

Symposium 2022: Professional Identity in Nursing Proceedings

September 12-14, 2022

Proceedings of Symposium 2022: Cultivating Professional Identity in Nursing



Symposium Attendees, Day 2

Hosted by

The International Society for Professional Identity in Nursing
at the University of Kansas School of Nursing



Conference Overview

Symposium 2022: Cultivating Professional Identity in Nursing is the fifth annual event sponsored by the University of Kansas School of Nursing (KUSON) to continue our work on integrating professional identity in nursing into all facets of the nursing profession. This year, we considered how to apply current professional identity in nursing science to education, practice, and regulation with a focus on the work environment. Participants were invited to consider the role of professional identity in nursing to heal the profession and instigate change, the relationship between professional identity and a healthy work environment, and how to integrate diversity, equity and inclusion into one's professional nursing identity.

Over the past year, ISPIN has continued to grow. Some highlights include:

- The society's continued operationalization: formation of an executive council, designated enrollment periods for new ISPIN members, and development of orientation materials
- An overhaul of the ISPIN website with a review calendar in place for council members to regularly submit changes
- A new, professionally designed ISPIN logo and related marketing materials
- Nine active workgroups
- Commenced hosting quarterly updates on Zoom
- Scholars Group formed to identify areas in need of further research and/or scholarship
- Created preconference presentation, *Integrating Professional Identity in Nursing Into Your Practice*
- 23 publications, presentations, webinars and podcasts (national and international)
- Over 440 contacts on the e-news mailing list

As in 2021, the Symposium was a hybrid event (in-person and virtual). This year, we also added an optional, in-person, preconference activity for people who are new to the ISPIN initiative. Symposium 2022 also included a call for poster presentations. Many thanks to everyone who submitted their work for consideration. Three were approved and shared on the event website.

Symposium 2022 was recorded on Zoom. The video is now accessible on YouTube:

- [Day 1, Part 1](#)
- [Day 1, Part 2](#)
- [Day 2](#)

The e-posters and PowerPoint slides will also be made available (pending presenter approval).

Symposium 2022 Description

Title: Cultivating professional identity in nursing.

Target Audience: Every nurse and nursing student is welcome.

Learning Objectives

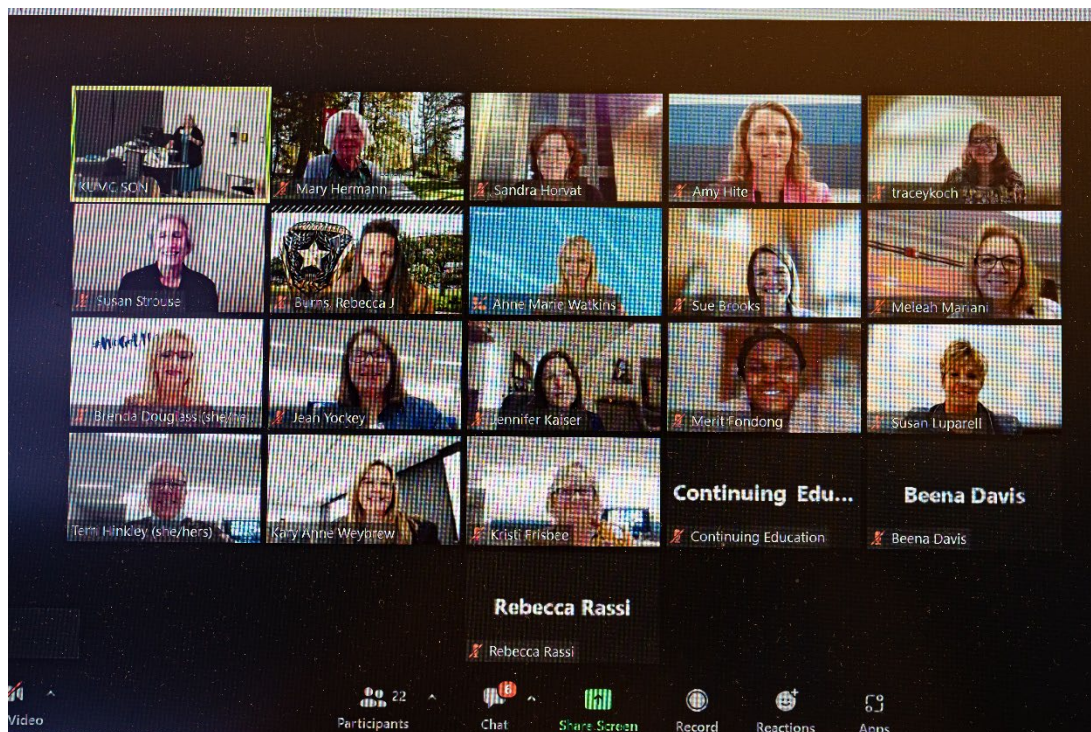
Participants will be able to:

1. Apply the current professional identity in nursing science to address challenges in education, practice, regulation, and policy.
2. Consider the role of professional identity in nursing in healing our profession.
3. Articulate the relationship between a healthy work environment and professional identity in nursing to influence change.
4. Integrate diversity, equity, and inclusion in one's professional identity in nursing.

