

Establishing & Maintaining Your Identity as a Clinical Teacher

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Teaching of Tomorrow
2023



UMass Chan
MEDICAL SCHOOL



Objectives

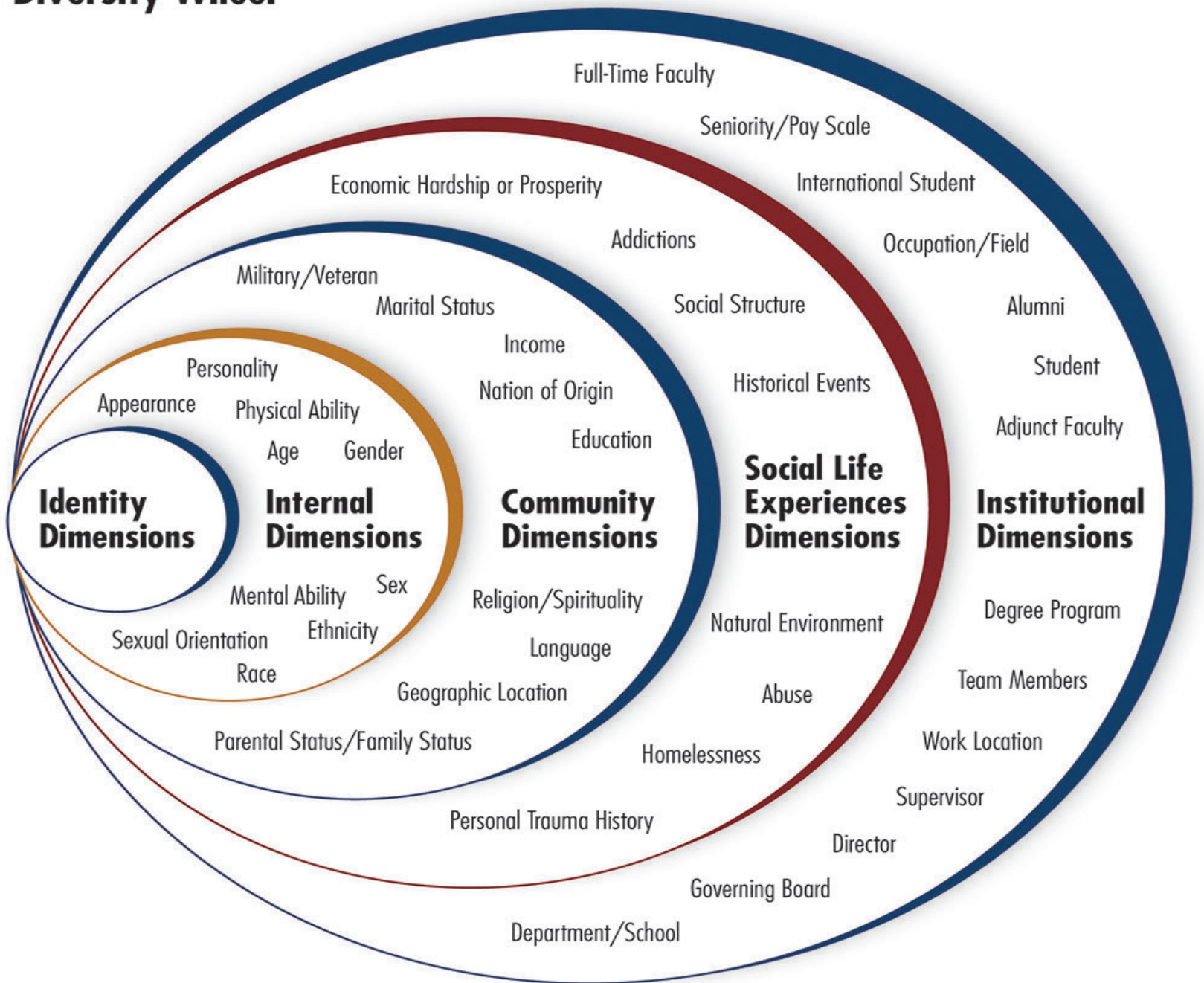
1. Define the concept of Professional Identity (PI) and Teacher Identity (TI)
2. Review the process by which we develop PI and TI
3. Discuss the implications of TI for clinical teaching
4. Discuss your own teacher identity and experience

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.



