

Establishing & Maintaining Your Identity as a Clinical Teacher

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Teaching of Tomorrow

2020

Objectives

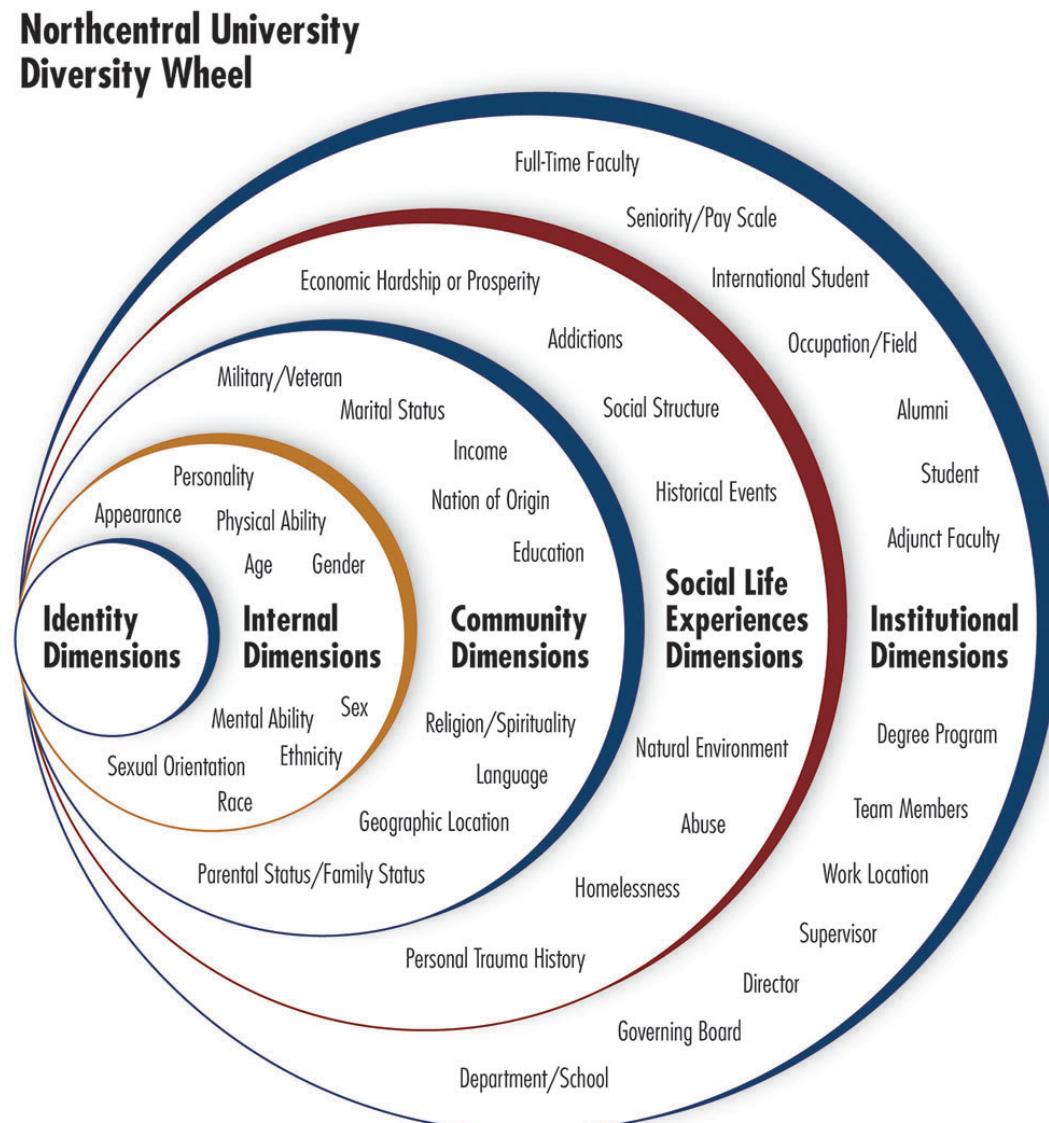
1. Define the concept of Professional Identity (PI) and Teacher Identity (TI)
2. Review the process by which we develop PI and TI
3. Discuss the implications of TI for clinical teaching
4. Discuss your own teacher identity and experience with teaching

Identity is a Property and a Process

Identity is who you are, the way you think about yourself, the way you are viewed by the world and the characteristics that define you.