Continuing Education

The University of Kansas Medical Center Area Health Education Center East is approved as a provider of CNE by the Kansas State Board of Nursing. This course offering is approved for approximately 9.0 contact hours applicable for APRN or RN relicensure, Kansas State Board of Nursing provider number: LT0056-0749. Mary Beth Warren, MS, RN, Coordinator.

Credit will be awarded based upon documented attendance, completion of evaluation and payment of applicable registration fee.



Handouts

- Agenda
- Workshop Workbook
- Blank Tree of Impact for Group Activity
- Speakers

Conference Agenda

September 12 - Optional, preconference activity (In-person only), 1:00pm - 5:00pm CT
Health Education Building, Room 112

Speakers: Kristen Priddy, PhD, RN, CNS; and Lynne Kuhl, MSN, RN

“How to Integrate and Leverage Professional Identity in Nursing into your Practice”

Professional Identity is the compass that guides the practice of nurses and the nursing profession. In this interactive workshop participants will learn the definition and domains of Professional Identity in Nursing (PIN), explore the implications of PIN, and actively engage in developing strategies to integrate PIN into their practice or academic arenas. Participants from all levels of experience and every type of nursing work are invited to contribute to building knowledge about integrating *Professional Identity in Nursing* into nursing practice and the Profession.

Objectives

Participants will be able to:

1. Understand the definitions and domains of Professional Identity in Nursing.
2. Explain the impact of Professional Identity in Nursing on nurse well-being and patient safety and quality care.
3. Propose strategies to integrate Professional Identity in Nursing into their academic or practice setting and into the nursing profession.

Day 1 - September 13, 9:30am - 3:30pm CT
Health Education Building, Room G109

9:00am – 9:30am: Registration

Moderator: Susan Luparell

9:30am - 9:45am: Welcome, Introductions, Norm Setting - Susan Luparell, PhD, RN, CNE, ANEF

9:45am – 10:15am: “State of the Science and Update” - Nelda Godfrey, PhD, ACNS-BC, FAAN, ANEF

10:15am – 10:30am – Break

10:30am – 11:00am: “The Professional Nurse and Well-Being” - Paulette Anest, MSN, RN

11:00am – 11:45am: “Global Perspectives” - Matt Howard, DNP, RN, CEN, TCRN, CPEN, CPN

11:45am – 12:50pm: Lunch (Provided)

12:50pm – 1:00pm: Introduction to group activity (Susan Luparell)

1:00pm – 2:00pm: “Mobile Brainstorm Session” (separate online and in-person groups)

- a. How do you seed professional identity in nursing in prelicensure students?
- b. How do you overcome the barriers to professional identity in nursing formation in prelicensure students?
- c. How do you continue development of professional identity in nursing for nurses in practice?
- d. How do we overcome the barriers for ongoing professional development for professional identity in nursing for nurses in practice?

2:00pm – 2:30pm: “Professional Identity in Nursing Research: Next Steps in Quality and Safety” – Kristen Priddy, PhD, RN, CNS and Beth Cusatis Phillips, PhD, RN, CNE, CHSE

2:30pm – 2:45pm: Break

2:45pm – 3:15pm: “What is Next in Propelling the Science?” – Rhoda Owens, PhD, RN and Tullamora Landis, PhD, RN-BC, CNL

3:15pm – 3:30pm: Q and A

Day 2 - September 14 9:00am – 12:00pm CT
Health Education Building, Room G109

Moderator: Rhoda Owens

9:00am – 9:15am: What does it look like? and NSNA award presentation - Nelda Godfrey, PhD, ACNS-BC, FAAN, ANEF

9:15am – 10:00am: “Race, Racism, and Sociohistorical Context: Professional Identity Formation in Nursing” - Sandra Davis, PhD, DPM, ACNP-BC, FAANP; Marlo Robinson, DNP, JD, RN, CD (DONA) and KaryAnne Weybrew, MSN, BSN, AAS, RN, WHNP

10:00am – 10:30am: “Professional Identity in Nursing and the Work Environment: An Interdependent Relationship” – Debra Liebig, MLA, BSN, RN, NPD-BC and Lynne Kuhl, MSN, RN, Terri Hinkley EdD, MBA, BScN, RN, CAE

10:30am – 11:00am: Break

11:00am – 12:00noon: “Our Perspectives” – Beth Cusatis Phillips, PhD, RN, CNE, CHSE and Nelda Godfrey, PhD, ACNS-BC, FAAN, ANEF

- In the nursing student role – (10 minutes)
- In the practicing nurse role - Amy Hite, DNP, EdS, FNP-BC (10 minutes)
- Next steps in strategic planning (10 minutes)
- Bylaws discussion (10 minutes)
- How to become involved – Election Announcement (10 minutes)
- Evaluations and thank-you (10 minutes)

End of Symposium

September 14 - Advisory Council Meeting, 12:30pm – 2:30pm CT
Health Education Building, Room G109

Lunch provided.



