

Draft Alignment Tables for Professional Identity in Nursing and AACN Advanced Nursing Education Domain 9

AACN Draft Alignments with the New Essential and Professional Identity in Nursing

<https://www.aacnnursing.org/Portals/42/Downloads/Essentials/Domain-Template-DRAFT.pdf>

AACN: *The Essentials: Core Competencies for Professional Nursing Education* Resource Page

<https://www.aacnnursing.org/Education-Resources/AACN-Essentials>

Please use *The Essentials* (2021) for reference of terms or new domains entry/advanced level competencies/sub-competencies.

- In nursing, core nursing values include human dignity, integrity, autonomy, altruism, and social justice.

(These are sample formats and developing resources that reflect the draft toolkit. They are works in progress to implement the new Essentials. They have not been approved by AACN.)

• **Integrative Learning Strategies**

These strategies serve as examples of both clinical and didactic learning experiences that can be included in the curriculum for preparing graduates with the expected competencies and sub-competencies. Some strategies may cross more than one domain, which will be indicated. (For now, we will only work on Domain 9, but as we move forward, we will see if they meet additional domains)

• **Resources**

Examples include case studies, simulations, webinars, websites, and online learning modules.

• **Recommended Content**

This includes recommended or suggested content for entry-level and advanced-level competencies that provide guidance for faculty in deciding what areas of content are recommended for each domain, competency, and sub-competency.

• **Recommended Assessment Strategies**

These strategies are recommended as options for faculty to assess students'

competencies in a particular area. All instruments may not be t valid, reliable standardized assessment tools, except where noted. Some of the recommended strategies, particularly if generalizable, may be featured in this section and in the curricular mapping tool included in the tool kit.

- **References**

This would include key articles and other sources recommended or pertaining to the individual domains.

DRAFT

From AACN:

Domain 9: Professionalism

Descriptor: Formation and cultivation of a sustainable professional identity, including accountability, perspective, collaborative disposition, and comportment, that reflects nursing’s characteristics and values.

Contextual Statement: Professionalism encompasses the development of a nursing identity embracing the values of integrity, altruism, inclusivity, compassion, courage, humility, advocacy, caring, autonomy, humanity, and social justice. Professional identity formation necessitates the development of emotional intelligence to promote social good, engage in social justice, and demonstrate ethical comportment, moral courage, and assertiveness in decision making and actions. Nursing professionalism is a continuous process of socialization that requires the nurse to give back to the profession through the mentorship and development of others.

Professional identity, influenced by one’s personal identity and unique background, is formed throughout one’s education and career. Nursing identity flourishes through engagement and reflection in multiple experiences that is defined by differing perspectives and voices. As a result, nurses embrace the history, characteristics, and values of the discipline and think, act, and feel like a nurse. Professional identity formation is not a linear process but rather one that responds to challenges and matures through professional experiences as one develops confidence as a nurse.

Advanced-Level Nursing Education	
9.1 Demonstrate an ethical comportment in one’s practice reflective of nursing’s mission to society.	
	Examples in Advanced Nursing Education for each Sub-competency: brief title here, AACN requirements in 2nd table
9.1h Analyze current policies and practices in the context of an ethical framework.	<i>Ethical dilemma experienced in clinical practice and APRN role;</i>
9.1i Model ethical behaviors in practice and leadership roles.	<i>Ethical dilemma experienced in clinical practice and APRN role;</i>
9.1j Suggest solutions when unethical behaviors are observed.	<i>Ethical dilemma experienced in clinical practice and APRN role</i>

9.1k Assume accountability for working to resolve ethical dilemmas.	<i>Ethical dilemma experienced in clinical practice and APRN role</i>
9.2 Employ participatory approach to nursing care.	
9.2h Foster opportunities for intentional presence in practice.	
9.2i Identify innovative and evidence-based practices that promote person-centered care.	
9.2j Advocate for practices that advance diversity, equity, and inclusion.	<i>Diversity, Equity, and Inclusion in Graduate Nursing</i>
9.2k Model professional expectations for therapeutic relationships.	
9.2l Facilitate communication that promotes a participatory approach.	<i>Group 'Role Matrix' assignment</i>

9.3 Demonstrate accountability to the individual, society, and the profession.	
9.3i Advocate for nursing's professional responsibility for ensuring optimal care outcomes	<i>Health Policy Brief Assignment; Leadership, Policy and Quality Improvement Clinical Experience Leadership, Policy and Quality Improvement Clinical Experience Summary and Reflection</i>
9.3j Demonstrate leadership skills when participating in professional activities and/or organizations.	<i>Leadership, Policy and Quality Improvement Clinical Experience; Leadership, Policy and Quality Improvement Clinical Experience Summary and Reflection</i>
9.3k Address actual or potential hazards and/or errors.	<i>Leadership, Policy and Quality Improvement Clinical Experience; Leadership, Policy and Quality Improvement Clinical Experience Summary and Reflection</i>
9.3l Foster a practice environment that promotes accountability for care outcomes.	<i>Leadership, Policy and Quality Improvement Clinical Experience; Leadership, Policy and Quality Improvement Clinical Experience Summary and Reflection</i>
9.3m Advocate for policies/practices that promote social justice and health equity.	<i>Leadership, Policy and Quality Improvement Clinical Experience; Leadership, Policy and Quality Improvement Clinical Experience Summary and Reflection Health Policy Brief Assignment</i>
9.3n Foster strategies that promote a culture of civility across a variety of settings.	<i>Incivility in Nursing Self Reflection</i>
9.3o Lead in the development of opportunities for professional and interprofessional activities.	<i>Leadership, Policy and Quality Improvement Clinical Experience; Leadership, Policy and Quality Improvement Clinical Experience Summary and Reflection</i>

9.4 Comply with relevant laws, policies, and regulations.	9.4 Comply with relevant laws, policies, and regulations.
9.4d Advocate for polices that enable nurses to practice to the full extent of their education.	<i>Practicum or clinical experience;</i>
9.4e Assess the interaction between regulatory agency requirements and quality, fiscal, and value-based indicators.	<i>Health Policy Brief Assignment</i>
9.4f Evaluate the effect of legal and regulatory policies on nursing practice and healthcare outcomes.	<i>Health Policy Brief Assignment; Practicum or clinical experience</i>
9.4g Analyze efforts to change legal and regulatory policiesthat improve nursing practice and health outcomes.	<i>Health Policy Brief Assignment; Practicum or clinical experience</i>
9.4h Participate in the implementation of policies and regulations to improve the professional practice environment and healthcare outcomes.	<i>Health Policy Brief Assignment</i>

9.5 Demonstrate the professional identity of nursing.	
9.5f Articulate nursing's unique professional identity to other interprofessional team members and the public.	<i>Forming and Fostering a Professional Identity in Nursing; Professional Identity in Nursing: An Inventory Reflection Essay Group Role Matrix Assignment</i>
9.5g Evaluate practice environment to ensure that nursing core values are demonstrated.	<i>Forming and Fostering a Professional Identity in Nursing; Professional Identity in Nursing: An Inventory Reflection Essay</i>
9.5h Identify opportunities to lead with moral courage to influence team decision-making.	<i>Professional Identity in Nursing: An Inventory Reflection Essay; Ethical dilemma experienced in clinical practice and APRN role</i>
9.5i Engage in professional organizations that reflect nursing's values and identity.	<i>Nursing Professional Organizations Web Search and Discussion Assignment;</i>
9.6 Integrate diversity, equity, and inclusion as core to one's professional identity.	
9.6d Model respect for diversity, equity, and inclusion for all team members.	<i>Diversity, Equity, and Inclusion in Graduate Nursing</i>
9.6e Critique one's personal and professional practices in the context of nursing's core values.	<i>Diversity, Equity, and Inclusion in Graduate Nursing</i>
9.6f Analyze the impact of structural and cultural influences on nursing's professional identity.	<i>Diversity, Equity, and Inclusion in Graduate Nursing</i>
9.6g Ensure that care provided by self and others is reflective of nursing's core values.	<i>Diversity, Equity, and Inclusion in Graduate Nursing</i>
9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate.	<i>Diversity, Equity, and Inclusion in Graduate Nursing</i>

9.6i Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.

