiate it from professionalism

- Describe 3 strategies for teaching professional identity formation in health professions education

- Discuss a scenario and explore how the dilemma threatens or is aligned with professional identity

Disclosures

- Not an expert
  - Don't have all the answers
- Evolving landscape
- Huge body of literature over decades
  - not meant to be comprehensive
- Here to ask questions, engage in dialogue, and work together to explore nuances

Professional identity

and

Professionalism

- I know culinary history $\longrightarrow$ • Knowledge

- I cook delicious meals regularly $\longrightarrow$ • Skills

- I enjoy cooking $\longrightarrow$ • Attitude

Am I a Chef?

Professional Identity

"Attitudes, values, knowledge, beliefs and skills shared with others within a professional group"

Professional Identity – "Ideal"

Professional Identity – "Silos"

- Prevailing views held within their profession
  - Identification is a social process
  - Normative definition is variable based on community
    - practices, values and norms
  - Informs how you view other professionals

Professional Identity – "Transcendent"

- Professional identity transcends other forms of identity such as race, religion, class, gender, sexuality, etc

Numerous Other PIF Constructs

- Expression of status in society
  - Tied to status in the labor market, includes economic and social hierarchy
- Coping strategy
  - Psychological dynamic that allows the professional to handle the more overwhelming aspects of the work
- Perception of others – cultural
  - How we view ourselves is influenced by reaction to how we are treated by others
  - Stereotypical portrayals within media – male nurses, surgeons, pharmacists
- Sociocultural
  - Conceptions evolve over time, differ across cultures, groups, and level of training
- Role fluidity
  - Changes in appearance according to context

Professionalism

- The use of communication, knowledge, technical skills, clinical reasoning, emotions, values, and reflection in daily practice for the benefit of the individual and community being served

- Is about accountability and the need for health professionals to work in teams and systems that may override their personal autonomy for the greater good of the patient or society

Values	Behaviors
Responsibility	• Follows through on tasks
	• Arrives on time
	• Accepts blame for failure
Maturity	• Doesn't make inappropriate demands
	• Is not abusive and critical in times of stress
	• Listens well
Communication skills	• Is not hostile, derogatory, sarcastic
	• Is not loud or disruptive
	• Maintains patient confidentiality
	• Is patient
Respect	• Is sensitive to physical/emotional needs
	• Is not biased/discriminatory

Kirk et al. 2007

Molly Cooke, MD

"Professional identity is distinct from
(and primary to/more important than)
professionalism"

Irby et al. 2010 and Millennium Conference 2023

- How does this change your perspective of professional identity, if at all?

- Describe the professional identity in your profession.

Discuss

Professional identity Formation

- Moving from "acting like" to "being"

- Behavioral performance later becomes habitual

Molly Cooke, MD

Professional Identity Formation is "the **metamorphosis** from **civilian to [physician]** is a process of **acculturation** mediated by **interaction** with the entire **environment**"

Irby et al. 2010 and Millennium Conference 2023
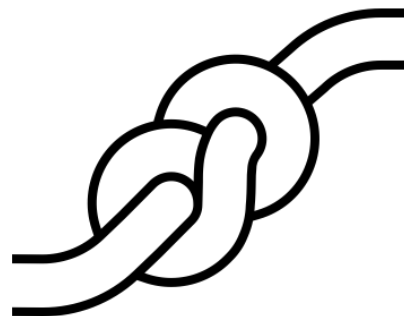
"Formation" of Professional Identity

Socialization

Internalize (or reject) prevailing sociocultural normal

Rework to fit surroundings through experimentation and feedback

Professional Values Integration

- Identity as a charged word

- Intersectionality

- What we really care about is that learners become imbued with the values of the profession

  - How are these values formed?

  - How to know?

Teaching Professional Identity

- Should we be teaching identity?

