2024 Kentucky Association for Healthcare Quality (KAHQ) Conference:
"Improving Professional Identity: A Quality Improvement Project"
CE Provider: Dept. for Behavior Health, Developmental and Intellectual Disabilities
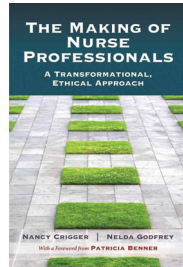KBN Provider-Training Number: 5-0051-0126-753

September 13, 2024

Improving Professional Identity: A Quality Improvement Project

Sally Davenport, DNP, RN, NEA-BC

Disclosures

- Financial – <u>None</u>, no grant funding of any kind

- Conflicts of Interest – <u>None</u>

- The Project – Completed for DNP

- I Will Always Owe Thanks to Dr. Shelly Luger

Learning Objectives

At the conclusion of this presentation, the participants will be able to:

- Describe how professional identity is formed and flourishes within professional life.
- Explain the significance of professional identity in role satisfaction and job retention.
- Describe leadership-driven strategies to improve professional identity.
- Provide an example of how a leadership-driven quality improvement intervention improved professional identity of nursing faculty.
- Describe how the nursing professional identity is measured using the Professional Identity in Nursing Scale (PINS).
- Examine how this approach can be applied to other disciplines.

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What is professional identity?

- a representation of self,
  - achieved in stages over time,
    - during which characteristics, values, and norms are internalized

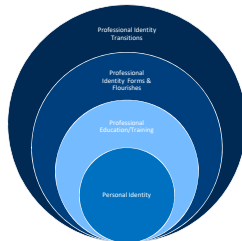- thinking, acting, and feeling like a person in their chosen profession

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Professional Identity - A psychological paradigm

Top Gun's Maverick: I don't just fly jets,
I *am* a fighter pilot

I am a nurse –
I might do nursing procedures,
but I *think, act, and feel* like a nurse

THE MAKING OF NURSE PROFESSIONALS
A TRANSFORMATIONAL, ETHICAL APPROACH

NANCY CRIGGER | NELDA GODFREY
With a Foreword from PATRICIA BENNER

Professional Identity Formation

Professional Identity Transitions

Professional Identity Forms & Flourishes

Professional Education/Training

Personal Identity

My own personal identity...

_____
_____
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Who I am...a sports fan

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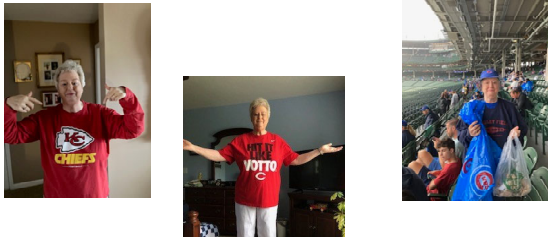
Formation/Flourishing of my professional identity...

_____
_____
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_____
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How I see my life's work...

Relationships are crucial...
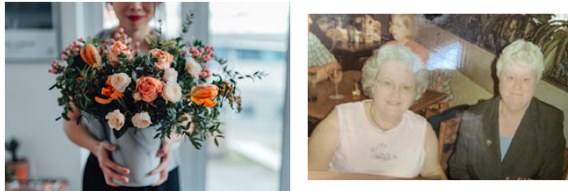
"Mattering" promotes a flourishing professional identity...

- Mattering - the perspective that you are significant
- Mattering - associated with engagement
- Lack of mattering - results in burnout

Mattering is correlated with perceptions of social support from one's organization, supervisor, peers, and subordinates.

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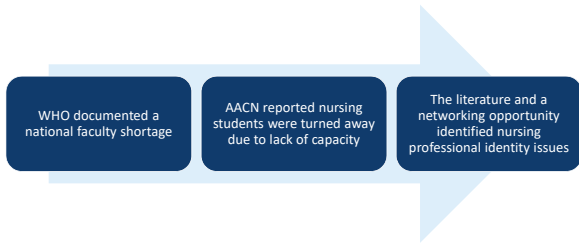Kentucky Organization of Nurse Leaders

Leadership-driven strategies produce professional identity flourishing...

- Supporting Growth
- Increasing Job Satisfaction
- Enhancing Job Retention
- Promoting Role Transition Success

A leadership-driven strategy I selected...

- A quality improvement project, including…

- Implementation of education, self- assessment, and reflection activities

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I was interested in improving nurse educators' professional identity because...

WHO documented a national faculty shortage → AACN reported nursing students were turned away due to lack of capacity → The literature and a networking opportunity identified nursing professional identity issues

My problem statement was...