Northcentral University Diversity Wheel



There are Many
Dimensions of Identity



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

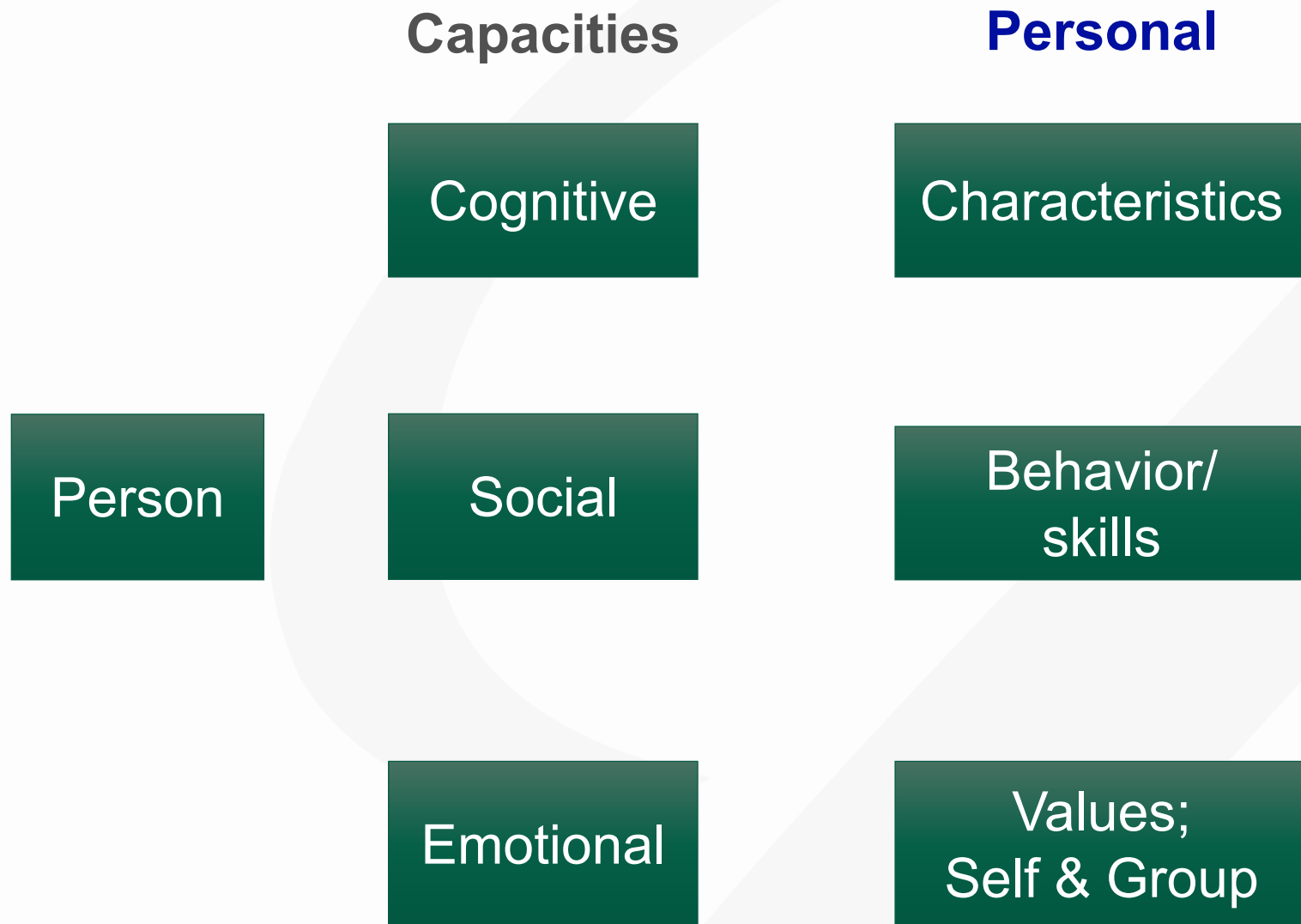


Are you someone who does ____, or are you an ____-er?