Diversity, Equity, and Inclusion in Graduate Nursing

DRAFT

Toolkit with AACN Essential Requirements: (copy table and make more copies of the table, as you need)

<p>Domain 9: Professionalism</p>	<p>Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism – Competencies 9.1 Demonstrate an ethical comportment in one’s practice reflective of nursing’s mission to society and 9.5 Demonstrate the professional identity of nursing. Subcompetencies addressed by this activity: 9.1h, 9.1i, 9.1j, 9.1k, 9.5h</p>
<p>Integrative Learning Strategies</p>	<p><i>Discussion Board Assignment: Ethical dilemma experienced in clinical practice and APRN role -</i> This activity requires the student to apply ethics principles and policy content to an ethical dilemma experienced in clinical practice. The student will present the case study in which the APRN will fill a leadership role in solving the ethical dilemma. The case study should focus on a situation in which unethical behavior was displayed by one or more interprofessional team members. In addition, the example must involve the APRN collaborating with interprofessional team members in solving the dilemma. The activity requires the student to complete a literature search for sources to use to support the discussion.</p> <p><i>Discussion Board Assignment: Nurses in most areas of clinical practice regularly encounter ethical dilemmas. Take time to reflect on your past and present clinical practice as a registered nurse and on your future APRN role. Think about a patient care experience and situation in which you experienced an ethical dilemma. The example should include unethical behavior by one or more interprofessional team members. Many times, APRNS assume a leadership role and collaborate with interprofessional team members in resolving these types of ethical dilemmas. As an APRN in a leadership role, how would you resolve the ethical dilemma? Answer the following questions in your initial discussion board post this week:</i></p> <ol style="list-style-type: none"> 1. In your initial post, describe the ethical dilemma and situation. To protect confidentiality and privacy of participants, please do not include any identifying information. Use pseudonyms for names, locations, etc. in your discussion. 2. Based on the American Nurses Association Code of Ethics for Nurses, which provision(s) can you use to guide and resolve the ethical dilemma? In addition, include use of other ethical principles (e.g. beneficence, autonomy, social justice, integrity, etc.) that you could also use to guide your actions. 3. Discuss legal ramifications or laws that can help guide solving the ethical dilemma. 4. How would you involve other interprofessional team members in solving the ethical dilemma? How would you work with the team member(s) who displayed unethical behavior?

	<p>5. What healthcare facility policies need to be in place or reviewed to assist the APRN and team in solving or preventing this ethical dilemma? Who would you involve in reviewing, revising, and developing policies? How would you communicate the policies to the team?</p>
Resources	<p>American Nurses Association (2015). <i>Code of ethics for nurses with interpretive statements</i>. https://www.nursingworld.org/coe-view-only</p> <p>American Association of Nurse Practitioners (2019). <i>Standards of practice for nurse practitioners</i> https://storage.aanp.org/www/documents/advocacy/position-papers/StandardsOfPractice.pdf</p> <p>International Council of Nurses. (2012). <i>The ICN code of ethics for nurses</i> https://www.icn.ch/sites/default/files/inline-files/2012_ICN_Codeofethicsfornurses_%20eng.pdf</p> <p>Dolan, C. (2017). Moral, ethical, and legal decision-making in controversial NP practice situations. <i>The Journal for Nurse Practitioners</i>, 13(2), 57-65.</p> <p>Farmer, L., & Lunday, A. (2017). Informed consent: Ethical and legal considerations for advanced practice nurses. <i>The Journal for Nurse Practitioners</i>, 13(2), 124-130.</p> <p>Grace, P. J. (2018). <i>Nursing ethics and professional responsibility in advanced practice</i> (3rd ed.). Jones & Bartlett Learning.</p> <p>Nickitas, D. M., Middaugh, D. J., & Feeg, V. D. (2020). <i>Policy and politics for nurses and other health professionals: Advocacy and action</i>. Jones & Bartlett Learning.</p> <p>Buettner-Schmidt, K., & Lobo, M. L. (2011). Social justice: A concept analysis. <i>Journal of Advanced Nursing</i>, 68(4), 948–958.</p> <p>Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. <i>Concepts of Nursing Practice</i>, 3rd ed. St. Louis: Elsevier.</p> <p>Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? <i>Kansas Nurse</i>, 94, (3), 14-16.</p>
Recommended Content	Ethics Principles, ANA Code of Ethics and Interpretive Statements, Professional Identity in Nursing – Ethics and Values Domain

<p>Recommended Assessment Strategies</p>	<p>Discussion Board Rubric is used to assess the student for achievement of subcompetencies.</p> <ol style="list-style-type: none"> 1. One initial post is due by Wednesday at 11:59pmCT 2. Two additional posts to peer's initial posts are due by Sunday at 11:59pmCT 			
	<p>Criteria</p>	<p>Does Not Meet Criteria</p>	<p>Competent</p>	<p>Proficient</p>
<p>Quality of Initial Post</p>	<p>5 to 13 points The initial post is limited and provides superficial information that does not demonstrate integration of course materials and outside sources. Little discussion on concepts. The initial post is fewer than 250 words in length. Minimal sources are cited to support the initial post. References and/or citations are not consistent with APA format and have moderate errors.</p>	<p>14 to 24 points The initial post provides some evidence of preparation and integration of course materials and outside sources into the discussion, but critical reflection and analysis of weekly concepts are not evident. The initial post is 251 – 349 words in length. One to two sources are used to support the response. Minimal APA format errors with citations and references.</p>	<p>25 points The initial post demonstrates analysis of the weekly topic and synthesis of concepts from course materials, textbooks, and outside sources. The initial post is between 350 – 400 words in length. A minimum of three scholarly sources are used to support the initial response. At least two outside scholarly sources are used in addition to the posted course materials. Consistent APA format with citations and references is used.</p>	
<p>Quality of Responses to Peers</p>	<p>5 to 11 points Response to peer's initial posts do not advance the discussion. Follow-up postings are fewer than 100 words in length. Responses are not supported by course materials or outside sources.</p>	<p>12 to 19 points One response to a peer's initial post that is thoughtful, demonstrates moderate understanding of the topic and advances the discussion. Supports at least one response with outside sources or posted course materials. Postings are 101 – 150 words in length. Minimal APA format errors with citations and references.</p>	<p>20 points Two or more thoughtful responses to peer's initial posts demonstrate understanding of the weekly topic and advance the discussion. At least two responses are supported with outside or posted course materials. Follow-up postings are 151 – 200 words in length. Consistent APA format for citations and references.</p>	
<p>Scholarly Work</p>	<p>0 to 2.4 points The posted discussion provides little or no evidence of student's preparation for the discussion topic.</p>	<p>2.5 to 4.9 points The posted discussion provides evidence of limited knowledge of the discussion topic.</p>	<p>5 points The posted discussion provides clear evidence of the student's preparation and knowledge of the discussion topic.</p>	
<p>Author</p>	<p>Rhoda A. Owens PhD, RN; University of North Dakota College of Nursing and Professional Disciplines, Grand Forks, ND; rhoda.owens@und.edu</p>			

