

# **Developing Your Identity as an Educator**

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*Presentation developed in conjunction with David Irby, PhD*

## Overview


Describe the role and importance of an individual's professional identities

Identify how these identities can be awakened, strengthened and supported

Develop personal plans to achieve alignment between competing elements




## Who Am I? An Exercise

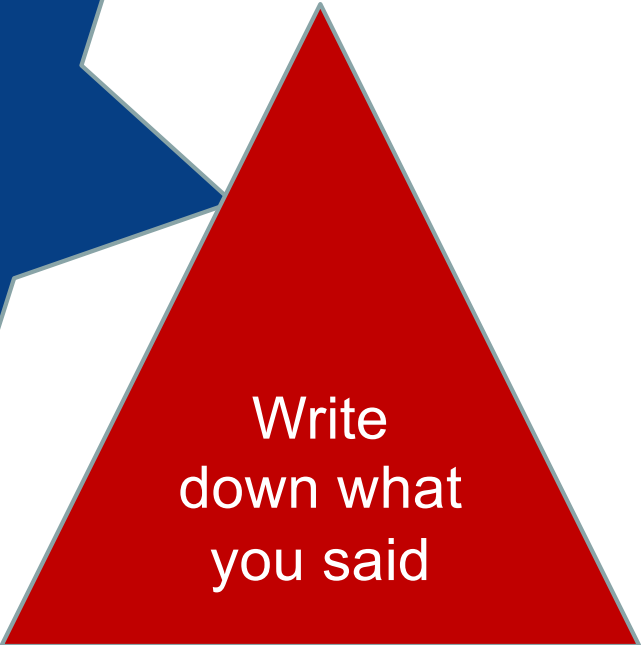


Please introduce  
yourself to three  
people you do not  
know

## Who Am I? An Exercise



Please introduce  
yourself to three  
people you do not  
know



Write  
down what  
you said

# Multiple Identities



1. Roccas, S. & Brewer M. B. *Personality & Soc Psych Rev*, 2002.
2. Monrouxe LV. Identity, identification and medical education: why should we care? *Med Educ*. 2010.

# Identity Theory

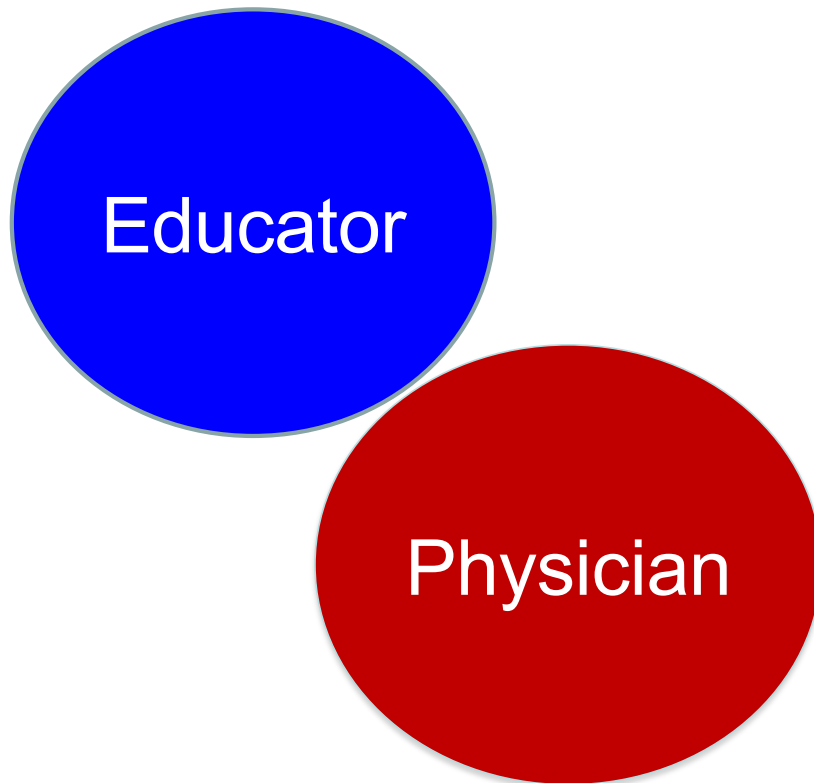
- Describes how people view themselves and how they perceive others view them as
- Derived from perceived membership in organizations (i.e., social identity)
- Interacts with agency
- Embodies multiple identities