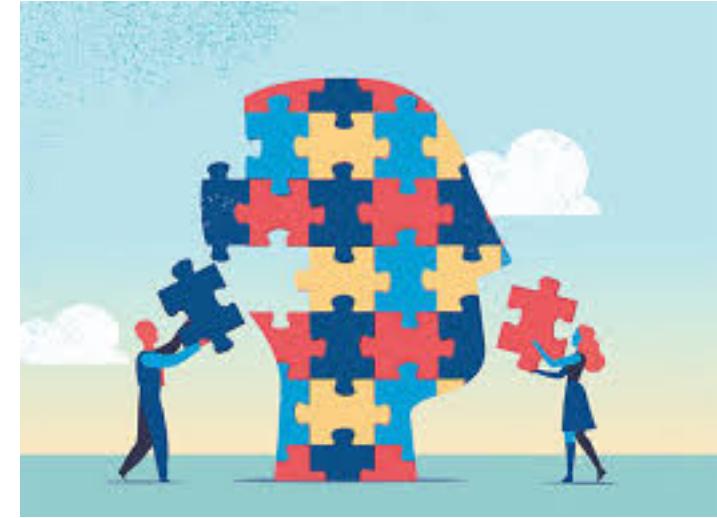
Many Dimensions of Identity



**Name one activity you enjoy
doing when you are not working.**

Are you someone who does ____, or are you an ____-er?

- › How do you see yourself?
- › How does the world see you?
 - Are the two congruent?



- › What did it take to get from *interest* to **identity**?

Kegan's Concept of Professional Identity is developmental

Capacities

Cognitive

Person

Social

Emotional

Personal

Character
istics

Behavior/
skills

Values;
Self &
Group

Identity development is the complex process by which people come to develop a sense and understanding of themselves within the context of cultural demands and social norms.