- Different definitions, constructs employed, debate on how it is formed, and the contextual nature

Student Perceptions

- Arrive with pre-formed conceptions

- Hold pragmatic conceptual frameworks

- Generally resent being taught how to become professional

- Learned to "game the system"

- Low regard for professionalism teaching and assessment

- Experience on clinical rotations far more complex than the cases they were presented

- Experiential learning the best way to learn professionalism

- Consolidated what they learned, formed their individual mental model of professionalism through discussion and reflection with peers
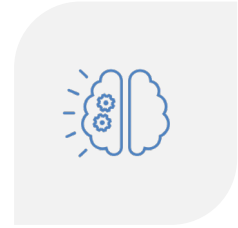
How to Teach - Curricular planning

HUMANITIES
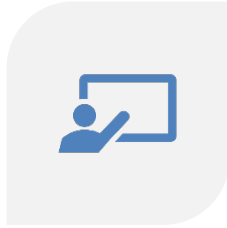
STUDENT ENGAGEMENT IN DESIGN AND DELIVERY

ACKNOWLEDGE AND ADDRESSING CHALLENGES TO INCLUSIVITY

LIVED EXPERIENCES REFLECTIVE DELIBERATIONS AND DEBRIEFING

A Model

- Need a scaffold to guide reflection on observations

- Role is not to teach learners how to be, but to support the development of a positive identity

	Personal	Interpersonal	Team	Organisational	Societal
Capability	Knowledge of team roles and expectations Recruitment based on orientation to role	Collaborative skills and proficiencies Interpersonal respect and inclusivity	Address inter-professional power imbalances Interprofessional respect and inclusivity	Address the hidden curriculum Unconscious bias training Protected time for clinical teaching	Acknowledge and respond to societal influences, for example marketization of healthcare
Opportunity	Access to authentic role experiences	Mentoring Personalised support through transitions	Legitimate junior team roles Safe reflective spaces Multi-professional simulation	Students as co-creators of curricular content Longitudinal placements and apprenticeship learning	Opportunities for learner engagement within wider society, for example volunteering
Motivation	Encouragement, rewards, sanctions Imagining self within role Building confidence and self-efficacy	Visible role models Coaching approaches to supervision and remediation	Team feedback Team building	Assessment culture that supports complexity and uncertainty Personal choice in professional developmental activities	Recognise and reward wider societal engagement

Leedham-Green et al. 2020

Teaching strategies

Experiences

Simulation

Self reflection

Hidden curriculum

Communities of practice

Assessing Professional Identity

- Professional Identity is a social construct
- Assessment can be reductive, biased, and trivial
  - Structural racism, gender bias, societal perceptions
  - Performative measure favors rote learning over cognitive maturity
- Measurements focus on behavior not identity
- Reflective pieces, written exams etc.
- Co-creation

A Dilemma

It's a beautiful Friday in August, and you are working with a novice learner during your clinical shift. You have been looking forward to this day for some time because you have a very special family event in the evening. As your shift draws to a close, a patient under your care becomes unstable and requires immediate attention. The patient shows signs of a GI bleed and is distressed. Packed red blood cells and IV fluids are ordered; however, they haven't arrived. If you don't leave now you are going to miss the family event, but your patient continues to deteriorate. Both the patient and the learner are becoming increasingly panicked.

What are your thoughts about this dilemma and how do they fit within a conceptual framework of professional identity formation for you as a health professional and equally as a role model for your learner?
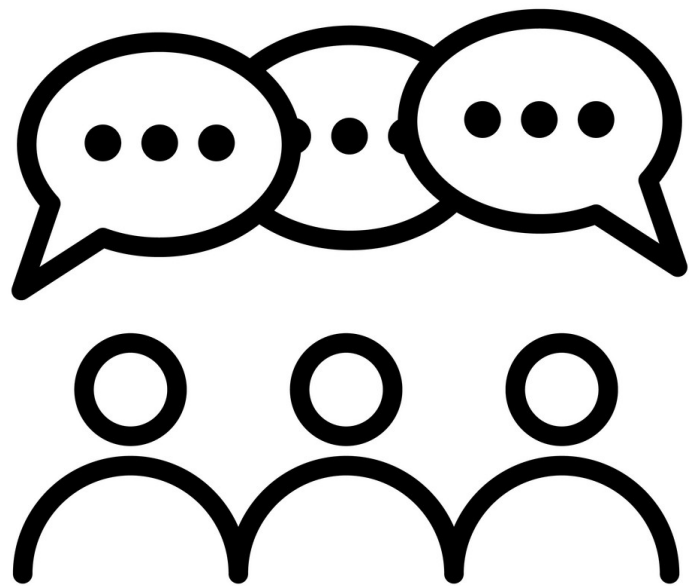
Please Describe:

- One concept you learned during this session

- One concept you were puzzled by or confused about

References

- IRBY, D. M., COOKE, M. & O'BRIEN, B. C. 2010. Calls for Reform of Medical Education by the Carnegie Foundation for the Advancement of Teaching: 1910 and 2010. Academic Medicine, 85, 220-227

- Leedham-Green, K., Knight, A., Iedema, R. (2020). Developing Professional Identity in Health Professional Students. In: Nestel, D., Reedy, G., McKenna, L., Gough, S. (eds) Clinical Education for the Health Professions. Springer, Singapore

- Kirk LM. Professionalism in medicine: definitions and considerations for teaching. Proc (Bayl Univ Med Cent). 2007 Jan;20(1):13-6. doi: 10.1080/08998280.2007.11928225. PMID: 17256035; PMCID: PMC1769526.

- Hodges B, Paul R, Ginsburg S, The Ottawa Consensus Group Members. Assessment of professionalism: From where have we come - to where are we going? An update from the Ottawa Consensus Group on the assessment of professionalism. Med Teach. 2019 Mar;41(3):249-255. doi: 10.1080/0142159X.2018.1543862. Epub 2019 Jan 29. PMID: 30696355

- Lesser CS, Lucey CR, Egener B, Braddock CH 3rd, Linas SL, Levinson W. A behavioral and systems view of professionalism. JAMA. 2010 Dec 22;304(24):2732-7. doi: 10.1001/jama.2010.1864. PMID: 21177508

- O'Sullivan H, van Mook W, Fewtrell R, Wass V. Integrating professionalism into the curriculum: AMEE Guide No. 61. Med Teach. 2012;34(2):e64-77. doi: 10.3109/0142159X.2012.655610. PMID: 22289014.

- Cruess RL, Cruess SR, Boudreau JD, Snell L, Steinert Y. A schematic representation of the professional identity formation and socialization of medical students and residents: a guide for medical educators. Acad Med. 2015 Jun;90(6):718-25. doi: 10.1097/ACM.0000000000000700. PMID: 25785682

- Cruess RL, Cruess SR, Boudreau JD, Snell L, Steinert Y. Reframing medical education to support professional identity formation. Acad Med. 2014 Nov;89(11):1446-51.

- Triemstra JD, Iyer MS, Hurtubise L, Poeppelman RS, Turner TL, Dewey C, Karani R, Fromme HB. Influences on and Characteristics of the Professional Identity Formation of Clinician Educators: A Qualitative Analysis. Acad Med. 2021 Apr 1;96(4):585-591.

- Kirch DG, Gusic ME, Ast C. Undergraduate medical education and the foundation of physician professionalism. JAMA. 2015 May 12;313(18):1797-8.

- Jarvis-Selinger S, MacNeil KA, Costello GRL, Lee K, Holmes CL. Understanding Professional Identity Formation in Early Clerkship: A Novel Framework. Acad Med. 2019 Oct;94(10):1574-1580.

- Birden H, Glass N, Wilson I, et al. Defining professionalism in medical education: A systematic review. Med Teach 2014;36:47-61.

- ABIMFoundation; ACP–ASIMFoundation; European Federation of Internal Medicine. Medical professionalism in the new millennium: a physician charter. Ann InternMed. 2002;136:243-6