1. Van Lankveld. Integrating the Teaching role into One's Identity...Adv in Health Sci Educ. 2016.

2. Lawler. Identify: *Sociological Perspectives*. Cambridge, Polity Press. 2008.

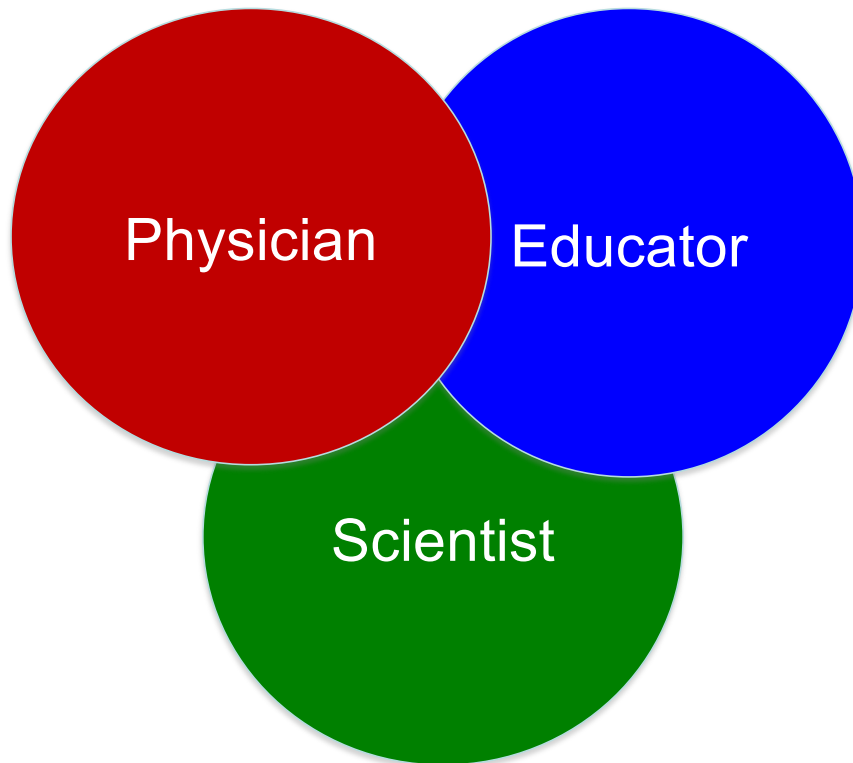
3. Trede. Professional Identity Development: A Review of the Higher Education Literature. *Studies Higher Educ.* 2012.

# Compartmentalized Identity



“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.”

# Merged Identity



“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”



I am an oncologist.

Hello. My name is [redacted] and a pleasure to meet you.  
I am a maternal fetal medicine specialist here at UCSF.