Inaugural Legacy Award



ISPIN Chair Beth Phillips, NSNA Deputy Executive Director Dr. Kenya Williams, and ISPIN Immediate Past Chair Dr. Nelda Godfrey

It was a privilege and an honor to present the inaugural Legacy Award to the National Student Nurses' Association (NSNA). The NSNA is led under the direction of Dr. Diane Mancino, NSNA Executive Director. To accept the award on behalf of NSNA was Dr. Kenya Williams, Deputy Executive Director.

Founded in 1952 as a nonprofit organization, the NSNA's mission is to mentor students preparing for initial licensure as registered nurses. Their work is to convey the standards, ethics, and skills that students will need as responsible and accountable leaders and members of the profession which includes associate, baccalaureate, diploma, and generic graduate nursing programs.

ISPIN's robust partnership with NSNA began with the initial professional identity in nursing think tank in 2018. The collaborative partnership has led to the development of the subcommittee, With a Student Focus. Earlier this year, NSNA featured several articles related to professional identity in nursing in their magazine, *Imprint*. Additionally, NSNA collaborated with members of ISPIN to incorporate professional identity principles into their Leadership University Honor Society which was rolled out in April 2022 at their 70th Anniversary Convention.

Speakers

Paulette Anest, MSN

Paulette Anest, MSN, RN serves as the Head of Clinical Operations and Education Solutions at AMN Healthcare for more than seven years. She has 25 years' experience in the healthcare industry which includes research, clinical practice, human resources management, leadership, education, and innovation.

In her executive leadership position, Paulette is accountable for ensuring high reliability systems, processes, and programs support the mobilization of more than 50,000 qualified healthcare professionals to more than 5,000 diverse communities and practice settings across the country. She provides clinical consultation, thought leadership and strategic partnership to develop and implement innovative business strategies and solutions for workforce development, engagement, and retention that result in cost-efficiencies and high-quality customer experience. She has leadership responsibility for AMN corporate certifications for the Joint Commission, NCQA, and ANCC accreditation.

Paulette leads a large interprofessional team supporting multiple business lines and workforce solutions. Through her advocacy and sponsorship of professional development at AMN, corporate clinical leaders are engaged in leadership education, training, business process improvement and digital systems transformation projects that support their career growth and professional advancement.

Paulette is a human centered leader who thrives in atmosphere of challenge, inspiration, and innovation. Her motto is Dream Big and Deliver Your Best! Her journey in healthcare began as a staff Nurse in Labor & Delivery and Maternal Fetal Care at The Johns Hopkins Hospital. She continued practicing and leading in large teaching and academic medical centers including Long Beach Memorial Medical Center, Cedars Sinai Medical Center and New York Methodist Hospital. Paulette earned her Bachelor of Science in Nursing from The Johns Hopkins University School of Nursing, and Master of Science in Nursing with a focus on Administration at UCLA School of Nursing. She is a member of several professional organizations, such as ANA, ALSN, ASA, AONL and ACNL and actively involved in a partnering with academic and health care organization Nurse Leaders on a healthier work environment. Paulette serves on the Board for Junior Achievement in San Diego supporting the education and career development of San Diego youth.

Paulette and her daughter live in San Diego where they enjoy spending time outdoors with family and friends. She is a member of the St. Constantine & Helen Greek Orthodox community and supports charitable events and initiatives through various organizations.

Sandra Davis, PhD, DPM, ACNP-BC, FAANP

Dr. Davis is the Deputy Director for the NLN/Walden University College of Nursing Institute for Social Determinants of Health and Social Change. Prior to joining the NLN Dr. Davis was an

Associate Professor and Inaugural Associate Dean for Diversity, Equity, and Inclusion at the George Washington University School of Nursing. With over 20 years in faculty, administrative, clinical practice, and leadership roles Dr. Davis brings depth, breadth, and passion to her work. Through her leadership, Dr. Davis is making an impact in the area Diversity, Equity, and Inclusion (DEI) on local, national, and international levels. Globally, she held round table discussions at Riverside College in Bacolod, Philippines to discuss DEI with faculty and students. Nationally she was a contributor to the NLN Vision Series, “A Vision for Integration of the Social Determinants of Health into Nursing Education Curricula”. Most recently, Dr. Davis was invited to join the National Commission to Address Racism in Nursing. Locally, Dr. Davis was the Principal Investigator on a Photovoice Project; “The Social Determinants of a Heart Healthy Community” that was exhibited at the Smithsonian National Museum of African American History and Culture.