- 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



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's Stages of Identity has implications for PIF/TIF

2

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

4

Self Authoring Mind

- ability to step back and see social environment
- allowing personal choices about external expectations
- allows for greater fidelity to sense of self within professional role

5

Self Transforming Mind

- examine self authored authority
- recognize limits of systems of meaning
- seek out alternative systems or interdependent systems

**When was the first time you
ever felt like a
doctor/nurse/clinical
psychologist?**

Professional Identity Formation—Becoming a Clinician is a Transformative Process

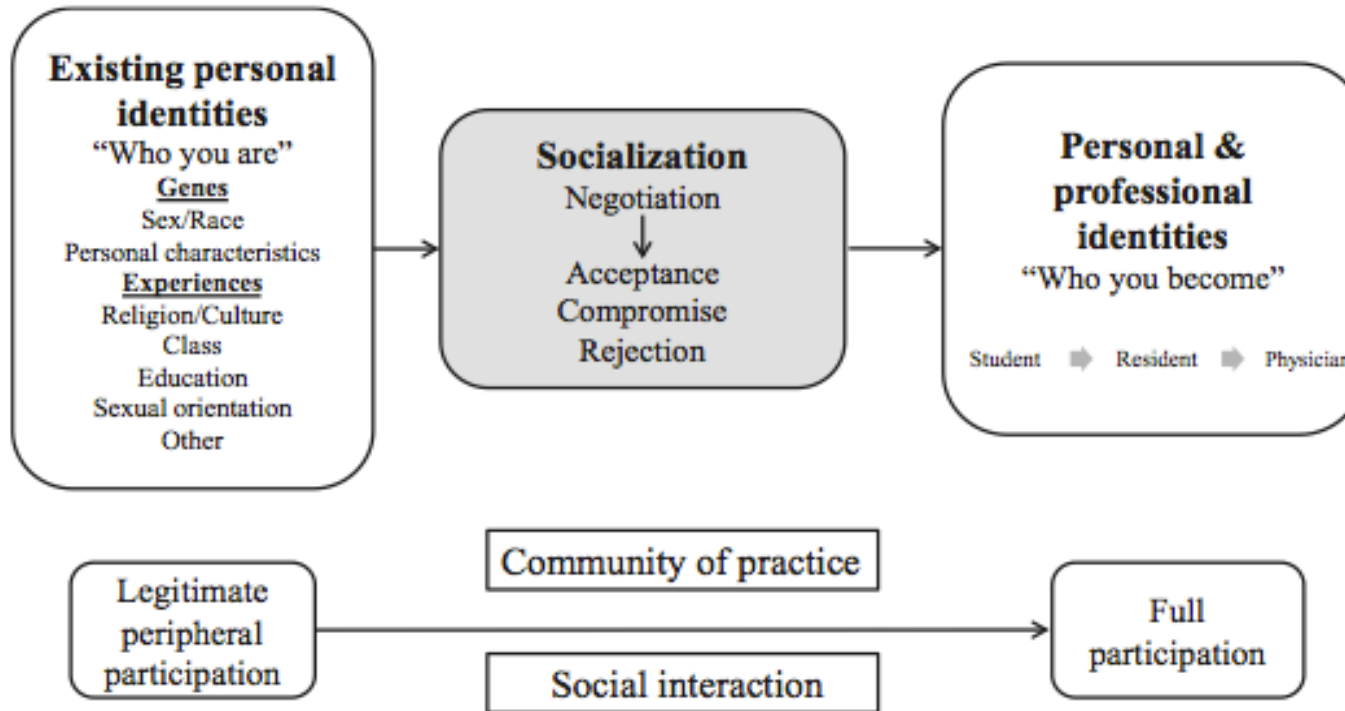


Figure 1 A schematic representation of professional identity formation, indicating that individuals enter the process of socialization with partially developed identities and emerge with both personal and professional identities (upper portion). The process of socialization in medicine results in an 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 often centered on belonging*