Kegan R. The Evolving Self.
Harvard Univ Press 1982

Kegan's Stages of Identity has implications for PIF/TIF

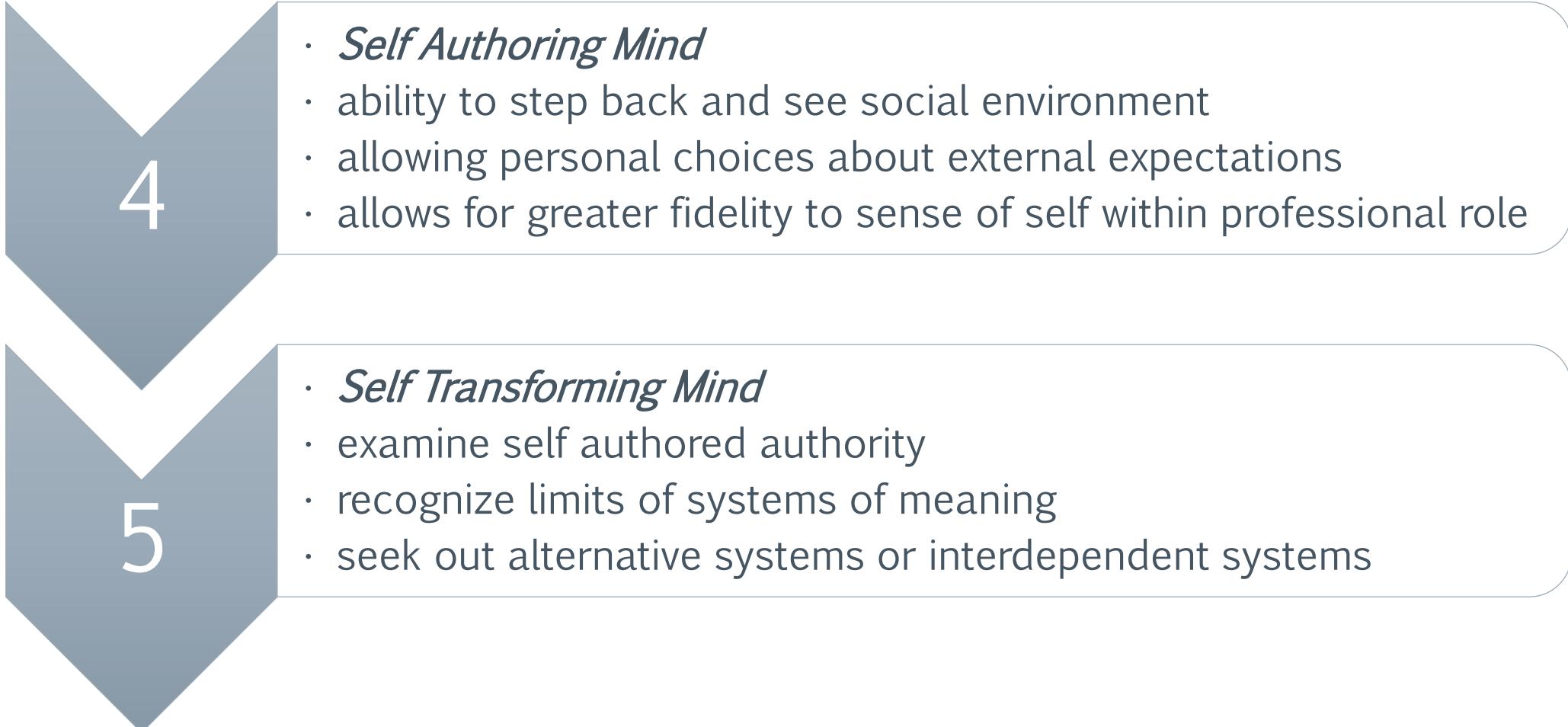
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- *Instrumental Mind*
- external definitions of self
- either-or thinking
- limited perspective taking ability and mastery of technical skills

3

- *Socialized Mind*
- increased social perspective taking ability among allies or in-group members
- Understand aspects of professional role as externalized, shaped by interpersonal relationships, observing others, following norms and status quo

Kegan's Stages of Identity has implications for PIF/TIF



First time you ever felt like a doctor/nurse?