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism – Competencies 9.3 Demonstrate accountability to the individual, society, and the profession and 9.4 Comply with relevant laws, policies, and regulations. Subcompetencies addressed by this activity: 9.3i, 9.3m, 9.4e, 9.4f, 9.4g, 9.4h
Integrative Learning Strategies	<p><i>Health Policy Brief Assignment</i> – This activity requires the student to demonstrate advocacy by developing a health policy brief for use in providing policy makers a clear, succinct overview of an issue. In addition, the brief will include a recommended policy change to improve health outcomes using evidence, research, and clinical practice experiences for support. Students are encouraged to develop a health policy brief on an issue applicable to vulnerable populations. Instructors can assign this activity as an individual or group assignment.</p> <p><i>Health Policy Brief Assignment</i> – The purpose of a health policy brief is to provide policy makers with a clear, succinct overview of an issue. In addition, the brief includes a focused discussion on a recommended action and/or policy change to improve healthcare outcomes using evidence, research, and clinical practice experiences for support. APRNs have a professional responsibility to be leaders and advocates for changes in health policy at the local, state, and/or international levels. These issues many times involve vulnerable populations, health disparities, and social determinants of health. Include the following headings in your health policy brief:</p> <ol style="list-style-type: none"> 1. Statement of the Issue: What is the problem or issue? Who is impacted? Be specific to your audience. Is this policy brief being presented to legislators at local, state, or national level? How about nurses or other interprofessional team members? 2. Proposed Policy Change: Identify 1 – 3 specific policy actions and/or interventions that will address the problem/issue. 3. Context and/or Background of an Issue/Problem: This section you make your case. Include information such as graphs, tables, statistics, recent trends, demographics, etc. Also, include applicable ethical principles or laws that could support your recommendations. Cite and reference information from reliable sources such as research, evidence-based practice, white papers, professional nursing organization position statements, etc. 4. Impact of the Policy Change: Consider intended and unintended impact. How will patient outcomes, safety, access to care, etc. be impacted? Restate how your recommended policy change would specifically address the problem. 5. References: Use at a minimum of 5 resources outside the course posted resources; APA forma)

Resources	<p>Health Policy Brief Examples https://www.healthaffairs.org/briefs</p> <p>Wong, S. L., Green, L. A., Bazemore, A. W., & Miller, B. F. (2017). How to write a health policy brief. <i>Families, Systems, and Health</i>, 35(1), 21–24.</p> <p>Rural Health Research Gateway https://www.ruralhealthresearch.org/</p> <p>Let’s Learn About Public Health. (2012, June 25). <i>Social determinates of health-An introduction</i>. [Video]. YouTube. https://www.youtube.com/watch?v=8PH4JYff4Ns</p> <p>Nickitas, D. M., Middaugh, D. J., & Feeg, V. D. (2020). <i>Policy and politics for nurses and other health professionals: Advocacy and action</i>. Jones & Bartlett Learning.</p> <p>Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. <i>Concepts of Nursing Practice</i>, 3rd ed. St. Louis: Elsevier.</p> <p>Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? <i>Kansas Nurse</i>, 94, (3), 14-16.</p> <p>Joseph, M. L., Phillips, B.C., Edmonson, C., Godfrey, N., Liebig, D., Luparell, S., & Weybrew, K. (2020). The nurse leader’s role: A conduit for professional identity formation and sustainability. <i>Nurse Leader</i>, 2020, ISSN 1541-4612, https://doi.org/10.1016/j.mnl.2020.10.001. http://www.sciencedirect.com/science/article/pii/S1541461220302664</p> <p>Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. <i>Concepts of Nursing Practice</i>, 3rd ed. St. Louis: Elsevier.</p>
Recommended Content	Health policy, APRNs as advocates and leaders of health policy at all levels, vulnerable populations, health disparities, and social determinants of health, collaboration with interprofessional team members
Recommended Assessment Strategies	Health policy brief guidelines and rubric are used to assess student achievement of subcompetencies

	Criteria	Does Not Meet Criteria	Partially Meets Criteria	Meets Criteria
	Breadth	0 - 10 Points Writing fails to address much of the required material and guidelines for the assignment.	11 – 19 Points Writing covers some of the required material and guidelines for the assignment. This includes using some required outside sources.	20 - 25 Points Writing covers most to all required material and guidelines for the assignment. This includes using the required number of outside sources.
	Depth	0 - 10 Points Analysis, logic, and critical thinking are ineffective, not objective, incomplete, and lacking persuasion.	11 -19 Points Analysis, logic, and critical thinking are mostly objective, effective, complete, and persuasive.	20 - 25 Points Analysis, logic, and critical thinking are effective and complete, demonstrating objectivity, depth, clarity, understanding, and persuasion.
	Organization	0 - 10 Points Structure and formatting are not appropriate for this assignment.	11 - 19 Points Structure is visible, but components may not be complete. Ideas are introduced, developed, and concluded. Use of page length and width is not maximized and/or may exceed or not meet length limits; color and graphics can be improved to attract the reader.	20 - 25 Points Structure is clear. Ideas are effectively introduced, developed, and concluded. Brief effectively uses full 2 – 4 pages in length and width and is enhance with professional, yet attractive color and graphics, such as figures and tables.
	Mechanics	0 – 5 Points Spelling sentence structure, grammar, and punctuation are poor.	6 - 8 Points Spelling, sentence structure, grammar, and punctuation are inconsistent. Some additional editing would have been helpful.	9 - 10 Points Spelling, sentence structure, grammar, and punctuation are near perfect to perfect.
	Citations and APA Format	0 – 7 Points Sources are not properly cited in-text or referenced on the reference page with APA format.	8 – 11 Points Some sources are properly cited in-text and included on the reference page. Few errors with APA format.	12 – 15 Points All sources are properly cited in-text and included on the reference page. Uses APA format.
Author	Rhoda A. Owens PhD, RN; University of North Dakota College of Nursing and Professional Disciplines, Grand Forks, ND; rhoda.owens@und.edu			

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism – Competency 9.5 Demonstrate the professional identity of nursing. Subcompetencies addressed in this assignment: 9.5i
Integrative Learning Strategies	<p><i>Nursing Professional Organizations Web Search and Discussion Assignment</i> – This activity requires the student to conduct a web search for a APRN professional organization of interest to them. If students are not enrolled in a APRN program, they can select one applicable to their future nursing career and graduate nursing program they are enrolled. The student will explore the organization’s website to determine the mission, purpose, objectives, etc. and discuss whether or not the organization reflects nursing’s values and professional identity.</p> <p><i>Professional Organization Web Search and Discussion Assignment.</i> The purpose of this assignment is to conduct a web search for a professional nursing organization and to determine if the organization’s mission, purpose, objectives, etc. reflect on nursing’s values and professional identity. Maybe you have identified a APRN professional organization you would like to become a member of as an APRN student and/or future APRN? For students not in a APRN program and enrolled in another type of MS or DNP program, maybe you have identified a professional nursing organization you would like to join as you advance in your nursing career? If not, conduct an internet search to discover one that relates to your future APRN role and/or clinical practice or future nursing career. Answer the following questions in your initial discussion board post this week:</p> <ol style="list-style-type: none"> 1. Name the professional organization and include the website address 2. Discuss membership criteria 3. Describe the purpose, mission, values, objectives, etc. of the professional organization 4. Discuss some of the organization’s activities that reflect nursing’s values and professional identity (include discussion on all four domains).
Resources	<p>Examples of Nursing Professional Organizations (this list has some suggestions for faculty and/or students):</p> <p>American Association of Nurse Practitioners (AANP) https://www.aanp.org/</p> <p>Sigma Theta Tau International Honor Society of Nursing (Sigma) https://www.sigmanursing.org/</p> <p>American Organization for Nursing Leadership (AONL) https://www.aonl.org/</p> <p>American Association of Nurse Anesthetists (AANA) https://www.aana.com/</p> <p>Doctors of Nursing Practice https://www.doctorsofnursingpractice.org/</p>