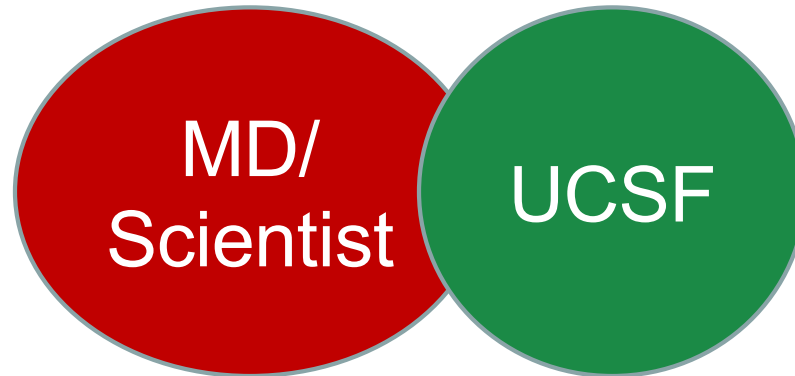
# Single Role Identity

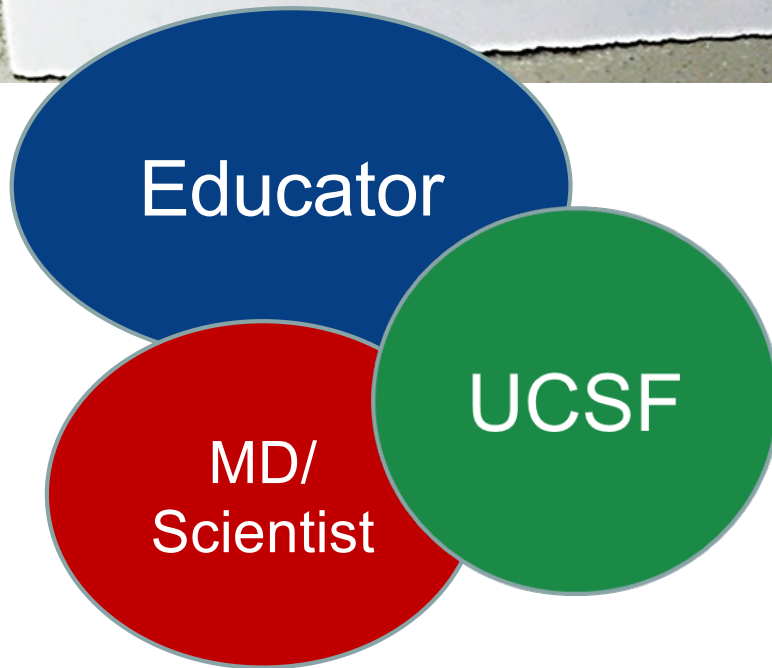
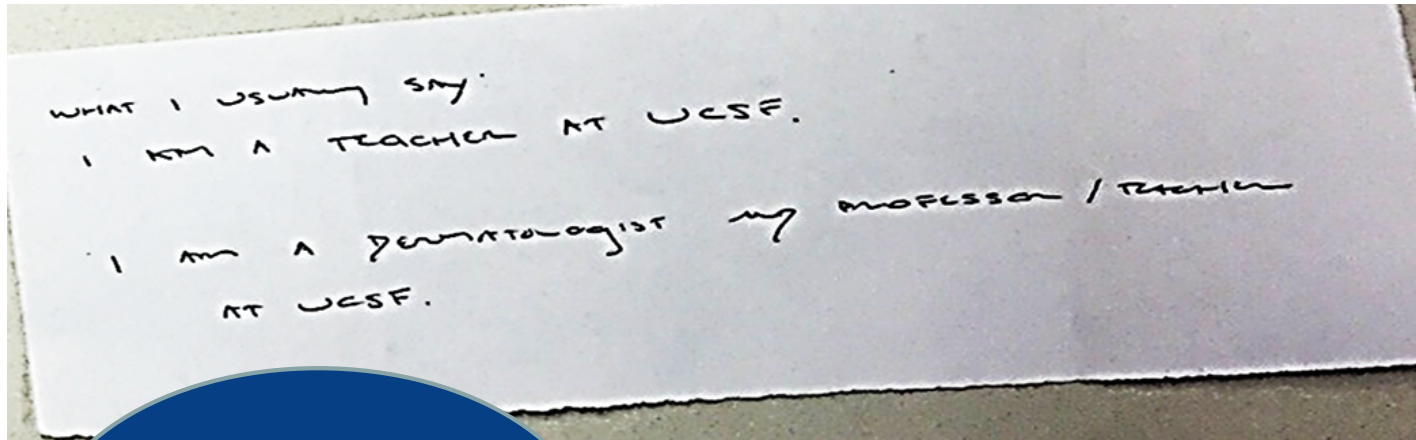
MD/  
Scientist

