Teaching and Learning Professionalism in Nursing

June 2015
Learner Objectives

- Identify regulatory expectations of professionalism
- Apply regulatory expectations to practice
- Identify CNO resources to assist in teaching professionalism in nursing
Professionalism

The conduct, aims or qualities that characterize or mark a profession or a professional person.

*Mirriam Webster Dictionary*
Professional Identity

- The set of attributes, beliefs, values, motives and experiences by which they define themselves in their professional lives.
Entry to Practice Competencies

- RN #4
  - Demonstrates a professional presence and models professional behaviour

- RPN #104
  - Demonstrates a professional presence and models professional behaviour
Importance of Professionalism

- Adherence to a code of conduct
- Integrity, trust, honesty and ethical behaviour
- Client centered care
- Owning up to mistakes
- Maintaining patient confidentiality
- Boundaries and the need to limit self-disclosure
- Good communication and interpersonal skills
- Self-awareness, remaining non-judgmental
- Commitment to insightful reflection on practice
ETP Competency: Accountability

- RN #1
  - demonstrates accountability and acceptance of responsibility for one’s own actions and decisions

- RPN #45
  - Accountable for one’s decisions and actions by:
    - a) practising within one’s role and responsibilities
    - b) verifying and clarifying policies, procedures and orders
ETP Competency: Leadership

- RN #23
  - Demonstrates professional leadership by:
    - a) building relationships and trust with clients and members of the health care team

- RPN #103
  - Demonstrates professional behaviour with learners and the interprofessional health care team
ETP Competency: Ethical Nursing Care

- RN #75
  - Demonstrates honesty, integrity, and respect in all professional interactions

- RPN #65
  - Identifies the effects of one’s values, beliefs, and assumptions affect interactions among members of the interprofessional healthcare team
ETP Competency: Relationships

- RN #77
  - Establishes and maintains appropriate professional boundaries with clients and other health care team members

- RPN #71
  - establishes appropriate professional boundaries with clients including the distinction between social and therapeutic relationships
Therapeutic Relationships

- With Clients
- Respect
- Collaborative
- Therapeutic
Application

- Scenarios
Relationships

- Kim is a nursing student who is shy and easily discouraged. In the sim lab Kim makes a mistake during a wound dressing change. The students observing were chuckling and whispering under their breath.
- Later after the lab, a group of nursing students in the hallway were overheard speaking of how Kim is stupid, and can’t learn anything and when they do group work they don’t want Kim as part of their group.
Posting Pictures 1

- Some nursing students dressed in the uniforms were practising in the simulation lab and took some photos of themselves with the mannequins and making funny faces. They posted the pictures on social media.
A nursing student had an opportunity to observe in the OR. He took photos on his SMART phone and then posted them on his social media site.
Social Media

- Everyone has a SMART phone, they keep them in their pockets. Nurses on the same unit that a student is on say that it is okay to use your personal device in the this practice setting. The nursing student uses her SMART phone to take a picture of a wound with client permission to show to her fellow class mates.

- Nursing students in a clinical group decide to form a Facebook page so that they can all meet and debrief on the days activities. They are posting their reflections which include client information.
How to Support Learners?

- From the evidence
  - Frameworks and theories available to teach professional identity
  - Reflections
  - Role modeling
  - CNO resources
Summary

- Recognize professionalism in yourself
- Look at new strategies to help nursing students develop professional identity
- Use CNO resources
- Use real case information
- Look to the literature
- Take a faculty approach to teaching professionalism
- Reflect on your own practice – identify strengths and areas to improve on
Questions?
CNO Resources

- Barb Czerniawski
  - Outreach Consultant, Academics & Pediatrics
  - 416-607-7167 / 1-888-802-2735
  - bczerniawski@cnomail.org

- Practice support line
  - 416-928-0900 x 6397; Toll-free:1-800-387-5526
  - Email: PPD@cnomail.org

- www.cno.org