Participation as basis of learning

Trainees

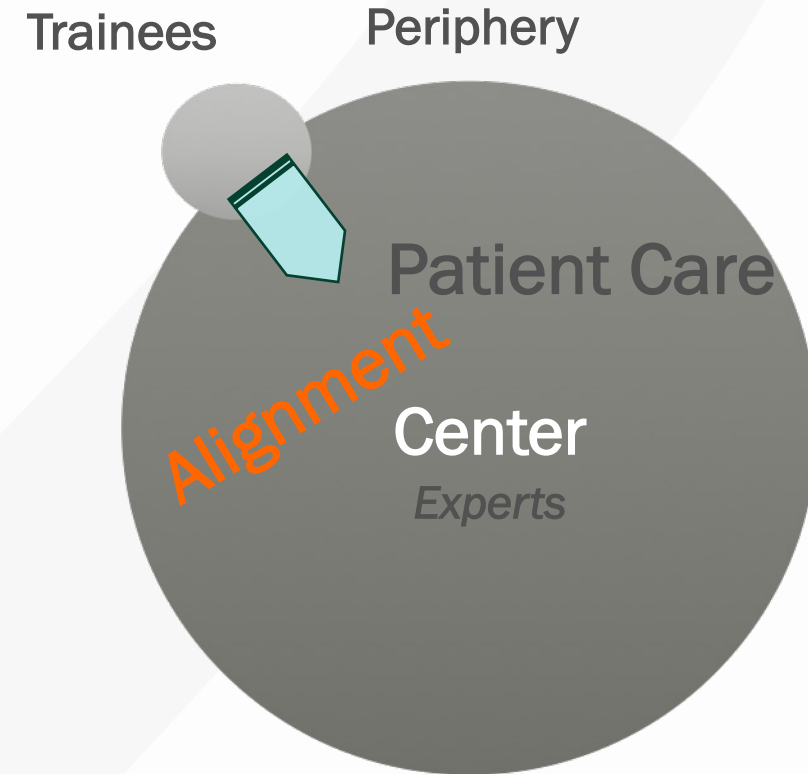
- ✧ Arrive at periphery
- ✧ Discern, then adopt cultural practices of community

Teachers

- ✧ Reside at center, guide trainees

Recall...

- ✧ Rotations and trying to “fit in”



“

“...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 caused me to actually, um mentally and physically break down. I didn’t, I didn’t even know what to do.”

An early third year student doing surgery...