Inadequate nursing educator professional identity is:
- associated with dissatisfaction and
- subsequent intent to leave employment,
- leading to an inadequate faculty workforce to educate future nurses.

Donabedian's conceptual model was applied to Owens' research

STRUCTURE	IMPROVEMENT PROCESS	OUTCOMES
Nurse Educator Professional Identity	Leader Development Actions	Enhanced Nurse Educator Identity Formation (Proximate Outcome)
	Education/In-service	
	Reflective Activities	
	Experiences with Colleagues	

Faculty Retention in the Region (End Point Outcome)
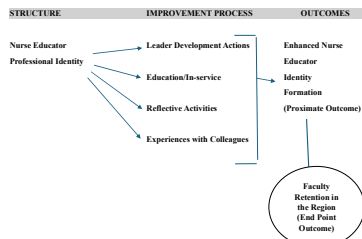
NOTE: Based on "Process of Role Transition and Professional Identity Formation for Part-Time Clinical Instructors at Two Year Institutions" Model (Owens, 2018)

Findings in the literature...

1. Professional Nursing Identity Defined - a sense of self dynamic in nature

2. Nurse Educator Identity Acquisition - a transitional process, affected by relationships

3. Measurement - the Professional Identity Nursing Scale (PINS) reliably measures components: values & ethics, knowledge, nurse as leader, and professional comportment

4. Reflective Thinking – demonstrated to be an effective improvement process

Methods – Setting and Sample

Setting – A Liberal Arts University in South Midwest.
Convenience Sample of 12 Full-time Nurse Educators Who Attend Faculty Meetings

Demographics - 58.3% (7) of the 12 Full-time Nurse Educators
- 1 PhD, 6 Masters
- PhD = 18 Years Educator Experience
- Masters = 2 to 14 years (average 7.6 years)

Methods – Plan, Do, Study, Act

- Before Intervention – 1) Sign Information Form 2) Complete PINS & Demographic Form
- Intervention – 1) View In-service, 2) Facilitate Faculty Meeting Reflection – Vision-Boarding
- After intervention – 1) Reflect on Experience, 2) Complete PINS & Demographic Form Again

- Calculate Highest Level Education, Years of Experience Means
- Calculate Weighted Means of Domains and Subconstruct Items
- Identify Percent Change in Domains

- Share Trend Results, Obtain Identity Improvement Suggestions

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More about the PINS...

A 30 item survey of the components of nursing professional identity
- "as a nurse at what level do you demonstrate the following?" (PINS Self) and
- "in general, at what level do the nurse colleagues in your work environment demonstrate the following?" (PINS environment)

Participants select ratings on a Five-Point Dreyfus Model Scale (novice, competent, proficient, expert, mastery

Each item's weighted mean is calculated by survey monkey

Reflective Activity – Vision Boarding

Results

Effect of Intervention on Professional Identity
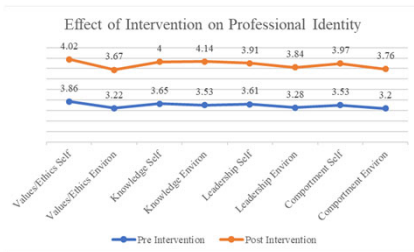
Results – Improvement in All Self, Environment Domains
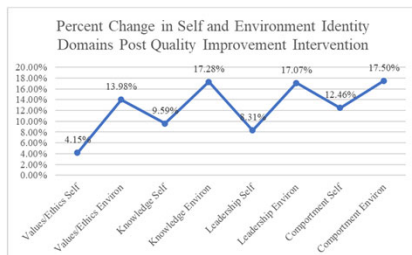
Percent Change in Self and Environment Identity Domains Post Quality Improvement Intervention

Results - PINS Weighted Means

Five-Point Dreyfus Model Scale
(novice, competent, proficient, expert, mastery)

Pre-intervention
- Domain ratings - 3.22 to 3.86 ("proficient")
- Ratings of Self Higher in all domains vs. Nurse Colleague Environment Ratings

Post Intervention
- Domain ratings - 3.67 to 4.14
- Three of four domains increased to the "expert" category

Highest Item Score = "Caring"
Lowest Item Score = "Takes Care of One's Self"

Conclusion...

Intervention resulted in improvement in all domains

Provided focus areas for future development

Can you use this leadership-driven QI approach?

PINS is specific to nursing, but…
- Other disciplines have defined professional identity components, and
- have measurement tools

Reflection has been defined as best practice for self-improvement.
- Vision-boarding
- Photo voice
Techniques described in the literature

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Questions?

Thank you!

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