	<p>Gerontological Advanced Practice Nurses Association (GAPNA) https://www.gapna.org/ National Organization of Nurse Practitioner Faculties (NONPF) https://www.nonpf.org/default.aspx Nurse Practitioners in Women’s Health (NPWH) https://www.npwh.org/ National Association of Pediatric Nurse Practitioners (NAPNAP) https://www.napnap.org/ National Academy of Dermatology Nurse Practitioners (NADNP) http://www.nadnp.net/ American Academy of Emergency Nurse Practitioners (AAENP) https://www.aaenp-natl.org/ International Council of Nurse Practitioner/Advanced Practice Nurse Network https://international.aanp.org/Home/Index National Association of Clinical Nurse Specialists (NACNS) https://nacns.org/ American Association of Certified Nurse Midwives (ACNM) https://www.midwife.org/ American Psychiatric Nurses Association (APNA) https://www.apna.org Association of Public Health Nurses (APHN) www.phnurse.org National Association of Neonatal Nurse Practitioners (NANN) http://nann.org/membership/nannp Nurse Practitioners in Women's Health (NPWH) https://www.npwh.org American Nurses Association (ANA) https://www.nursingworld.org/ancc/ American Association of Critical-Care Nurses (AACN) https://www.aacn.org/</p> <p>Godfrey, N. (2020). How to Think/Act/Feel Like a Nurse: Forming Professional Identity in Nursing. Deans’ Notes. New York: National Student Nurses Association.</p> <p>Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? <i>Kansas Nurse</i>, 94, (3), 14-16.</p> <p>Joseph, M. L., Phillips, B.C., Edmonson, C., Godfrey, N., Liebig, D., Luparell, S., & Weybrew, K. (2020). The nurse leader’s role: A conduit for professional identity formation and sustainability. <i>Nurse Leader</i>, 2020, ISSN 1541-4612, https://doi.org/10.1016/j.mnl.2020.10.001. (http://www.sciencedirect.com/science/article/pii/S1541461220302664)</p> <p>Godfrey, N., & Young, E. (2020). Professional identity. In Giddens J. ed. <i>Concepts of Nursing Practice</i>, 3rd ed. St. Louis: Elsevier.</p>
Recommended Content	Professional Identity in Nursing’s definition, Four Domains (leadership, values/ethics,

	professional comportment, knowledge), examples of professional nurse organizations																
Recommended Assessment Strategies	Discussion Board Rubric is used to assess the student for achievement of subcompetencies. 1. One initial post is due by Wednesday at 11:59pmCT 2. Two additional posts to peer's initial posts are due by Sunday at 11:59pmCT																
	<table border="1"> <thead> <tr> <th>Criteria</th> <th>Does Not Meet Criteria</th> <th>Competent</th> <th>Proficient</th> </tr> </thead> <tbody> <tr> <td>Quality of Initial Post</td> <td>5 to 13 points The initial post is limited and provides superficial information that does not demonstrate integration of course materials and outside sources. Little discussion on concepts. The initial post is fewer than 250 words in length. Minimal sources are cited to support the initial post. References and/or citations are not consistent with APA format and have moderate errors.</td> <td>14 to 24 points The initial post provides some evidence of preparation and integration of course materials and outside sources into the discussion, but critical reflection and analysis of weekly concepts are not evident. The initial post is 251 – 349 words in length. One to two sources are used to support the response. Minimal APA format errors with citations and references.</td> <td>25 points The initial post demonstrates analysis of the weekly topic and synthesis of concepts from course materials, textbooks, and outside sources. The initial post is between 350 – 400 words in length. A minimum of three scholarly sources are used to support the initial response. AT least two outside scholarly sources are used in addition to the posted course materials. Consistent APA format with citations and references is used.</td> </tr> <tr> <td>Quality of Responses to Peers</td> <td>5 to 11 points Response to peer's initial posts do not advance the discussion. Follow-up postings are fewer than 100 words in length. Responses are not supported by course materials or outside sources.</td> <td>12 to 19 points One response to a peer's initial post that is thoughtful, demonstrates moderate understanding of the topic and advances the discussion. Supports at least one response with outside sources or posted course materials. Postings are 101 – 150 words in length. Minimal APA format errors with citations and references.</td> <td>20 points Two or more thoughtful responses to peer's initial posts demonstrate understanding of the weekly topic and advance the discussion. At least two responses are supported with outside or posted course materials. Follow-up postings are 151 – 200 words in length. Consistent APA format for citations and references.</td> </tr> <tr> <td>Scholarly Work</td> <td>0 to 2.4 points The posted discussion provides little or no evidence of student's preparation for the discussion topic.</td> <td>2.5 to 4.9 points The posted discussion provides evidence of limited knowledge of the discussion topic.</td> <td>5 points The posted discussion provides clear evidence of the student's preparation and knowledge of the discussion topic.</td> </tr> </tbody> </table>	Criteria	Does Not Meet Criteria	Competent	Proficient	Quality of Initial Post	5 to 13 points The initial post is limited and provides superficial information that does not demonstrate integration of course materials and outside sources. Little discussion on concepts. The initial post is fewer than 250 words in length. Minimal sources are cited to support the initial post. References and/or citations are not consistent with APA format and have moderate errors.	14 to 24 points The initial post provides some evidence of preparation and integration of course materials and outside sources into the discussion, but critical reflection and analysis of weekly concepts are not evident. The initial post is 251 – 349 words in length. One to two sources are used to support the response. Minimal APA format errors with citations and references.	25 points The initial post demonstrates analysis of the weekly topic and synthesis of concepts from course materials, textbooks, and outside sources. The initial post is between 350 – 400 words in length. A minimum of three scholarly sources are used to support the initial response. AT least two outside scholarly sources are used in addition to the posted course materials. Consistent APA format with citations and references is used.	Quality of Responses to Peers	5 to 11 points Response to peer's initial posts do not advance the discussion. Follow-up postings are fewer than 100 words in length. Responses are not supported by course materials or outside sources.	12 to 19 points One response to a peer's initial post that is thoughtful, demonstrates moderate understanding of the topic and advances the discussion. Supports at least one response with outside sources or posted course materials. Postings are 101 – 150 words in length. Minimal APA format errors with citations and references.	20 points Two or more thoughtful responses to peer's initial posts demonstrate understanding of the weekly topic and advance the discussion. At least two responses are supported with outside or posted course materials. Follow-up postings are 151 – 200 words in length. Consistent APA format for citations and references.	Scholarly Work	0 to 2.4 points The posted discussion provides little or no evidence of student's preparation for the discussion topic.	2.5 to 4.9 points The posted discussion provides evidence of limited knowledge of the discussion topic.	5 points The posted discussion provides clear evidence of the student's preparation and knowledge of the discussion topic.
	Criteria	Does Not Meet Criteria	Competent	Proficient													
	Quality of Initial Post	5 to 13 points The initial post is limited and provides superficial information that does not demonstrate integration of course materials and outside sources. Little discussion on concepts. The initial post is fewer than 250 words in length. Minimal sources are cited to support the initial post. References and/or citations are not consistent with APA format and have moderate errors.	14 to 24 points The initial post provides some evidence of preparation and integration of course materials and outside sources into the discussion, but critical reflection and analysis of weekly concepts are not evident. The initial post is 251 – 349 words in length. One to two sources are used to support the response. Minimal APA format errors with citations and references.	25 points The initial post demonstrates analysis of the weekly topic and synthesis of concepts from course materials, textbooks, and outside sources. The initial post is between 350 – 400 words in length. A minimum of three scholarly sources are used to support the initial response. AT least two outside scholarly sources are used in addition to the posted course materials. Consistent APA format with citations and references is used.													
Quality of Responses to Peers	5 to 11 points Response to peer's initial posts do not advance the discussion. Follow-up postings are fewer than 100 words in length. Responses are not supported by course materials or outside sources.	12 to 19 points One response to a peer's initial post that is thoughtful, demonstrates moderate understanding of the topic and advances the discussion. Supports at least one response with outside sources or posted course materials. Postings are 101 – 150 words in length. Minimal APA format errors with citations and references.	20 points Two or more thoughtful responses to peer's initial posts demonstrate understanding of the weekly topic and advance the discussion. At least two responses are supported with outside or posted course materials. Follow-up postings are 151 – 200 words in length. Consistent APA format for citations and references.														
Scholarly Work	0 to 2.4 points The posted discussion provides little or no evidence of student's preparation for the discussion topic.	2.5 to 4.9 points The posted discussion provides evidence of limited knowledge of the discussion topic.	5 points The posted discussion provides clear evidence of the student's preparation and knowledge of the discussion topic.														
Author	Author: Rhoda Owens PhD, RN; University of North Dakota College of Nursing and Professional Disciplines, Grand Forks, ND; rhoda.owens@und.edu																