Learning Communities Institute PIF study participant

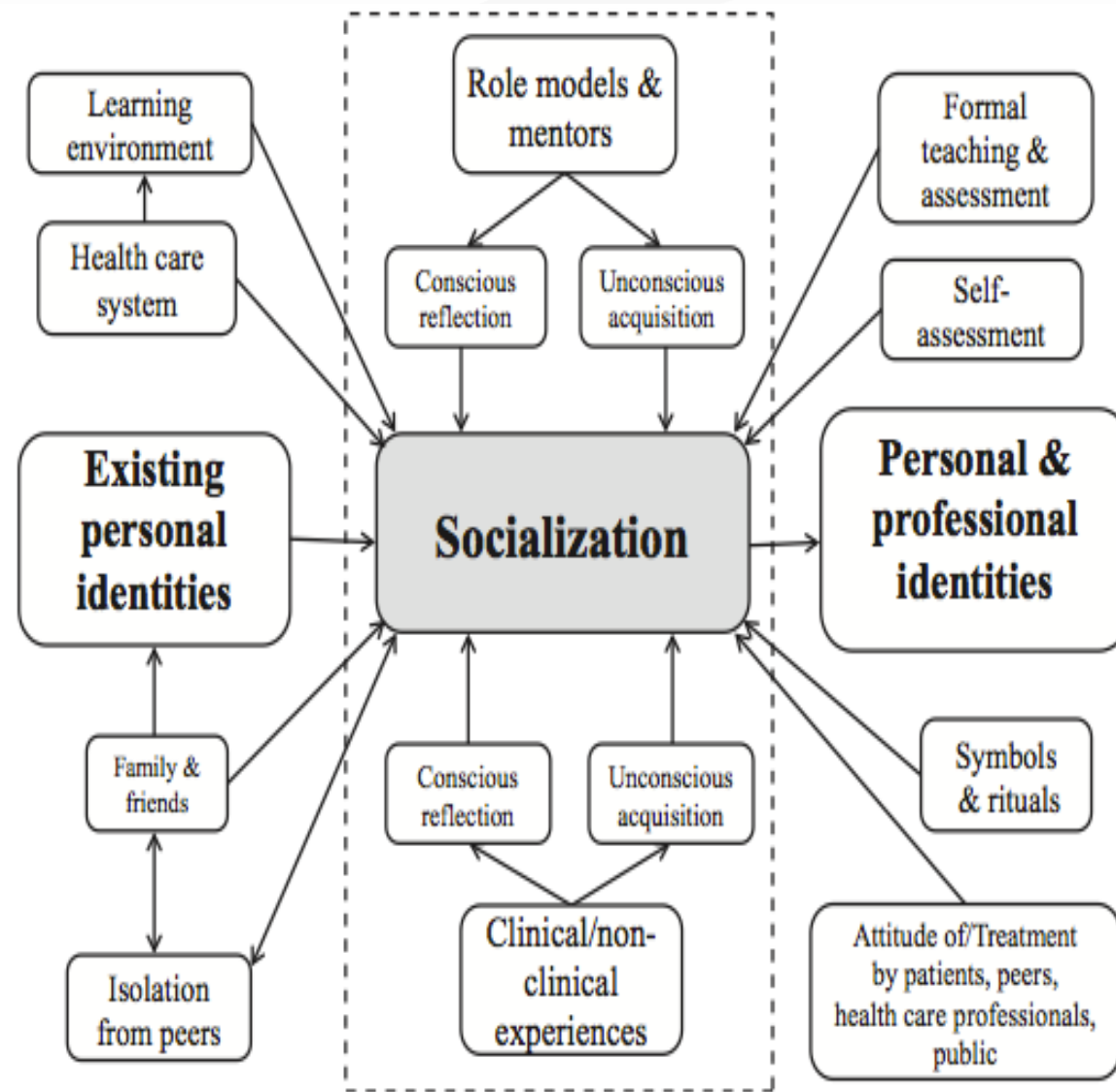


Figure 2 A schematic representation of the multiple factors involved in the process of socialization in medicine. The large center box surrounded by the dotted line, which includes role models and mentors and experiential learning, indicates their importance to this process. The direction of the arrows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

And how do we get there?

Joining the *Communities of Clinical Practice* **AND TEACHING** *entails Uncertainty also centered on belonging*

Immersion as basis of learning

Teachers

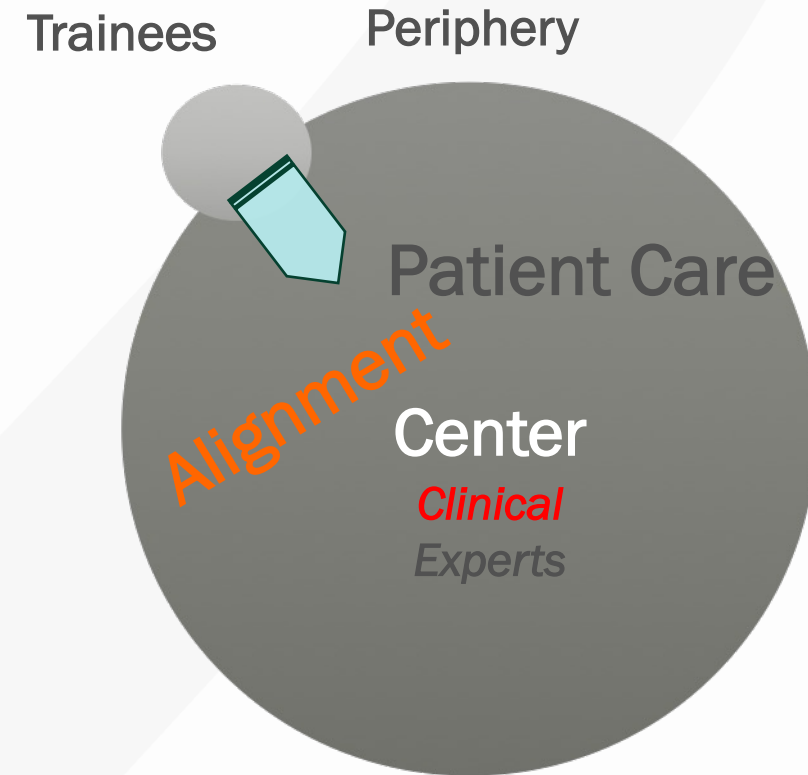
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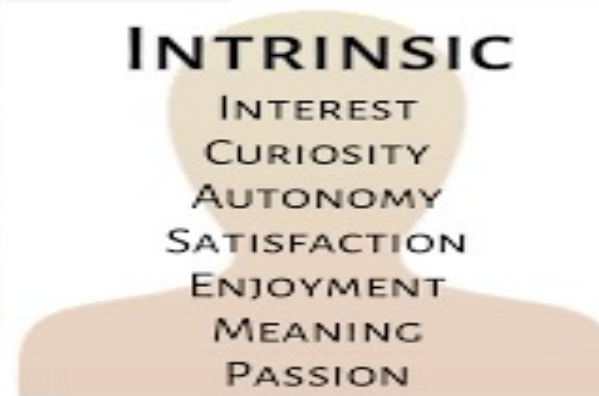
Clinical Experts

- ✧ Reside at center, guide **learning** (what you know, not how it is conveyed)

Recall...