Dr. Davis’s research interests include inequities in health, social and structural determinants of health, and antiracism. Dr. Davis co-published an article in Academic Medicine entitled Let’s Talk about Racism: Building Structural Competency in Nursing. She has a chapter titled The Evolving role of Social Determinants of Health to Advance Health Equity in the Shaping Nursing Healthcare Policy book and recently co-authored a book, Fact Facts about Diversity, Equity, and Inclusion in Nursing: Building Competencies for an Antiracism Practice.

Dr. Davis is board certified as an Acute Care Nurse Practitioner and is Past President of the Nurse Practitioner Association of the District of Columbia. She is an AACN/Wharton Executive Leadership Fellow, a Leadership for Academic Nursing Fellow, and a Fellow in the American Association of Nurse Practitioners. Dr. Davis is a 2020 -2021 inductee in the Temple University Distinguished Alumni Gallery of Success.

Nelda Godfrey, PhD, ACNS-BC, FAAN

Nelda Godfrey is Associate Dean and Professor at the University of Kansas School of Nursing, working specifically with innovation and practice partnerships. She is a scholar in the area of professional identity in nursing, and the chair of the International Society for Professional Identity in Nursing. A writer, speaker and cheerleader for the need to add new language about professional identity to the nursing discipline, Dr. Godfrey also works actively with leaders in other health care disciplines to explore interprofessional professional identity.

Terri Hinkley, EdD, MBA, BScN, CAE

Terri was hired by the Academy of Medical-Surgical Nurses (AMSN) and the Medical-Surgical Nursing Certification Board (MSNCB) in August 2017. Terri brings over 32 years in acute care nursing in the healthcare setting, including 20 years in clinical research, to this role. She has nine years of association management staff experience, having held executive positions in both individual membership associations and certification boards where she is responsible for strategic planning with her volunteer boards and translating that strategy into operations with her staff. She was a longtime volunteer leader and board member within her former association before moving into a staff role.

Terri has a keen interest in the future of work and learning given today's volatile, uncertain, complex and ambiguous (VUCA) environment. In her former role, Terri implemented a new certification product, intended to be the foundational credential for a robust pipeline of microcredentials that can be taken as individuals grow professionally. She facilitates a monthly executive session on the ASAE ForesightWorks strategic drives for certification leaders holding membership in the Institute for Credentialing Excellence (ICE). Terri was elected as the President-Elect of the American Board of Nursing Specialties (ABNS) in July 2019 and the ICE Board of Directors in August 2019.

Terri teaches in the graduate Clinical Research program at George Washington University and in an online continuing education nursing program in Toronto. Terri received her RN from Centennial College, BScN from York University, an Executive MBA from Athabasca University, and an Ed.D. in the Executive Leadership (ELP) Human and Organizational Learning (HOL) Program at the George Washington University.

Amy L Hite, DNP, FNP-C

Professor in the Irene Ransom Bradley School of Nursing, serves as Coordinator for the MSN Education Program. Nurse Practitioner faculty practice at Ascension Via Christi Emergency Department. HRSA-ANE Sexual Assault Examiner and Nurse Practitioner Residency Grant Project Director

Lynne Kuhl, MSN, MSN, RN

Lynne Kuhl is a member of the Advisory Council, co-chair for Health Work Environment workgroup, member of the Diversity, Equity, Inclusion, and Belonging workgroup for the International Society for Professional Identity in Nursing (ISPIN). Having recently retired after serving as an assistant professor of nursing for Viterbo School of Nursing for 6 years. Lynne previously worked in a variety of nursing roles as bedside nurse, educator and nurse manager in the following clinical areas critical care, oncology, medical-renal, dialysis and vascular access. Lynne received her MSN in nursing education at the University of St. Francis, her undergraduate degree in psychology and sociology from Oral Roberts University, an ADN from the College of Lake County. Lynne's diverse work and education history has brought Lynne to consider the concepts of wholeness, wellness, and resilience. She has worked extensively in business prior to her career in nursing, having had her own business, consultant to United Airlines, as well as working in social services. She received her undergraduate degree from Oral Roberts University majoring in Psychology and Sociology. She entered nursing as non-traditional student, receiving her ADN.

This diverse work and education history brought Lynne to consider the concepts of professional identity in nursing with specific interest on preparation for practice and flourishing as a nurse. Much of her work as an educator has focused on the learner, specifically how to "teach and facilitate" critical thinking, clinical judgement, and professional identity of nurses in learning to think, act like a nurse and feel like a nurse.