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism - Competency 9.3 Demonstrate accountability to the individual, society, and the profession. Subcompetencies: 9.3i, 9.3j, 9.3k, 9.3l, 9.3m, 9.3o <i>Leadership, Policy and Quality Improvement Clinical Experience</i>
Integrative Learning Strategies	Proposal: Leadership, Policy, Quality Improvement Experience Purpose: To develop a Leadership/Policy/Quality Improvement project during clinical experience <ul style="list-style-type: none"> • Title: Include a clear, concise, and meaningful project title • Describe leadership/policy/quality improvement (LPQ) project • List the DNP domain/competency/subcompetency essential(s) the LPQ project will address • List the objectives of the LPQ project • Discuss the anticipated outcome or impact for the project • Describe the community or target population that will be impacted by the LPQ project • Describe how leadership will be provided through the project, such as trust building, vision creation, negotiating change, motivating others, ensuring resources are available for followers, providing recognition, and guiding the way around barriers • Identify at least two potential challenges or anticipated barriers
Resources	Form
Recommended Content	Steps in developing a Leadership, Policy or Quality Improvement project. Creating a leadership role for the project. Working with people and/or professions in the clinical setting.
Recommended Assessment Strategies	Assignment guidelines and rubric are used to assess student achievement of subcompetency. Rubric
Author	Author: Gillian Tufts, DNP, FNP; University of Utah, College of Nursing; gillian.tufts@nurs.utah.edu

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism Competency 9.3 Demonstrate accountability to the individual, society, and the profession. Subcompetencies: 9.3i, 9.3j, 9.3k, 9.3l, 9.3m, 9.3o
Integrative Learning Strategies	<p><i>Leadership, Policy and Quality Improvement Clinical Experience Summary and Reflection</i></p> <p>Purpose: Written report summarizing the student’s leadership/policy/quality improvement (LPQ) experience. The assignment is to assess what was done during the leadership/policy/quality improvement project and to provide a report of the project outcomes. Summary assignment, submitted at end of semester to explain, evaluate, and share recommendations clinical project that you participated in this semester</p> <ul style="list-style-type: none"> • Title of project • Project description <ul style="list-style-type: none"> o Describe the project, including a description of your leadership role, activities, and leadership principles applied o Include who was involved or assisted o What was done, how it was done/conducted, when or period of time it was conducted, where the project was conducted o What was the purpose of the project (why was this project needed) • Although you have already listed the DNP domains and competencies (essentials) you thought the project would address, here discuss the domains/competencies actually addressed, and describe the components of your project that met each. • Explain your DNP nurse practitioner role in the project • Describe the community or target population impacted • Explain the outcome or impact your LPQ skills had on an organization level • Explain the outcome or impact your LPQ skill had on a personal level • Discuss the lessons learned • Connect to professional identity in nursing domains <p>Reflection: Discuss what you would do differently and/or future recommendations Include peer review in this assignment – two part assignment (Could be a written report or oral presentation or poster --- could be a separate learning strategy)</p>
Resources	
Recommended Content	Leadership in solving identified clinical problems. Responsibility for applying basic knowledge/tools to problem-solving in a similar but unfamiliar context, creating/inventing a new approach to problems addressed, selecting best solutions. analyzing a project’s effectiveness and value.
Recommended Assessment Strategies	Assignment guidelines and rubric are used to assess student achievement of subcompetency.

Author	Author: Gillian Tufts, DNP; FNP University of Utah, College of Nursing; gillian.tufts@nurs.utah.edu
---------------	--

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism: Competency 9.5 Demonstrate the Professional Identity of Nursing. Sub- competency 9.5f, 9.5g
Integrative Learning Strategies	<p>Discussion Board in an Introductory Graduate Course: <i>Forming and Fostering a Professional Identity in Nursing</i></p> <p>The purpose of this discussion board is to give graduate students the opportunity to evaluate their current Professional Identity in Nursing and to anticipate further growth in the professional identity.</p> <p>By the completion of the assignment, the student will be able to:</p> <ol style="list-style-type: none"> 1. Discuss the four domains of Professional Identity in Nursing with associated key competencies. 2. Analyze their own practice in relationship to the Professional Identity framework. 3. Describe ways to foster the development of Professional Identity in others <p>Assignment Procedure:</p> <ol style="list-style-type: none"> 1. After watching the Professional Identity in Nursing presentation and reading the assigned documents, please respond to the following prompts. <ul style="list-style-type: none"> • Describe your assessment of your Professional Identity in Nursing formation in each of the four domains to date, discussing your incorporation of key elements for each domain. • How might you use this framework to further develop and refine your own Professional Identity in Nursing as you attain a graduate degree? • How might you use this framework to develop the Professional Identity in Nursing of colleagues, peers and/or students?
Resources	<p>Presentation on Professional Identity; Readings on Professional Identity in Nursing Referenced below.</p> <p>Godfrey, N. (2020). How to Think/Act/Feel Like a Nurse: Forming Professional Identity in Nursing. Deans' Notes. New York: National Student Nurses Association.</p> <p>Hite, A. & Godfrey, N. (2019). Professional Identity in Nursing: Why does it matter? <i>Kansas Nurse</i>, 94, (3), 14-16.</p> <p>University of Kansas School of Nursing. (2018). Proceedings of the Professional Identity in Nursing: Science, Strategy and Call to Action Think Tank. September 17 and 18, 2018. University of Kansas School of Nursing</p>

Recommended Content	Presentation on Professional Identity and assigned readings on Professional Identity in Nursing						
Recommended Assessment Strategies	Rubric for assessment of discussion boards:						
	<table border="1"> <thead> <tr> <th>Criteria for Your Post and Peer Replies</th> <th>Comments</th> </tr> </thead> <tbody> <tr> <td>Substantive Thoughts Expressed with Depth</td> <td>The posting reflects an understanding of the content included in the module readings and other assigned activities. Information is clearly expressed with proper grammar, punctuation, minimum of 15 sentences, Rules of Netiquette are followed, and proper citation of references (APA).</td> </tr> <tr> <td>Complete Post</td> <td>Addresses all aspects of the assignment, instructions are followed.</td> </tr> </tbody> </table>	Criteria for Your Post and Peer Replies	Comments	Substantive Thoughts Expressed with Depth	The posting reflects an understanding of the content included in the module readings and other assigned activities. Information is clearly expressed with proper grammar, punctuation, minimum of 15 sentences, Rules of Netiquette are followed, and proper citation of references (APA).	Complete Post	Addresses all aspects of the assignment, instructions are followed.
	Criteria for Your Post and Peer Replies	Comments					
Substantive Thoughts Expressed with Depth	The posting reflects an understanding of the content included in the module readings and other assigned activities. Information is clearly expressed with proper grammar, punctuation, minimum of 15 sentences, Rules of Netiquette are followed, and proper citation of references (APA).						
Complete Post	Addresses all aspects of the assignment, instructions are followed.						
Author	Kristi Frisbee DNP, RN Pittsburg State University, Pittsburg, KS (kfrisbee@pittstate.edu)						

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism Competencies 9.2 Employ participatory approach to nursing care and 9.5 Demonstrate the professional identity of nursing Subcompetencies 9.2l, 9.5f
Integrative Learning Strategies	<i>Group 'Role Matrix' assignment</i> wherein students explore advanced provider roles APRNs will collaborate with in practice (MD/DO, CNM, CNS, RN, NP, PA, CRNA, CNL) including practice model, competencies, licensure, education, Role as researcher, advocate, provider, change agent. The purpose of this assignment is foundational to APRN practice and can be done as a slide deck presentation shared in the class. Three part assignment.

