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Disclaimer

Faculty Development:

From Skill Acquisition to Identity Formation

Pat and Dave's
most excellent adventure

Session Goals

1. To examine the role and importance of faculty members' professional identities

2. To discuss how these identities can be awakened, strengthened and supported

Who Am I? An Exercise

- Introduce yourself to three different people whom you do not know

- When done, write down on your worksheet verbatim what you told the last person

Identity: Who Am I?

Multiple Identities

Personal Identities

Professional Identities

Organizational Identities

- Roccas, S. & Brewer M. B. *Personality & Soc Psych Rev, 6*, 88 – 106, 2002.
- Monrouxe LV. Identity, identification and medical education: why should we care? *Med Educ*. 44(1):40-9, 2010.

Identity Theory

- Describes how people view themselves as
  - Similar or identical to others, creating affinities
  - Different than others, creating boundaries
- Derived from perceived membership in organizations (i.e., social identity)
- Embodies multiple identities

- Van Lankveld et al. Integrating the Teaching role into One's Identity…Adv in Health Sci Educ. 2016.
- Lawler. *Identify: Sociological Perspectives*. Cambridge, Polity Press, 2008.
- Trede et al. Professional Identity Development: A Review of the Higher Education Literature. *Studies in Higher Educ*. 37(3):365-384, 2012.

Compartmentalized Identity

Educator

Physician /Scientist

"When I'm teaching in class, this is a separate thing, because I have to be in a lecture room with students. But when I'm doing clinical teaching, I'll be in the ward, so I'll be providing medical care."

O'Sullivan et al. Identity Formation and Motivation of New Faculty Developers. Med Teach. Online Feb 6, 2016.

# Merged Identity

Physician

Educator

Scientist

"I think physician and medical educator are probably 50/50 – overlap, integrative, whatever we're doing. And it's hard to separate out the physician from the scientist"

O'Sullivan, Irby. Identity Formation of Occasional Faculty Developers in Medical Education. *Acad Med* 89, 1467-73, 2014.

Construct your Venn diagram from your introduction
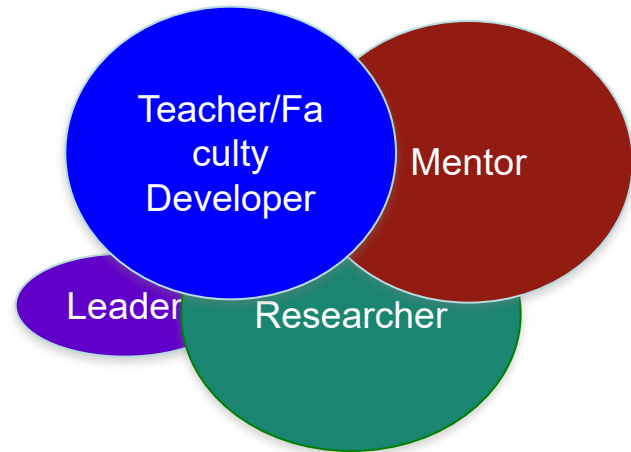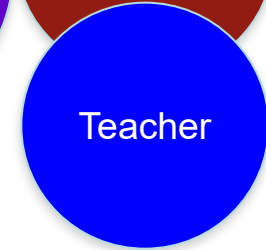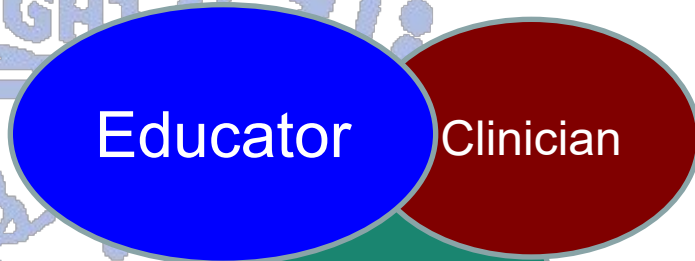
Professional Identity Development

- Is dynamic, constantly evolving
- Interacts with
  - Organizations and context
  - Roles and their status/social privilege
  - Personal agency
  - Personal and professional knowledge, values