Debra Liebig, MA, MLA, BSN, RN, NPD-BC

Debra Liebig is a Program Manager for the Accreditation and Regulatory Readiness Department at Children's Mercy Kansas City. She has 33 years of nursing experience in a variety of roles with over 15 years of nursing education experience. She has been a part of the work with ISPIN around professional identity since 2020 serving on the Advisory Council, Executive Committee, "With a Student Focus" workgroup Liaison partnering with the National Student Nurses' Association (NASN), and a member the Healthy Work Environment workgroup. She is very excited to share the work of her team around Healthy Work Environment.

Rhoda Owens, PhD, Assistant Professor

Dr. Rhoda Owens is an associate professor of nursing at the University of North Dakota College of Nursing and Professional Disciplines, Grand Forks, ND. She holds PhD and MS degrees from the University of North Dakota and a BSN from Minot State University, Minot, ND. Dr. Owens is a member of the International Society for Professional Identity in Nursing Advisory Board, chairs the Propelling the Science Workgroup, and a member of several other workgroups. In addition, she is a member of the American Nurses Association and Sigma Theta Tau International Honor Society of Nursing. Dr. Owens' research focuses on adult learning theory, nursing education pedagogy, nursing workforce intent to stay and work satisfaction, transition to practice, and professional identity in nursing formation. Lastly, she has published her research in several peer-review journals and presented at multiple local, state, and national conferences.

Kristen Priddy, PhD

Dr. Kristen Priddy is a member of the Advisory Council for the International Society for Professional Identity in Nursing (ISPIN) and chair of the Global Perspectives work group. She has been actively involved in the work of discovering and disseminating knowledge about Professional Identity in Nursing since the first think tank gathered in 2018 to define Professional Identity in Nursing and its domains. She received her PhD in nursing from The University of Texas at Arlington, her MSN from The University of Texas Medical Branch at Galveston, and her BSN from Oklahoma Baptist University. She has 25 years of experience teaching undergraduate nursing students. Dr. Priddy's mission is to understand, touch, and improve nursing education in the U.S. and around the world.

Marlo Robinson, DNP, JD, RN, CD(DONA)

Dr. Marlo Robinson is the National Dean of Nursing at Concorde Career Colleges, Inc. where she manages pre/post licensure nursing programs nationwide. A priority goal for Dr. Robinson in her current role is the expansion of diversity, equity and inclusion related education as a necessary component of faculty development and student learning. She works closely with community partners to develop DEI opportunities in the communities in which Concorde campuses are located.

Kary Anne Weybrew, APRN, MSN, BSN, AAS, RN, WHNP

Kary Anne has 28 years of nursing experience and 16 years focused in regulatory, education, policy and transition to practice across multiple states in both practical and registered nursing. Her grandmother a World War 2 veteran diploma nurse, she was driven from an early age to impact access to care for all, inspire all nurses to see themselves as leaders and to practice to the fullest extent possible to ensure our shared agenda of achieving health equity is achieved. She received her Master of Science in Nursing in Women's Health for Nurse Practitioner and Nursing Education Studies & Bachelor of Science in Nursing at University of Missouri, Kansas City, and Associate of Applied Science at Southwestern Community College, Creston, Practical Nursing Diploma at Northwest Technical School, Maryville.

She is currently working with the Los Angeles College of Nursing & Allied Health on an Executive Fellowship with FUSE Corps to add a BSN program to their established ADN program. FUSE Corps is a national nonprofit that partners with communities and local government with the goal of affecting systemic change. The organization focuses on advancing racial equity and addressing challenges that affect urban communities.

Kary Anne has been actively involved in the work of discovering and disseminating knowledge about Professional Identity in Nursing since the first think tank gathered in 2018 to define Professional Identity in Nursing and its domains. and currently serves as the treasurer, & on the advisory council, co-chair of the Disseminating Widely and With A Student Focus workgroups, & is a member of the Diversity, Equity, & Inclusion and Entry Level Integration workgroups.

Beth Cusatis Phillips, PhD, RN, CNE, CHSE

Dr. Beth Cusatis Phillips is the Strategic Nursing Advisor with ATI and Ascend Learning. Prior to joining ATI, Beth spent 16 years at Duke School of Nursing as Associate Professor and Director of the Institute for Educational Excellence. Beth taught in the ABSN and MSN programs. Beth is the Chair of the International Society for Professional Identity in Nursing.

Beth spent 9 years at Vance Granville Community College where she taught in and directed the ADN/LPN programs. Prior to that, Beth worked for 13 years at UNC Hospitals and Vidant Hospital in med-surg and then Surgical/ Trauma ICU. Beth received her ADN from Waukesha County Technical Institute; her BSN from East Carolina University; her MSN from Duke; and her PhD from the University of Wisconsin-Milwaukee.