	<p>Part I: Students can work in groups to explore the same elements for all advanced level providers (including nurses) that they will collaborate with. Very good learning activity for students even in exploring their own specialty role. Slide deck voice over presentation is done over 2 weeks then posted in a discussion forum.</p> <p>2nd part of assignment- each student must review each presentation other than their own group and make a substantive comment /question.</p> <p>3rd part of the assignment – video or audio debriefing at the end of the assignment period. Share in 2-3 minutes your key takeaways from the role matrix activity and the content from the first 3 weeks of the course. The following questions may be used to spark your imagination, but don't feel confined by them—I'm looking for authentic reflection here, so if your thoughts take you in a different direction, that works too!</p> <ul style="list-style-type: none"> • What information was confirmed/debunked about your chosen APRN role? • What did you find surprising about a different APRN role? • How do you envision the role you play as a nurse expanding as your knowledge, skill, and authority grow? • What gaps in knowledge do you hope to address further in this course? <p>Please share your thoughts to the discussion by the posted due date and be sure to check out and comment on at least 3 of your classmates' posts to advance the conversation.</p>				
Resources	<p>DeNisco, S.M. (2021). Advanced practice nursing: essential knowledge for the profession. (4th.ed.). Jones & Bartlett Learning.</p> <p>Professional organization and certification websites.</p>				
Recommended Content	<p>It is essential for future APRNs to have foundational knowledge about their future APRN role as well other APRNs and advanced care providers they will be collaborating with.</p>				
Recommended Assessment Strategies	<table border="1" style="width: 100%;"> <tr> <td data-bbox="548 1122 982 1299"> <p>Content: Accurate description of provider role Includes professional factors/requirements: Education, licensure, certification, and practice model.</p> </td> <td data-bbox="982 1122 1192 1299" style="text-align: center;"> <p>3 pts Full Marks</p> </td> <td data-bbox="1192 1122 1402 1299" style="text-align: center;"> <p>0 pts No Marks</p> </td> <td data-bbox="1402 1122 1837 1299"></td> </tr> </table>	<p>Content: Accurate description of provider role Includes professional factors/requirements: Education, licensure, certification, and practice model.</p>	<p>3 pts Full Marks</p>	<p>0 pts No Marks</p>	
<p>Content: Accurate description of provider role Includes professional factors/requirements: Education, licensure, certification, and practice model.</p>	<p>3 pts Full Marks</p>	<p>0 pts No Marks</p>			

	<p>Content: Identifies role competencies Required or relevant role competencies addressed: Researcher, educator, practitioner/clinical expert, leader, change agent, and collaborator/consultant.</p>	<p>3 pts Full Marks</p>	<p>0 pts No Marks</p>
	<p>Presentation visually appealing, grammar correct, free of typos, correct use of APA. Slide deck limit of 20 slides.</p>	<p>1 pts Full Marks</p>	<p>0 pts No Marks</p>
	<p>Participation: Response and feedback to groups. Postings made to other group presentations. Responds to questions posed by your colleagues about your Group's presentation.</p>	<p>3 pts Full Marks</p>	<p>0 pts No Marks</p>
	<p>Total Points: 10</p>		
<p>Author</p>	<p>Kathy Shaw, DNP, RN University of Colorado, Anschutz Medical Campus Kathy.shaw@cuanschutz.edu</p>		

<p>Domain 9: Professionalism</p>	<p>Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism Competency 9.4 Comply with relevant laws, policies, and regulations Subcompetencies 9.4d, 9.4f, 9.4g</p>
<p>Integrative Learning Strategies</p>	<p><i>Practicum or clinical experience</i> for 1-2 hours. 2 part assignment.</p>

	<p>Part I-Attend legislative session or interview a policy maker or legislator (state or national), attend local or county policy meeting (Board of Health, County Board meetings, etc), attend state or national nursing organization policy meeting. Meeting requires pre-approval for appropriateness.</p> <p>Part 2: Record a video reflection with takeaways from the meeting/interview:</p> <ul style="list-style-type: none"> • Briefly describe the forum or interview. • What were the key policy issues discussed? • What were your takeaways from the meeting? • Broad policy implications for nursing and/or student’s specialty • Connects policy issues to course readings, discussion, or other content <p>Could also be a brief written summary.</p>								
Resources	<p>Mason, D., Dickson, E., McLemore, M., & Perez, G. (2021). Policy and Politics in Nursing and Health Care (8thed). Elsevier. ISBN: 9780323554985 https://www.nursingworld.org/practice-policy/advocacy/ https://ana.aristotle.com/SitePages/toolkit.aspx</p>								
Recommended Content	<p>This assignment allows students the opportunity to see the policy-making process in action. Students will research a health policy topic or issue of interest. The legislative interview requires arranging to meet with a Federal, State, or community legislator/city council member whose scope of authority includes the health policy topic selected. Conduct an interview of the person seeking opinion or stance on the policy topic. Need to familiarize with a specific current issue that you would like to seek the legislator's opinions or view. May also choose to attend a policy meeting where your topic will be discussed.</p>								
Recommended Assessment Strategies	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%; text-align: center;">Criteria</th> <th colspan="2" style="text-align: center;">Ratings</th> </tr> </thead> <tbody> <tr> <td style="vertical-align: top;">Choice of appropriate policy experience (Y/N)</td> <td style="width: 25%; vertical-align: top;"> 0 pts Full Marks </td> <td style="width: 25%; vertical-align: top;"> 0 pts No Marks 0 pts; if inappropriate student will receive an incomplete until the assignment is resubmitted </td> </tr> </tbody> </table>			Criteria	Ratings		Choice of appropriate policy experience (Y/N)	0 pts Full Marks	0 pts No Marks 0 pts; if inappropriate student will receive an incomplete until the assignment is resubmitted
Criteria	Ratings								
Choice of appropriate policy experience (Y/N)	0 pts Full Marks	0 pts No Marks 0 pts; if inappropriate student will receive an incomplete until the assignment is resubmitted							

	Brief description of policy forum or interviewee	<p>2 pts</p> <p>Full Marks</p> <p>Concise description of policy forum or interviewee. Includes descriptors relevant to policy implications (i.e. name, role, responsibility)</p>	<p>0 pts</p> <p>No Marks</p> <p>Does not clearly identify policy forum or interviewee. It is unclear how the chosen experience may be related to policy.</p>
	Identification of policy issues discussed	<p>2 pts</p> <p>Full Marks</p> <p>Clearly identifies one or more policy issues discussed during the forum or interview. Context/relevance of policy issue to policy forum or interviewee is provided (i.e. state forum discussing a statewide health issue; What relationship does the issue have to the policy experience?)</p>	<p>0 pts</p> <p>No Marks</p> <p>Does not clearly identify policy issues discussed. Does not relate policy issues to policy forum or interviewee (i.e. does not relate the work of a local policy forum to the policy issues identified).</p>
	Discussion of policy issues	<p>5 pts</p> <p>Full Marks</p> <p>Displays basic understanding of policy issue(s). Provides key facts, concerns, or implications of policy issue(s). Connects policy issues to course readings, discussion, or other content.</p>	<p>0 pts</p> <p>No Marks</p> <p>Superficial discussion of policy issues. Does not demonstrate</p>

