LCI Annual Meeting Student Track: Learning Communities and the Development of Professional Identity

Nick Andresen, M3
Maggie Gray, M4
Emily Frosch, MD
Overview of Student Track

- Introduction to student council
- Ice breaker activity
- Introduction to the concept of professional identity
- Small and large group discussion of learning communities and the development of professional identity
The Learning Communities Institute (LCI) was founded in 2005.

Group that values and supports the active presence of learning communities (LC) within health professional schools.

- Supports the growth of new learning communities
- Encourage collaboration and establish best practices amongst existing learning communities
Introduction to the Learning Communities Institute (LCI)

- Composed of faculty, administrators, and students from organizing or institutional member medical schools.
- Nine standing subcommittees composed of faculty, administrators, and students.
- Student council established in 2013.
LCI Student Council

- Established to provide a stronger student voice within the learning communities movement
- Aim to unite faculty and student efforts in the continual improvement of LCs within medical schools
- Composed of 8-12 students
  - 5 leadership positions within council: co-chair (2), research coordinator (1), outreach coordinator (1), secretary (1)
Student Content at Annual Conference

- Separate student track – **9:30-11:45 am Friday November 11th** (T550)

- Student led workshop – **11:00 am – 12:30 pm Saturday November 12th** (T547/549)

- Oral and poster presentations by students:
  - Oral presentations **3:00-4:45 pm Friday November 11th**
  - Young investigator award – **9:00-9:40 am Saturday November 12th** (T539)
  - Poster presentations **12-1 pm Friday November 11th** (Rotunda Café)
Elections for Student Council membership

- During 3rd learning group session – 1:15-2:15 pm Saturday November 11th, 2016 (Room TBD)

- If interested, please prepare a brief statement expressing your interest and qualifications
Ice Breaker Activity

“Superlatives” – ask everyone to line up in order for three different scenarios:

- Number of letters in first name.
- Number of hours it took to travel to meeting.
- Number of years they have had learning communities.
Learning Objectives for the Remainder of Student Track

- Explore different definitions of professional identity formation
- Identify at least 3 ways in which your own LC explicitly supports the development of professional identity
- Identify at least 2 ways that other LC’s do this that are different from your own LC
- Identify at least 1 idea that you want to bring back to their LC for consideration
Why professional identity matters

- In 1910, Abraham Flexner conducted a systemic study of medical education, forever changing its landscape.

- In 2010, the Carneigie Foundation assembled an interprofessional team to update this classic work addressing 21st century concerns in medical education.

- Key findings:
  - Standardization of learning outcomes and individualization of the learning process
  - Integration of formal knowledge and clinical experience
  - Development of habits of inquiry and innovation
  - Focus on professional identity formation
“Development of professional values, actions and aspirations should be a major focus of medical education. It should build on an essential foundation of clinical competence, communication and interpersonal skills, and ethical and legal understanding, and extend to aspirational goals in performance excellence, accountability, humanism and altruism.”

“Ways of being and relating within professional contexts” (Goldie, Medical Teacher, 2012)

“A physician’s identity is a representation of self, achieved in stages over time during which the characteristics, values, and norms of the medical profession are internalized, resulting in an individual thinking, acting, and feeling like a physician” (Cruess et al., Acad Med, 2014)

“Adaptive, developmental process that is occurring simultaneously on two levels: (1) at the level of the individual, which involves the psychological development of the person and (2) at the collective level, which involves a socialization of the person into appropriate roles and forms of participation in the community’s work” (Jarvis-Selinger et al, Acad Med
Defining Professional Identity

“Ways of being and relating within professional contexts” (Goldie, Medical Teacher, 2012)

“A physician’s identity is a representation of self, achieved in stages over time during which the characteristics, values, and norms of the medical profession are internalized, resulting in an individual thinking, acting, and feeling like a physician” (Cruess et al., Acad Med, 2014)

“Adaptive, developmental process that is occurring simultaneously on two levels: (1) at the level of the individual, which involves the psychological development of the person and (2) at the collective level, which involves a socialization of the person into appropriate roles and forms of participation in the community’s” (Selinger et al, Acad Med, 2012)
“Ways of being and relating within professional contexts” (Goldie, Medical Teacher, 2012)

“A physician’s identity is a representation of self, achieved in stages over time during which the characteristics, values, and norms of the medical profession are internalized, resulting in an individual thinking, acting, and feeling like a physician” (Cruess et al., Acad Med, 2014)

“Adaptive, developmental process that is occurring simultaneously on two levels: (1) at the level of the individual, which involves the psychological development of the person and (2) at the collective level, which involves a socialization of the person into appropriate roles and forms of participation in the community’s work” (Jarvis-Selinger et al, Acad Med, 2012)
Reflective writing exercise

Please spend 5-10 minutes reflecting on the following:

Have you noticed yourself changing as you progress through medical school? Was there a particular moment when you realized your identity was shifting?
Pair and Share

Please spend 10 minutes sharing your reflections with a partner.
Break

5 minute break
Small group conversation

Spend 15 minutes discussing the following in your small group:

During these periods of identity change how has learning communities played a part?

What opportunities do your learning communities provide for self-reflection?

How do the roles/values modeled within your learning communities change your understanding of self?
Examples of Existing Programming for the Development of Professional Identity

- **Explicit programming**
  - Small group reflection sessions
  - Formal mentorship programming
  - LC organized projects (charity events, community service, etc.)

- **Implicit programming**
  - Creating a community of future physicians
  - Informal mentorship
  - Community values
Large group debrief 1

10 minutes
Professional Identity Formation

- The sociologist Erik Erikson proposed that identity development was a stochastic process where identity transformation was prompted by a series of “crises”

- In medicine, we are challenged with abrupt changes in role:
  - Matriculation
  - Transition to clerkships
  - Transition to residency

- Periods of “increased vulnerability and heightened potential”
  - Death of a patient
  - Running your first codes
  - Errors and near misses

Are we being asked to work and learn in a way that is not yet available to us at this age developmentally?

Developmental psychologist Robert Keagan proposes that the modern family, work and educational environment require adults to possess 4th order consciousness, a manner of thinking developed in adulthood.

---

**Figure 3.1 Four Orders of Consciousness**

## Professional Identity Formation

<table>
<thead>
<tr>
<th>Order of Consciousness</th>
<th>Team role</th>
<th>Relationship to other’s emotions</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>3rd order</strong></td>
<td>May be inclusive and collaborative, e.g. because in need of direction from others; not sure where I stand until I know what is wanted by others</td>
<td>May provide a warm “shoulder to cry on,” but then feels identified with, responsible for, the other’s pain</td>
</tr>
<tr>
<td><strong>4th order</strong></td>
<td>May be collaborative with and inclusive of others as self-governing persons, seen and respected as such; collaboration, inclusion or non hierarchic leadership is expressive of a personal philosophy or belief system brought to one’s work with others</td>
<td>May provide a warm “shoulder to cry on” but is able to be empathic with and in relation nto the other’s pain</td>
</tr>
</tbody>
</table>

Reproduced/compiled from:
Small group conversation 2

Please spend 10 minutes reflecting on the following:

How can learning communities better support the development of professional identity? Is this process best supported through large or small groups? Through the informal or formal curriculum?

Are there times when learners need more support with professional identity formation? Could LCs better support learners during these times?

Each medical specialty and subspecialty has its own culture, how does that affect identity formation during clinical years? Can LCs help navigate this?
Wrap-up

- End of conference student council meeting: 1:15-2:15 pm Saturday (location TBD)
- Please complete post conference student track survey.
- Content from discussion today will be shared after the conference