Beth's educational/research/presentation interests include faculty orientation and development, curriculum development, professional identity in nursing, student decision making, student support and development, and diversity, equity, inclusion, and belonging.

Introductions created from CVs

Susan Luparell, PhD, RN, CNE, ANEF

Dr. Luparell received a BSN from Bradley University, Peoria, IL, a MSN from Medical College of Georgia and a PhD from the University of Nebraska-Lincoln in Administration, Curriculum and Instruction. In addition, she is a fellow with the Academy of Nursing Education/NLN and a Certified Nurse Educator through ANCC. Previous experience includes over 20 years with Benefits Healthcare, Great Falls, MT. Currently she is a professor at Montana State University College of Nursing, Great Falls Campus, MT.

Tullamore Landis, PhD, RN-BC, CNL

Dr. Landis received a BSN from Seattle Pacific University, a MSN from University of Washington in Seattle and a PhD from Washington State University in Spokane. Previous professional experience includes staff nurse and clinical nurse leader at Virginia Mason Medical Center, and clinical instructor and research assistant at Washington State University, Spokane, where she is currently Assistant Professor. She has been a member of the “Professional Identity in Nursing Think Tank” since 2019

Matthew Howard, DNP

Dr. Howard is currently the Scholarship & Leadership Resources Director at Sigma Theta Tau International Honor Society of Nursing (Sigma). While also serving as faculty at Northern Kentucky University, Dr. Howard works as a staff nurse in his clinical specialty of emergency nursing at Ascension St. Vincent Evansville in southern Indiana. His nursing career has taken him from stretcher-side nursing to academia and back. His clinical background includes EMS, emergency department nursing, flight nursing, and trauma nursing, with several leadership positions. Dr. Howard serves on several local, national, and international councils and nursing associations, including the [Emergency Nurses Association](#), the [International Network for Doctoral Education in Nursing](#), the International Society of Professional Identity in Nursing, and [Sigma](#).

E-Posters

A Study of the Nurse Educators' Professional Identity Formation

Shelly Amsberry EdD, MSN, RN

BACKGROUND
Nurse educators are challenged to transition from teaching students about professionalism to fostering students' professional identity formation (PIF), yet little is known on how nurse educators form their professional identity (American Association of Colleges of Nursing, 2021).

PURPOSE
The purpose of this grounded theory study was to explore the PIF of nurse educators in pre-licensure Bachelor of Science in Nursing (BSN) programs across the United States.

CENTRAL RESEARCH QUESTION
What grounded theory illustrates the evolution of professional identity formation for nurse educators in pre-licensure BSN programs in the United States?

SAMPLE
13 Nurse Educators from 9 BSN programs in the United States

METHODS

- Qualitative, constructivist grounded theory research
- Purposeful sampling from the International Society of Professional Identity in Nursing (ISPIN) followed by snowball sampling
- Participants were interviewed using semi-structured interviews via Zoom.
- Iterative, constant comparison of data.

RESULTS

- 5 themes and 10 subthemes emerged from the data
- The Nurse Educators' Journey of Professional Identity Formation model resulted from analysis of data and answered the central research question.

Professional Identity Formation is a Journey...

“and sometimes I feel like I have put my car in reverse or gone off the wrong off-ramp!”
(7, Pos. 185).

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References

American Association of Colleges of Nursing. (2021). The essentials: Core competencies for professional nursing education. <https://www.aacnursing.org/Portals/42/AcademicNursing/pdf/Essentials-2021.pdf>

Godfrey, M., Hayes, T., Weybrew, K., Wheatley Godfrey, L., & Howard, M. S. (2020, July 8). Nursing: Calling for a shared vision. SigmaCast. Episode 10. [Webinar]. Sigma Theta Tau International. <http://hdl.handle.net/10235/20787>

Ranjbar, H., Joobez, S., Vedeishi, A., Abolmajeed, A., & Bernstein, C. (2017). Becoming a nurse as a moral journey: A constructivist grounded theory. Nursing Ethics, 24(5), 583-597. <https://doi.org/10.1177/0969733015630940>

STUDY THEMES

PIF is a JOURNEY over time, through education, and with experience.

DUAL IDENTITIES
Nurse educators experienced dual (and competing) identities as clinical experts and nurse educators.

Signpost Events
Nurse educators experienced progression and delays of PIF. Incivility was noted in the data as signpost events.

Flourish vs. Flounder
Role models, mentors, and "brilliant people" helped nurse educators create space for PIF.

Finding Community
Steadfastly identifying as a Nurse Educator. Confidently stating, "I am a Nurse Educator!"