	Broad policy implications for nursing and/or student's program of study	<p>3 pts</p> <p>Full Marks</p> <p>1.0 pts Full Marks Connects policy experience and/or issue(s) discussed to nursing practice. Discusses how nurses can have impact on this or similar policy issues.</p>	<p>0 pts</p> <p>No Marks</p> <p>Does not relate policy experience or issue(s) to nursing practice or discuss how nurses can impact policy.</p>
	Takeaways (personal)	<p>3 pts</p> <p>Full Marks</p> <p>States 1-2 meaningful personal "takeaways" from the policy experience that will inform future practice or policy efforts. Takeaways are relevant to nursing, professional practice, self-growth/knowledge, and/or policy.</p>	<p>0 pts</p> <p>No Marks</p> <p>Does not state personal "takeaways." Statements are irrelevant.</p>
	Professional presentation	<p>3 pts</p> <p>Full Marks</p> <p>Submits a 4-5 minute video reflection. Effective use of Canvas media upload, clear/concise speech, strong communication skills. Demonstrates thoughtful reflection and preparation for discussion.</p>	<p>0 pts</p> <p>No Marks</p> <p>Student does not upload video as required. Ineffective communication displaying a lack of preparation.</p>

	Response to peers	2 pts Full Marks Responds directly to 2 other students, substantively reflects upon their responses (i.e. using own policy experience or course materials), and promotes collaboration.	0 pts No Marks Contributed only his/her assignment without interacting with others. Comments are non-substantive or irrelevant to the discussion.	
Total Points: 20				
Author	Kathy Shaw, DNP, RN University of Colorado, Anschutz Medical Campus; Kathy.shaw@cuanschutz.edu			

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism - Competency 9.5 Demonstrate the professional identity of nursing. Subcompetencies 9.5f, 9.5g, 9.5h
Integrative Learning Strategies	<p><i>Professional Identity in Nursing: An Inventory Reflection Essay</i></p> <p>Purpose: This assignment embraces an opportunity for students to reflect on the completion of their capstone project, consider the application of public health and nursing science in varied roles of practice at the populations level, and develop a mission or vision statement for their career as an advanced-level nurse in population health.</p> <p>Learner Outcome: By the end of this activity, the student will explore the role of the advanced-level public health nurse with incorporating ethical standards into practice, leading change, improving processes, collaborating on evidence-based strategies, and advocating for innovative responses to identified population health care needs. The student will reflect on the core values of the nursing profession and the development of a professional identity as an evolving process that includes knowledge, skills, attitudes, and values.</p> <p>Assignment Details: For this assignment in the MSN Public Health Nursing Program as an advanced-level public health nurse, the student is to compose a 2-3 page essay reflecting on the following three topics: (1) explore their professional identity in nursing; (2) discuss the varied leadership roles, challenges, and opportunities for the MSN-graduate in population health; and (3) craft a mission and vision statement that gives insight to what the student aims to accomplish through their nursing service.</p>

	<p>Include a title page and reference page with a minimum of (2) credible/current reference sources. Content length is a 2 page (minimum) and not to exceed 3 pages of content (excludes title/reference page). Submit the assignment in Blackboard Learn. Refer to the grading rubric.</p>
Resources	<p>Brewington, J. & Godfrey, N. (2020). Headlines from the NLN. The Professional Identity in Nursing Initiative <i>Nursing Education Perspectives</i>, (41)3. https://www.nursingcenter.com/journalarticle?Article_ID=5523215&Journal_ID=3332683&Issue_ID=5522452</p> <p>Godfrey, N. (2020). How to think/act/feel like a nurse: Forming professional identity in nursing. <i>Deans' Notes</i>. New York: National Student Nurses Association. https://www.ajj.com/sites/default/deansnotes/2020/spring2020.pdf</p> <p>Goodolf, D. & Godfrey, N. (2021). A think tank in action: Building new knowledge about professional identity in nursing. <i>Journal of Professional Nursing</i>, (37)2. https://www.sciencedirect.com/science/article/pii/S8755722320302040</p> <p>Nurse.com by Relias. (2020). <i>Create your Personal Nursing Mission and Vision</i>. https://www.nurse.com/blog/2016/05/16/create-your-personal-nursing-mission-and-vision/</p> <p>van der Cingel, M., & Brouwer, J. (2021). What makes a nurse today? A debate on the nursing professional identity and its need for change. <i>Nursing philosophy: an international journal for healthcare professionals</i>, 22(2). https://doi.org/10.1111/nup.12343 https://onlinelibrary.wiley.com/doi/full/10.1111/nup.12343</p>
Recommended Content	<p>Horton-Deutsch, S. & Rosa, W. (2017). The role of reflective practice in creating the world we want. In Rosa, W. (2017). <i>A new era in global health. Nursing and the united nations 2030 agenda for sustainable development</i>. Springer Publish https://connect.springerpub.com/content/book/978-0-8261-9012-3/part/part03/chapter/ch30</p> <p>Quad Council Coalition. (2018). <i>Community/Public Health Nursing [C/PHN] Competencies</i>. https://www.cphno.org/wp-content/uploads/2020/08/QCC-C-PHN-COMPETENCIES-Approved_2018.05.04_Final-002.pdf</p>

Recommended Assessment Strategies	Grading Rubric:		
	RUBRIC ITEMS: PROFESSIONAL IDENTITY IN NURSING: INVENTORY REFLECTION ESSAY	Points Available	Points Earned
	1. The student elaborates on the development of a personal philosophy of nursing as a foundation for their practice. Identifies how they perceive and employ the characteristics that define their professional self. Considers questions: How do you describe your beliefs about nursing, personhood, health, and environment from a population health perspective?	40	
	2. Provides a reflective summarization on what were some of the most powerful learning moments during the student's MSN education and capstone project that resonated with them. Includes any insightful revelations or takeaways. Discusses how their MSN education and capstone project influenced their perspectives and self-awareness of population health as a nursing leader. Consider the question: In what ways am I, as a population health nurse, integral to the sustainable advancement of People? Planet? Prosperity? Peace? Partnership?	25	
	3. Articulates a mission or vision statement in 1-2 sentences that provides direction and focus on the student's professional path. Considers questions like: What are my motivations for being a nurse? What are my professional endeavors in nursing? What is my personal focus, belief, goals, and values?	25	
	4. Submits an essay constructed of narrative. Responses are well developed, clear, organized, succinct, and coherent. Professional writing demonstrated without grammar, punctuation, or typographical errors. Content length remains within 2-pages (minimum) and does not exceed 3-pages of content (excludes title/reference page). Title and reference page included with a minimum of (2) credible/current supporting sources. Paper formatting is consistent with APA 7 th edition	10	
TOTAL	100		

Author	Susan Solecki, DrPH, FNP-BC, PPCNP-BC; Drexel University, College of Nursing and Health Professions; sms46@drexel.edu
---------------	--

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism Competencies 9.2 Employ participatory approach to nursing care; 9.6 Integrate diversity, equity, and inclusion as core to one’s professional identity; Subcompetencies 9.2 j; 9.6 d, 9.6e, 9.6f, 9.6g, 9.6h, 9.6i
Integrative Learning Strategies	<p><i>Diversity, Equity, and Inclusion in Graduate Nursing</i>: Reflection paper or presentation Purpose: This activity is designed for a capstone course in a graduate nursing course. It serves as an amalgamation of professional identity. Graduate nursing students should have a baseline understanding and application of professional identity through their education. This assignment requires the student to demonstrate implementation of professional identity by developing a paper or presentation on diversity, equity, and inclusion in graduate nursing education, based on accreditation guidelines from AACN Domain 9 Professionalism, 9.6 (d-i) Integrate diversity, equity, and inclusion as core to one’s professional identity. The paper or presentation should make a clear, succinct overview of these concepts, as they relate to professional identity. The learning activity will evaluate the current trends, introspective review of their personal and professional values, recommend change to improve health outcomes that is cultural appropriate, while sharing evidence from research and clinical practice experiences for support.</p> <p>9.6d Model respect for diversity, equity, and inclusion for all team members. 9.6e Critique one’s personal and professional practices in the context of nursing’s core values. 9.6f Analyze the impact of structural and cultural influences on nursing’s professional identity. 9.6g Ensure that care provided by self and others is reflective of nursing’s core values. 9.6h Structure the practice environment to facilitate care that is culturally and linguistically appropriate. 9.6i Ensure self and others are accountable in upholding moral, legal, and humanistic principles related to health.</p>
Resources	<p>Brewington, Janice & Godfrey, Nelda. (2020). The Professional Identity in Nursing Initiative. <i>Nursing Education Perspectives</i>, 41, 201. https://doi.org/10.1097/01.NEP.0000000000000667</p> <p>Godfrey, N. (2019). Ethics, relatively speaking. <i>From the Ethics Mailbox. American Nurse Today</i>, 14 (12), 38.</p> <p>Landis T, Godfrey N, Barbosa-Leiker C, et al. National study of nursing faculty and administrators' perceptions of professional identity in nursing. <i>Nurse Educ.</i> 2021. doi: 10.1097/NNE.0000000000001063</p>