- Beauchamp, Thomas. Understanding Teacher Identity. Cambridge j of Educ. 39(2):175-189, 2009.
- Lieff S et al. Who Am I? Key Influences on the Formation of Academic Identity within a Faculty Development Program. Med Teacher. 34:e208-e215, 2012.
- Trede et al. Professional Identity Development: A Review of the Higher Education Literature. *Studies in Higher Educ*. 37(3):365-384, 2012.
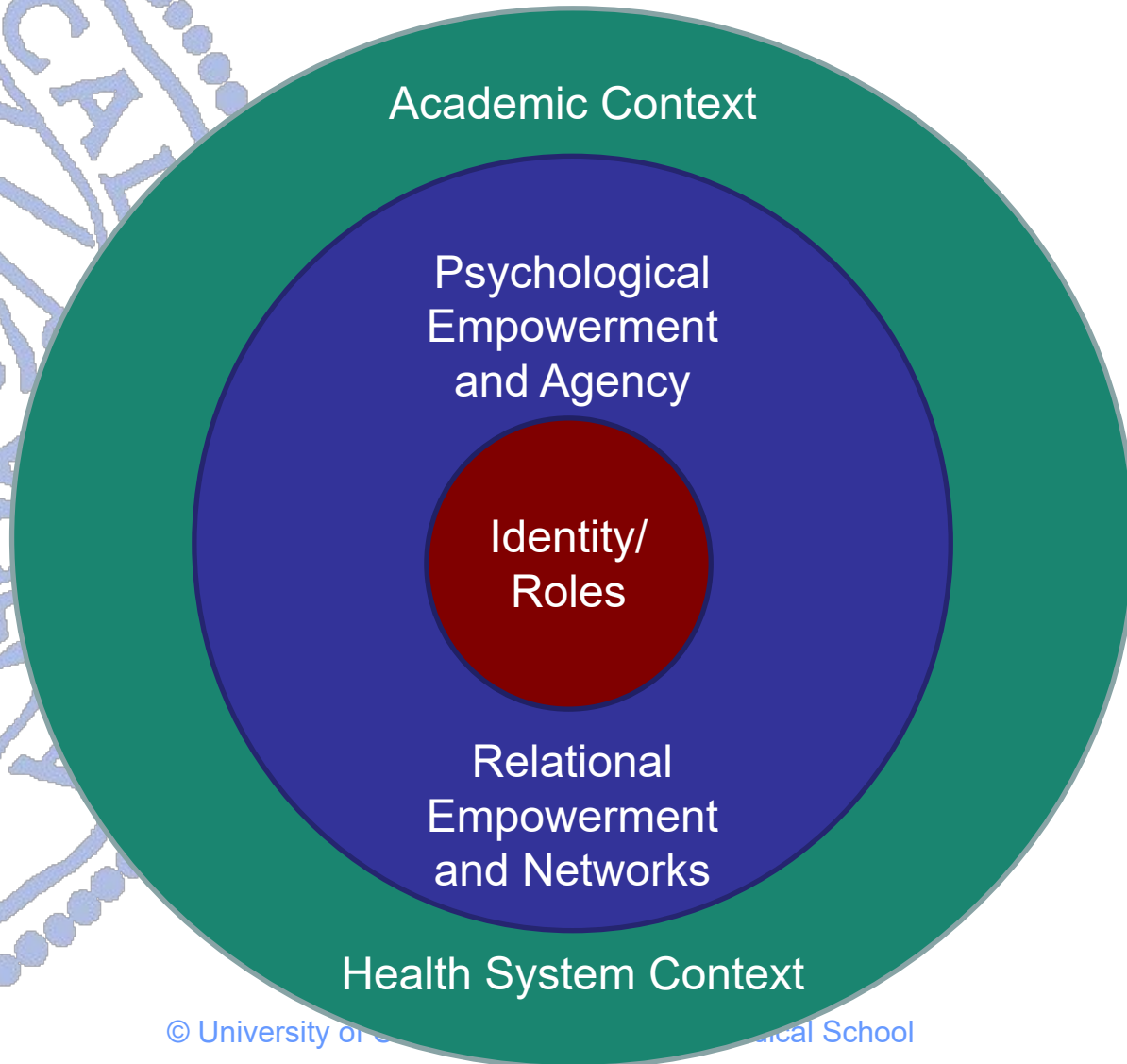
Identity Formation and Agency
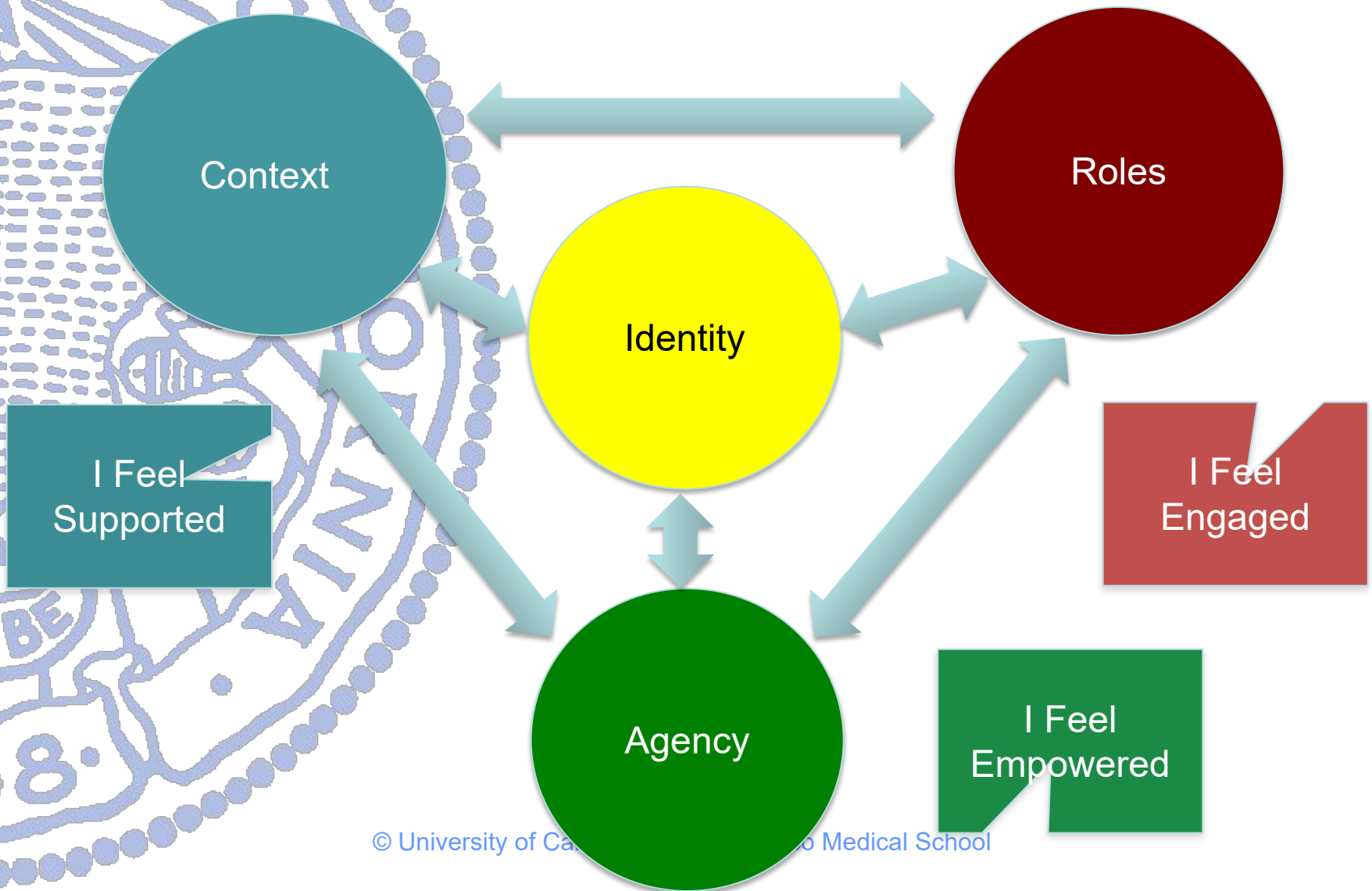
Strategies for Exploring Identity

- Sort yourselves in small groups (+/-3)
- Individually complete the worksheet
  - Place a checkmark on whether the specific item is low to high or N/A
  - On the reverse side, write your response:
    - Describe how you feel engaged, empowered and supported as a medical educator. What needs to alter to improve your circumstances?
- Share responses in small group

Insights from Exercise

Professional Identity Formation

Academic Context

Psychological Empowerment and Agency

Identity/ Roles

Relational Empowerment and Networks

Health System Context

Concluding Thought

A strong professional identity enables individuals to practice with confidence and with a professional demeanour, thereby giving others confidence in their abilities.

Monrouxe 2010

Identity Development Strategies and Motivators

Strategies	Motivators
Create a sense of belonging and longitudinal relationships	Relatedness
Focus on the meaning of teaching	Purpose
Maintain organizational focus	Purpose
Offer growth and reflection	Learning
Promote mentorship and support	Learning
Offer choices in development	Autonomy