Professional Identity Formation— Becoming a Doctor is a Transformative Process

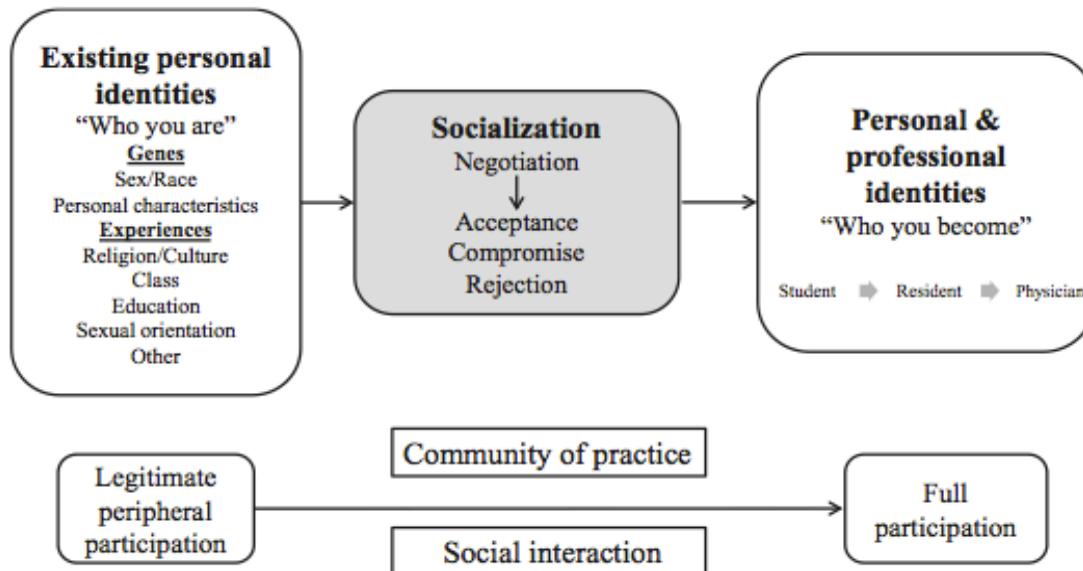
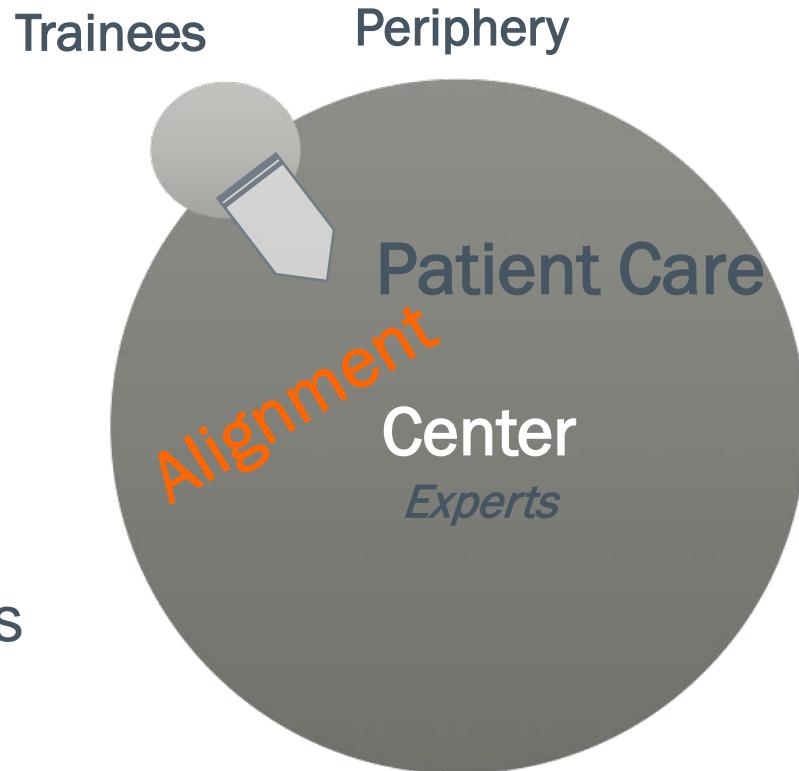


Figure 1 A schematic representation of professional identity formation, indicating that individuals enter the process of socialization with partially developed identities and emerge with both personal and professional identities (upper portion). The process of socialization in medicine results in an individual moving from legitimate peripheral participation in a community of practice to full participation, primarily through social interaction (lower portion).

Joining the *Communities of Clinical Practice entails Uncertainty*

- ❖ Participation as basis of learning
- ❖ Trainees
 - ❖ Arrive at periphery
 - ❖ Discern, then adopt cultural practices of community
- ❖ Teachers
 - ❖ Reside at center, guide trainees
- ❖ Recall...
 - ❖ Rotations and trying to “fit in”



Lave J, Wenger, E. *Situated Learning: Legitimate Peripheral Participation*, 1991.
Egan T, Jaye C. *Communities of clinical practice*. *Health* 13(1), 2009

An early third year student doing surgery...