IMPLICATIONS

- Utilize the Nurse Educator's Journey of PIF model to promote awareness of and foster PIF of nurse educators
- Acknowledge the concept of dual identities as nurse and nurse educator
- Implement formal mentoring of novice nurse educators

LIMITATIONS

- Small sample size
- Experience, knowledge, and potential bias of participants and researcher

FUTURE RESEARCH

- Probe the concept of dual identities
- Relate the study findings to the ISPIN conceptual model of professional identity in nursing
- Apply different theoretical models and study designs to the concept of PIF

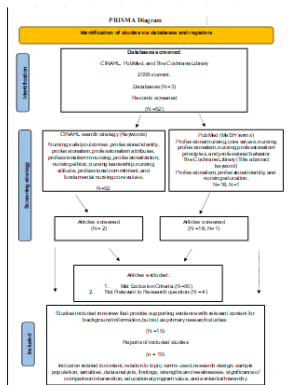
University of Nebraska Medical Center

“Professional Identity Formation is a Journey,” by Shelly Amsberry, EdD, MSN, RN; University of Nebraska Medical Center College of Nursing, Kearney, NE

Rebecca J. Burns, PhD(c), DNP, MSN, BSN, RN, ACUE
Texas A&M School of Nursing



Synthesis of Evidence: There is a paucity of evidence-based research that consistently delineating professionalism in nursing. Most of the literature refers to professionalism as a framework only, and sources explicitly stating a definition is limited to two. The most current literature, however, refers to nurses' professional identity as it relates to education, healthy work relationships, and views on the profession.



Implications to Practice: Although synonymous terms are abundant, professional identity formation may have the largest impact on the nurse's ability to avoid errors, embrace team ideology, and elevate organizational culture. Continued research is needed to examine how the role of a professional nurse is developed with direct application to competencies in nursing education.

There is an absence of recent research which either defines or consistently defines professionalism in nursing. The literature supports professionalism does and should always begin at the undergraduate level, building from novice to expert. Findings do indicate an absolute inconsistent understanding of professionalism, how it is measured, how it should be measured, or the attributes supporting competency at any nursing degree level. With evidence suggesting professionalism is a framework that refers to professional competency in care delivery, ethics, safety, skill attainment, quality, fundamental knowledge attainment, and attitude, further study is needed to develop a consistent and standardized set of outcomes and measures for evaluating nursing professional competency.



References

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The Lived Experience of Professional Generosity Among Nursing Faculty in Academia													
Sandra Delac Horvat, EdD, APRN, CPN, RN (sdh2147@tc.columbia.edu)													
Teachers College, Columbia University													
<p>PURPOSE</p> <ul style="list-style-type: none">There is a need to examine nursing's workplace environments and delve into the experiences nurses have with and among one another while at work.Understanding these experiences may lead to a deeper insight of work environment relationships and illuminate strategies that may attract new nursing faculty while encouraging seasoned and experienced faculty members to remain.This qualitative phenomenological study aimed to understand the phenomenon of professional generosity through the lived experience of nursing faculty.	<p>METHODOLOGY</p> <ul style="list-style-type: none">This qualitative research study used a phenomenological method to illuminate the lived experience of professional generosity among nursing faculty in academia.Eight participants, who were full-time, female, tenured nursing faculty members with an earned PhD or EdD, were interviewed over a two-month period.Each participant was asked to describe a time when they had experienced giving or receiving of generosity among nursing faculty in the workplace.The research method used van Manen's guide to human science research science in which six methodological research structures were utilized:Turning to a phenomenon which seriously interests us and commits us to the world;Investigating experience as we live it rather than as we conceptualize it;Reflecting on the essential themes which characterize the phenomenon;Describing the phenomenon through the art of writing and rewriting;Maintaining a strong and oriented pedagogical relation to the phenomenon;Balancing the research context by considering parts and whole. This process included extensive reflection while reading their transcripts several times, alongside notes on each participant, listening and re-listening multiple times to their Zoom-recorded interviews, writing and rewriting, and then finally illuminating the themes that surfaced into interpretive meanings.	<p>RESULTS</p> <table><tr><th>Themes</th><th>Subthemes</th></tr><tr><td>Theme 1: I feel valued</td><td>I. Belief and concern about me II. Appreciated and validated III. Authentic listening and sensing IV. Feeling of protection</td></tr><tr><td>Theme 2: Core relationships</td><td>I. Sense of cohesiveness and community II. Family III. Nurturing and unconditional acceptance</td></tr><tr><td>Theme 3: Reciprocity</td><td>I. There's always a give and take II. Environment of visioning and envisioning III. Persistent meaningful feeling of empathy</td></tr><tr><td>Theme 4: Growing our profession through connectedness</td><td>I. Sharing the same vision II. Offering opportunities III. Making the journey lighter IV. Passing the torch</td></tr></table> <p>An interpretive statement was created from synthesizing these four essential themes and this statement provides insight into the phenomenon of interest, which reads:</p> <p><i>Professional generosity is a personal sense of feeling valued developed through reciprocal core relationships among nursing faculty. As a result of these experiences of connectedness, a strengthened commitment towards growing the profession of nursing is fostered.</i></p>	Themes	Subthemes	Theme 1: I feel valued	I. Belief and concern about me II. Appreciated and validated III. Authentic listening and sensing IV. Feeling of protection	Theme 2: Core relationships	I. Sense of cohesiveness and community II. Family III. Nurturing and unconditional acceptance	Theme 3: Reciprocity	I. There's always a give and take II. Environment of visioning and envisioning III. Persistent meaningful feeling of empathy	Theme 4: Growing our profession through connectedness	I. Sharing the same vision II. Offering opportunities III. Making the journey lighter IV. Passing the torch	<p>RECOMMENDATIONS</p> <ul style="list-style-type: none">Prosocial behavior was identified as the conceptual model that could add depth and meaning to this study's findings. For the purposes of this study, the acts of helping, sharing, and comforting in prosocial behavior were used to further understand and contextualize the essential themes that emerged.This is the first study to shed light upon the phenomenon of professional generosity in nursing academia and helps to support the much-needed literature regarding the positive experiences and healthy relationships experienced among nursing faculty.This study supported the importance of identifying professional generosity among nursing faculty and is the beginning of understanding how one's generous actions positively affect themselves, their nursing faculty colleagues, the professional identity of nursing, and the profession of nursing. <p>REFERENCES</p> <p>Arber, A. & Gallagher, A. (2009). Generosity and the moral imagination in the practice of teamwork. <i>Nursing Ethics</i>, 16(6), 775-785. https://doi.org/10.1177/0969733009343134</p> <p>Disch, J. (2002). Professional practice: Professional generosity. <i>Journal of Professional Nursing</i>, 18(4), 165-165.</p> <p>Jackson, D. (2008). Editorial: Random acts of guidance: personal reflections on professional generosity. <i>Journal of Clinical Nursing</i>, 17(20), 2669-2670.</p> <p>Lin, E. M. (2000). Guest editorial: professional generosity. <i>Oncology Nursing Forum</i>, 27(4), 597.</p> <p>van Manen, M. (1997). <i>Researching lived experience: Human science for an active sensitive pedagogy</i>. Routledge.</p>
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www.ProfessionalGenerosity.com