	<p>O'Connor, R., Barrington, W., Taibi Buchanan, D., Bustillos, D., Eagen-Torkko, M., Kalkbrenner, A., Laing, S., Reding, K., de Castro, A. (2019). Short-Term Outcomes of a Diversity, Equity, and Inclusion Institute for Nursing Faculty. Journal of Nursing Education, 58(11), 633-640. https://www.researchgate.net/profile/Sharon-Laing/publication/336958988_Short-Term_Outcomes_of_a_Diversity_Equity_and_Inclusion_Institute_for_Nursing_Faculty/links/5e1e912545851536bfe64833/Short-Term-Outcomes-of-a-Diversity-Equity-and-Inclusion-Institute-for-Nursing-Faculty.pdf</p> <p>Sigma Podcasts:</p> <p>Professional Identity in Nursing: Conceptual model, development of new knowledge http://hdl.handle.net/10755/21298</p> <p>Professional Identity in Nursing: Bridging the gap between nursing's professional identity and the profession's brand image http://hdl.handle.net/10755/21430</p>			
Recommended Content	Review Professional Identity in Nursing, the 4 domains and application in education and practice. Review the new AACN Essentials and how the advanced level education competencies and sub-competencies for 9.6 are impacted by Professional Identity in Nursing.			
Recommended Assessment Strategies	<p>Criteria for Your Presentation/Paper</p> <p>Discusses how graduate nurses: Model respect for diversity, equity, and inclusion for all team members.</p>	<p>10 points</p> <p>Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>5 points</p> <p>Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and</p>	<p>0 points</p> <p>Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following</p>

			citations/references follow APA.	APA for citations/references.
	<p>Self-reflection: Critique one's personal and professional practices in the context of nursing's core values.</p>	<p>Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references.</p>
	<p>Explain the impact: Analyze the impact of structural and cultural influences on nursing's professional identity.</p>	<p>Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references.</p>

	<p>Share examples and opportunities for improvement in healthcare: Ensure that care provided by self and others is reflective of nursing's core values.</p>	<p>Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references.</p>
	<p>Discuss how graduate nurses can facilitate: Structure the practice environment to facilitate care that is culturally and linguistically appropriate.</p>	<p>Clear and detailed understanding of the content and concept, from an advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA.</p>	<p>Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references.</p>
	<p>Stress the importance: Ensure self and others are accountable in</p>	<p>Clear and detailed understanding of the content and concept, from an</p>	<p>Unclear or lacking mastery of the content and concept,</p>	<p>Failure to demonstrate content and concept, from</p>

	upholding moral, legal, and humanistic principles related to health.	advanced nursing perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper grammar, punctuation, language, respect for others, and citations/references follow APA.	from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA.	an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references.
Author	Amy Hite, DNP, EdS, FNP-C; Pittsburg State University, Pittsburg, KS; ahite@pittstate.edu			

Domain 9: Professionalism	Identify Advanced Level Competency(s) and Sub competency(s) Met from Domain 9: Professionalism: Competency 9.3 Demonstrate accountability to the individual, society, and the profession; Subcompetency 9.3n
Integrative Learning Strategies	<p>Incivility in Nursing Self Reflection</p> <p>Assignment Purpose: The completion of this assignment will enable the course participant to demonstrate their ability to: 1) Foster strategies that promote a culture of civility across a variety of settings.</p> <p>Voice: First or third person is acceptable for this activity. You choose the one you prefer.</p> <p>Emphasis: Reflection on civility in their own practice, how to enhance and how to enhance in others.</p> <p>Support: A minimum of two sources outside course sources must be used to support your writing.</p> <p>Assignment Procedure: After watching the recorded presentation on Incivility in Nursing Practice and reading assigned course readings:</p>

	<ol style="list-style-type: none"> 1. Complete a self-reflection related to civility in your nursing practice and nursing unit. 2. Write a brief paper describing: <ol style="list-style-type: none"> a. A self-analysis of personal adherence to civility in practice b. Analysis of level of civility on the unit in which you currently or most currently practiced. c. Strategies you might employ to manage personal incivility. d. Strategies you might employ if you were the unit leaders to improve the level of civility within the unit. 3. The short writing should be formatted according to APA with a title page and reference page. No abstract is necessary for a paper of this length. The body of the paper is expected to be 2-3 pages in length. 			
Resources	<p>Martinez, O.G. (2021). Incivility: A persistent problem in nursing. <i>Tennessee Nurse, Fall 2021</i>, 84(3), p. 11.</p> <p>Meires, J. (2018). Workplace incivility: The essentials: Here’s what you need to know about bullying in nursing. <i>Urologic Nursing, Mar/Apr. 2018; 9(2)</i>, 95-98.</p>			
Recommended Content	Presentation on Incivility in Nursing – Causes, Effects and Strategies to Manage; Linked articles for further reading. See resources list above.			
Recommended Assessment Strategies	Criteria for Your Presentation/Paper	Exceeds Expectations	Meets Expectations	Falls Below Expectations
	Content: Self-analysis of personal adherence to civility in practice. Analysis of level of civility on the unit in which you	Writing demonstrates a clear and detailed understanding of the content and concept, from a graduate perspective. Includes citations to support thoughts. Addresses all aspects of the assignment. Paper or Presentation expressed with proper	Unclear or lacking mastery of the content and concept, from an advanced nursing perspective. Minimal citations to support thoughts. Addresses some aspects of the assignment. Paper or	Failure to demonstrate content and concept, from an advanced nursing perspective. No citations to support thoughts. Fails to address the aspects of the assignment. Paper or Presentation

	<p>currently or most currently practiced.</p> <p>Strategies you might employ to manage personal incivility.</p> <p>Strategies you might employ if you were the unit leaders to improve the level of civility within the unit.</p>	<p>grammar, punctuation, language, respect for others, and citations/references follow APA.</p> <p>40 points</p>	<p>Presentation expressed with poor grammar, punctuation, language, respect for others, and citations/references follow APA.</p> <p>20 points</p>	<p>expressed with entry level nursing grammar, punctuation, language, respect for others, and not following APA for citations/references.</p> <p>0 points.</p>
	<p>Grammar and Mechanics</p>	<p>Written with minimal departures from proper grammar, punctuation, language and respect for others.</p> <p>5 points</p>	<p>Written with noticeable but not intrusive departures from proper grammar, punctuation, language and respect for others.</p> <p>2.5 points</p>	<p>Written with excessive departures from proper grammar, punctuation, language, respect for others.</p> <p>0 points</p>
	<p>Support: Citations/References</p>	<p>Number of references exceeds expectations; citations/references follow APA 7 formatting guidelines.</p> <p>5 points</p>	<p>Number of references meets expectations; Some departures from APA 7 formatting guidelines.</p> <p>2.5 points</p>	<p>Falls below expectation for number of references; citations/references do not follow APA 7 formatting guidelines.</p>

				0 points
Author	Kristi Frisbee, DNP, RN; Pittsburg State University, Pittsburg, KS; kfrisbee@pittstate.edu			

DRAFT