“...people were kind of, they were yelling at me, but they were just like ...’keep me in the middle, keep me in the middle.’ ...But you know, I look back at this and that moment it was terrible because I got treated, so I really didn’t think I got treated well, but it literally cause me to actually, um mentally and physically break down. I didn’t, I didn’t even know what to do.”

Learning Communities Institute PIF study participant

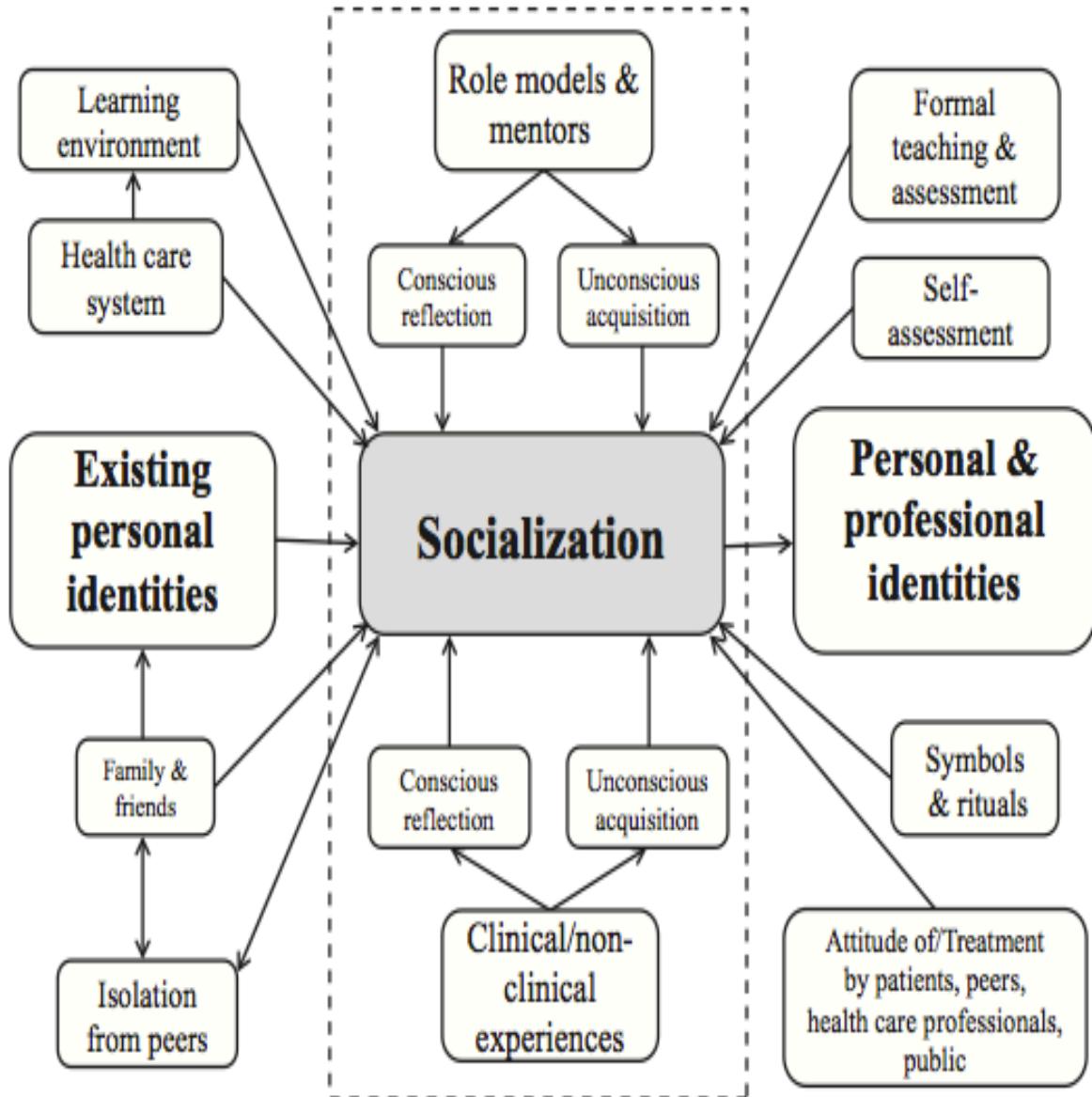


Figure 2 A schematic representation of the multiple factors involved in the process of socialization in medicine. The large center box surrounded by the dotted line, which includes role models and mentors and experiential learning, indicates their importance to this process. The direction of the arrows from existing personal identities to personal and professional identities indicate the dynamic nature of this process.

What is Teacher Identity?

Teacher Identity is the identification of oneself as a teacher

But what does this mean?



- Knowledge
- Skills
- Attitude

INTRINSIC

INTEREST
CURIOSITY
AUTONOMY
SATISFACTION
ENJOYMENT
MEANING
PASSION

EXTRINSIC

PUNISHMENT
COMPLIANCE
OUTCOME
REWARD
MONEY
RULES
FEAR

Knowledge & Skills

Acquires specialized knowledge and skill through education and experience

Develops values of profession

Reflects on actions

Intrinsic satisfaction

Sense of a “calling” (Physician=teacher)

Exhibits service orientation (Sharing clinical expertise)

Adheres to codes of ethics

Committed to self-improvement

Extrinsic Satisfaction

Rewards for teaching

Sets Career Goals

Teaching is responsibility



Characteristics of Teacher Identity

Social Supports and belonging to a group:

- Engages in peer interactions around teaching
- Has role models
- Is part of a community of learners