“The Lived Experience of Professional Generosity Among Nursing Faculty in Academia,” by Sandra Delac Horvat, EdD, APRN, CPN, RN, Teachers College, Columbia University

Think Tank 2019 Outcomes

In the 2019 Think Tank, the group:

- Affirmed the definition of Professional Identity in Nursing
- Developed WHY statement for Professional Identity in Nursing
- Refined and defined the four domains
- Identified key elements of each of the four domains
- Drafted the initial conceptual model
- Developed exemplars for each domain
- Identified need for dissemination plan

Progress 2019-2020

Over the past year, the professional identity in nursing initiative grew to become the International Society for Professional Identity in Nursing (ISPIN), consisting of an Advisory Council, four work groups and more than 150 interested persons on the distribution list for quarterly e-newsletters

- Propelling the Science
- Dissemination
- Conceptual Model Development
- Competencies and Exemplars

Three of the work groups reported on their progress since Think Tank 2019. The Propelling the Science group has two on-going studies on perception of professional identity by nurse administrator and educators, as well as practicing nurses around the world. The Dissemination group has developed a detailed strategic plan for raising awareness of professional identity in nursing via publications, presentations, and partnerships. Since spring 2019, there have been five major publications and presentations, including a podcast, as well as an agreement with Sigma Theta Tau to create a repository for professional identity in nursing materials. Conceptual Model Development has facilitated two focus groups (US and international) to examine relevance and verify concepts. The model will define principles for nursing practice in all settings, from formation to impact. When finalized, the model will be published.

VF2020 Outcomes

Eight work groups met on Day 2 to brainstorm and develop toolkit materials for incorporating the domains, definitions, key elements, and exemplars of professional identity in nursing for nurses in education, regulation, and practice settings.

Symposium 2021 Outcomes

In response to growing interest in the Professional Identity in Nursing Initiative, the ISPIN Advisory Council decided to focus on re-tooling the group's strategic plan to consolidate and strengthen the impact that Professional Identity in Nursing will have going forward.



Presenters of “Race, Racism, and Sociohistorical Context: Professional Identity Formation in Nursing,” Kary Anne Weybrew; Dr. Sandra Davis, Deputy Director of National League for Nursing, Walden University College; and Dr. Marlo Robinson, National Dean of Nursing, Concorde Career Colleges.

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