- ✧ **Service** and trying to **know enough**





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

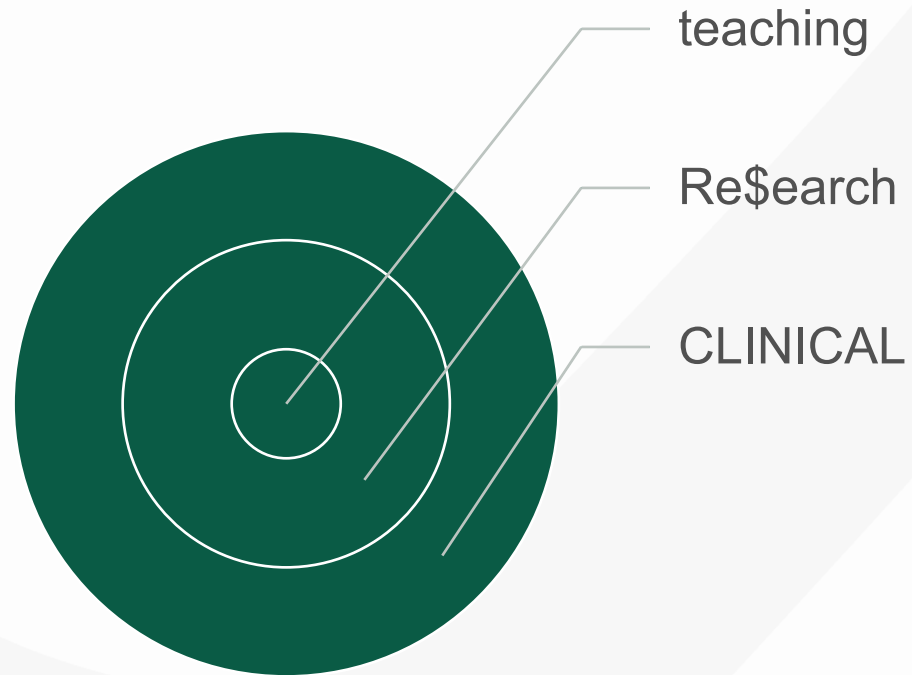
Teaching is responsibility



Extrinsic Satisfaction derives from the Institutional Context for Teaching



Which community do you work in?





Many teachers in health professions education see teaching as an important part of their identity.

- Many also feel marginalized
 - teaching lacks prestige and recognition when compared to patient care and research.
- Causes tensions for those who see themselves as teachers.



Supporting a teacher identity in health professions education: AMEE Guide
No. 132 MEDICAL TEACHER 2021, VOL. 43, NO. 2, 124–136.