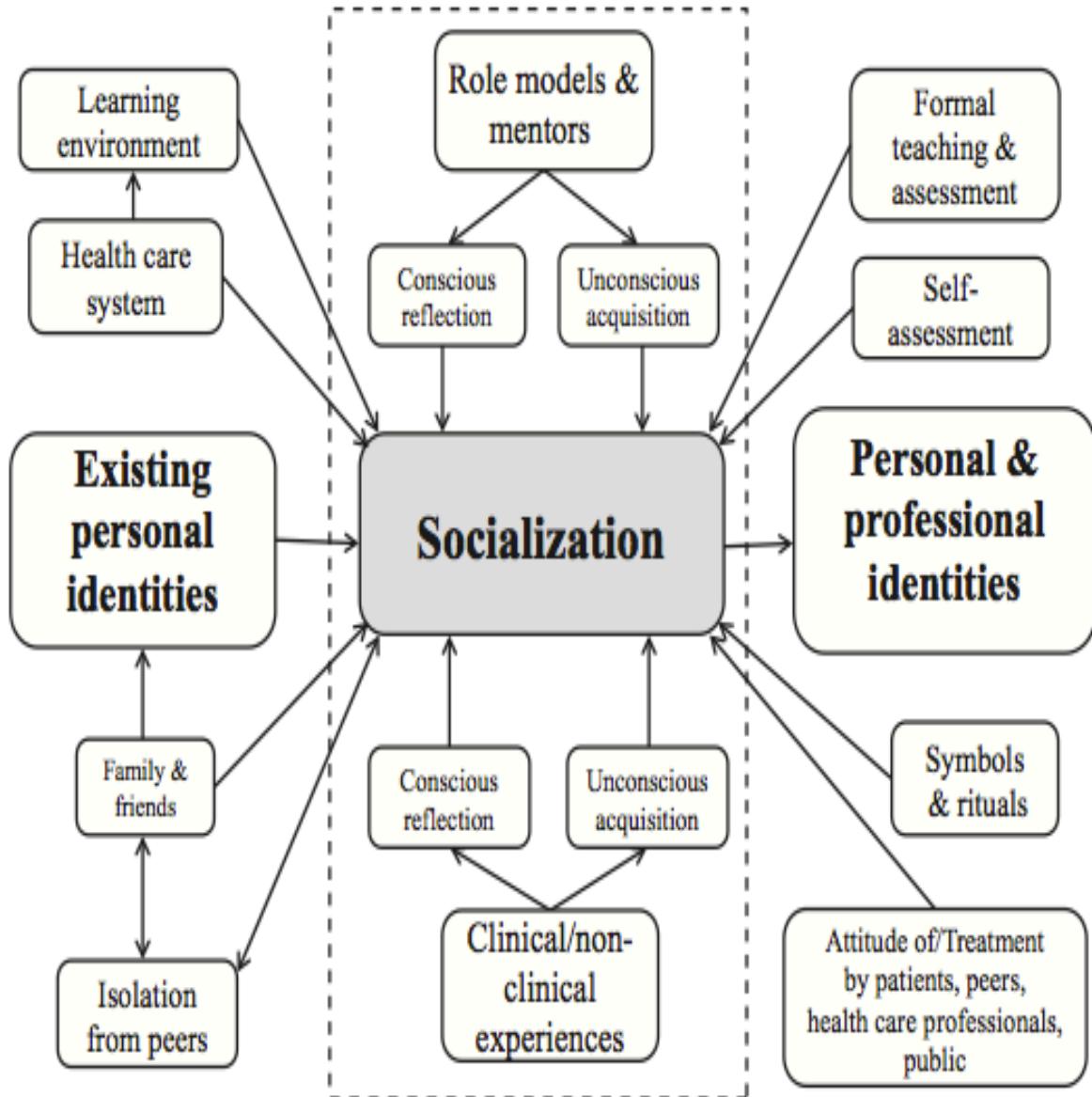


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Measuring Teacher Identity: Development and Testing of a TI Scale (TIS)

Why a TIS? Why do we care about TI?

- Would a scale of TI measure commitment and interest in teaching?
- Would strong TI correlate with other measures of “successful” preceptors?
- Could a faculty development program increase teacher identity of its participants?
- Successful = better learner evaluations; better learner outcomes

Does TI change after a Faculty development program?

- TOT participants during the 2010-2011 and 2011-2012 years completed the TI Scale pre- and post TOT
- Data from 116 participants
- Preliminary data: pre-TOT to post-TOT
 - Overall TI increased significantly
 - Every category increased significantly
 - Every item increased, not all significantly, but some very high on pre-test

Starr S, Haley H-L, Mazor K, Philbin M, Ferguson W, Quirk M. *Initial development and testing of an instrument to measure teacher identity in physicians*. *Teaching and Learning in Medicine*. 2006;18(2):117-25.

Take Home Messages

- TI means identifying oneself as a teacher
- TI for physicians is characterized by knowledge, skills and attitudes toward doctoring and teaching
- Clinical preceptors may benefit from identifying themselves as teachers
- Faculty development programs may be able to strengthen TI in clinical preceptors
- Preceptors who took part in Faculty Development (TOT) had higher TI and better teaching evaluations than those who did not

Group activity

- › Time you felt like a teacher
- › Ever have your identity as a teacher threatened
- › A time you felt the joy of teaching
- › Report back

Mechanisms of Identity Formation

BEHAVIORS

- › Observation
- › Experimentation
- › Self evaluation
- › Evaluation/feedback from others
- › Reflection/meta-cognition

PSYCHOSOCIAL FACTORS

- › Role enactment/Agency
- › Talking with others/gaining support
- › Working through emotions/threats to identity
- › Sense of belonging
- › Becoming an insider

Enhancing or Maintaining your Teacher Identity

Do you:

- Maintain your knowledge and skill?
 - What's new in pedagogy and technology?
- Get intrinsic satisfaction?
 - Does this still bring joy?
- Belong to a group of teachers?
 - Who/What are my support structures?
- Receive extrinsic rewards or acknowledgement?
 - How much does this affect desire/ability to teach?

Keep the *Joy* in teaching

(And all the other characters need to be there too.)