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



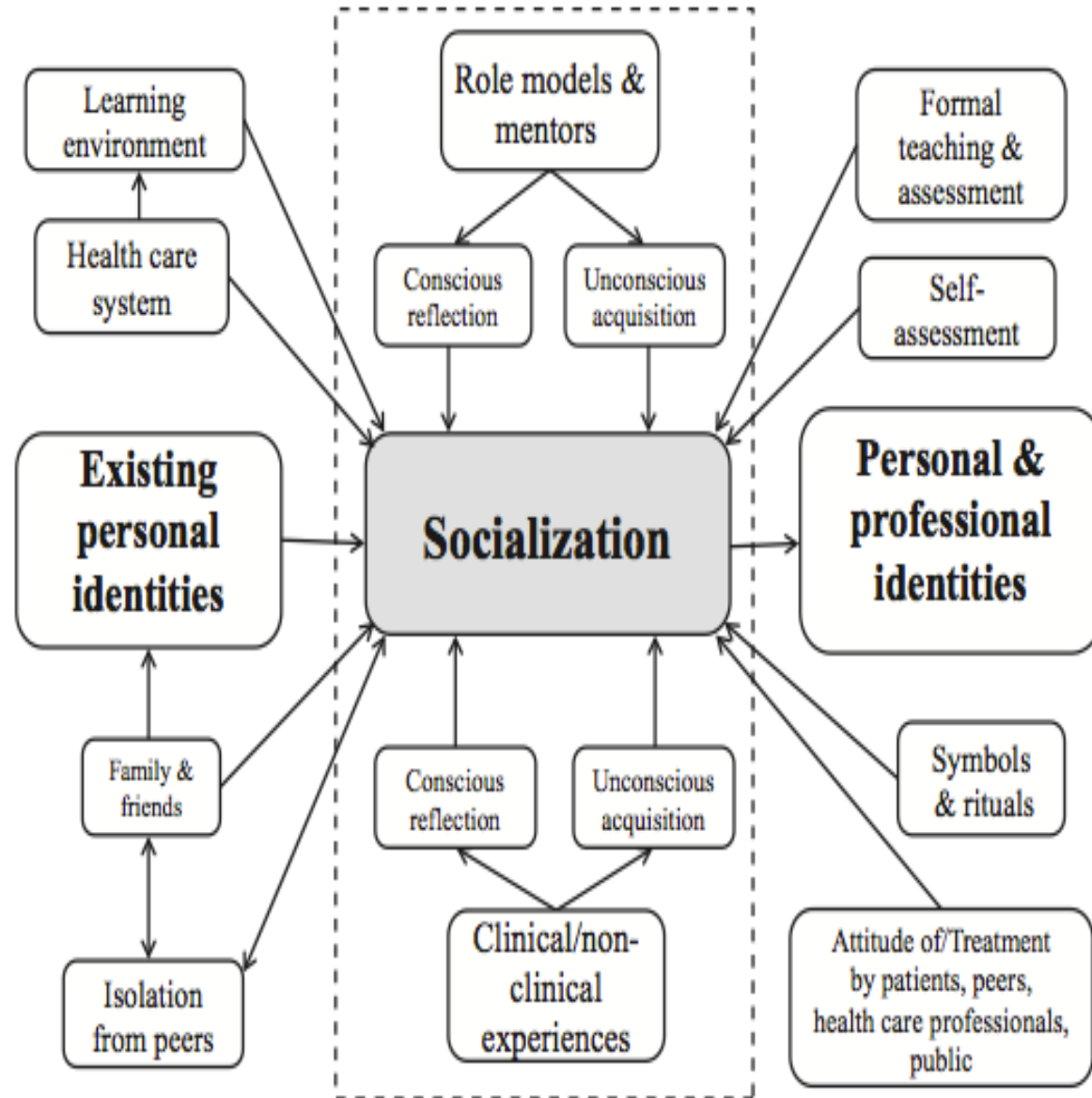


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Measuring Teacher Identity: Development and Testing of a TI Scale (TIS)

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

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

Take 5-7 minutes to write a brief narrative about

- A time you felt like a teacher OR
- A time your identity as a teacher was threatened OR
- A time you felt the joy of teaching

We will hear from several who wish to share or summarize what they have written

Mechanisms of Identity Formation



Psychosocial Factors

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

Behaviors

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

Enhancing or Maintaining your Teacher Identity

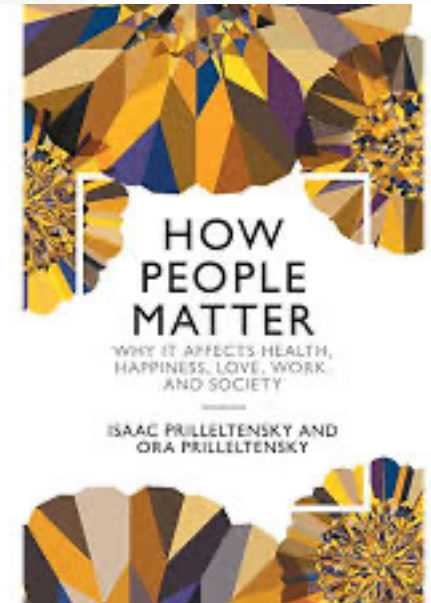
Do you:

- 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?

Five psychological processes involved in the development of a teacher identity

- a sense of appreciation
- A sense of connectedness
- a sense of competence
- a sense of commitment
- imagining a future career trajectory.

It is a matter of
-Being Valued &
-Adding Value



van Lankveld, Schoonenboom, Volmand, Croiset, Beishuizen. Developing a teacher identity in the university context: a systematic review of the literature. HIGHER EDUCATION RESEARCH & DEVELOPMENT, 2017;36:325–342.

Keep the *Joy* in teaching

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