*I am an oncologist.*

# Role and Organization

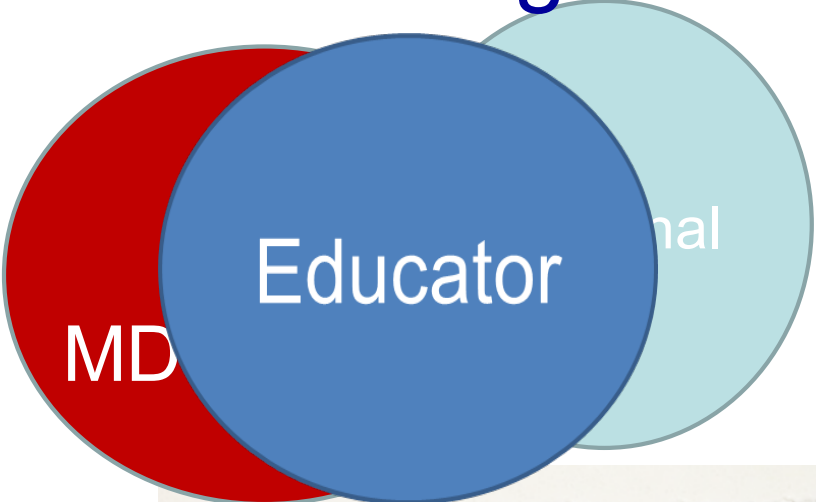
Hello. My name is [redacted] and a pleasure to meet you.  
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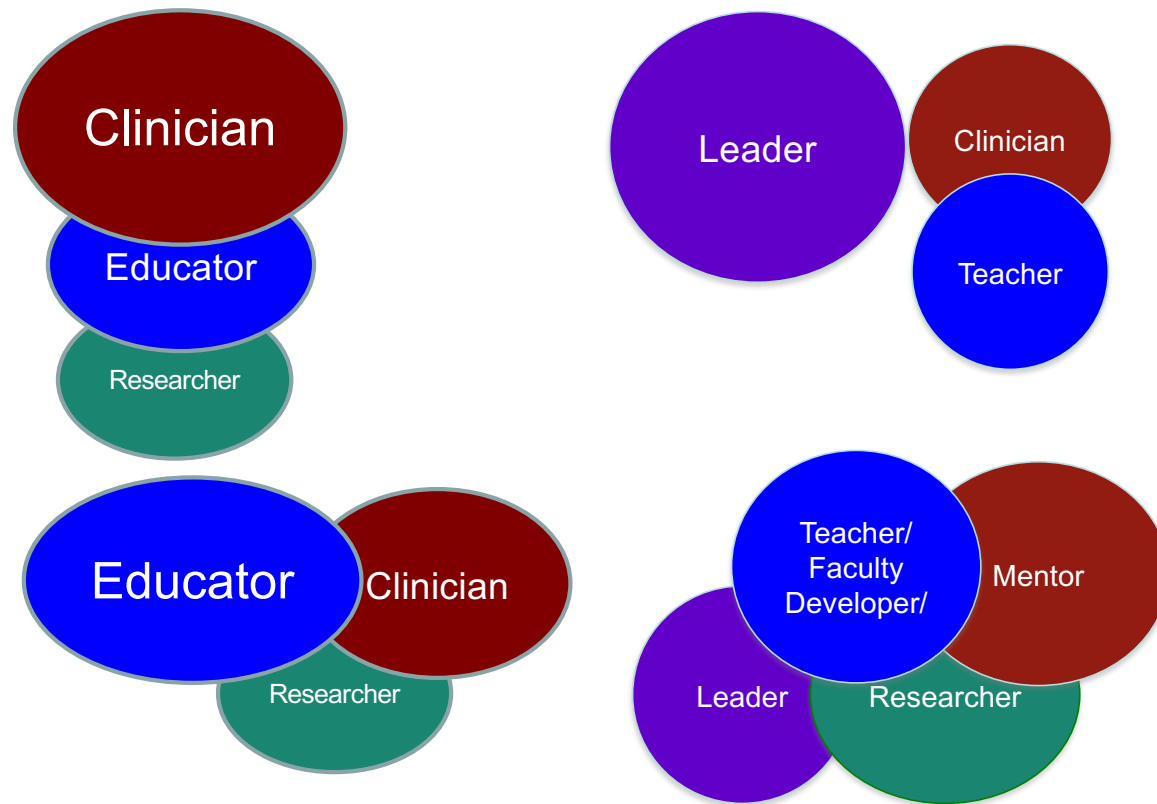
Hierarchical

# Merged



I am a person who ~~takes~~ is deeply invested in and ~~is~~ mentorship, ~~very seriously~~ education it is in my professional life where I educate young physicians to be surgeons or in my personal life where I actively mentor my three children through the various situations of their lives.

# Construct a Venn diagram from your introduction



# Professional Identity Development

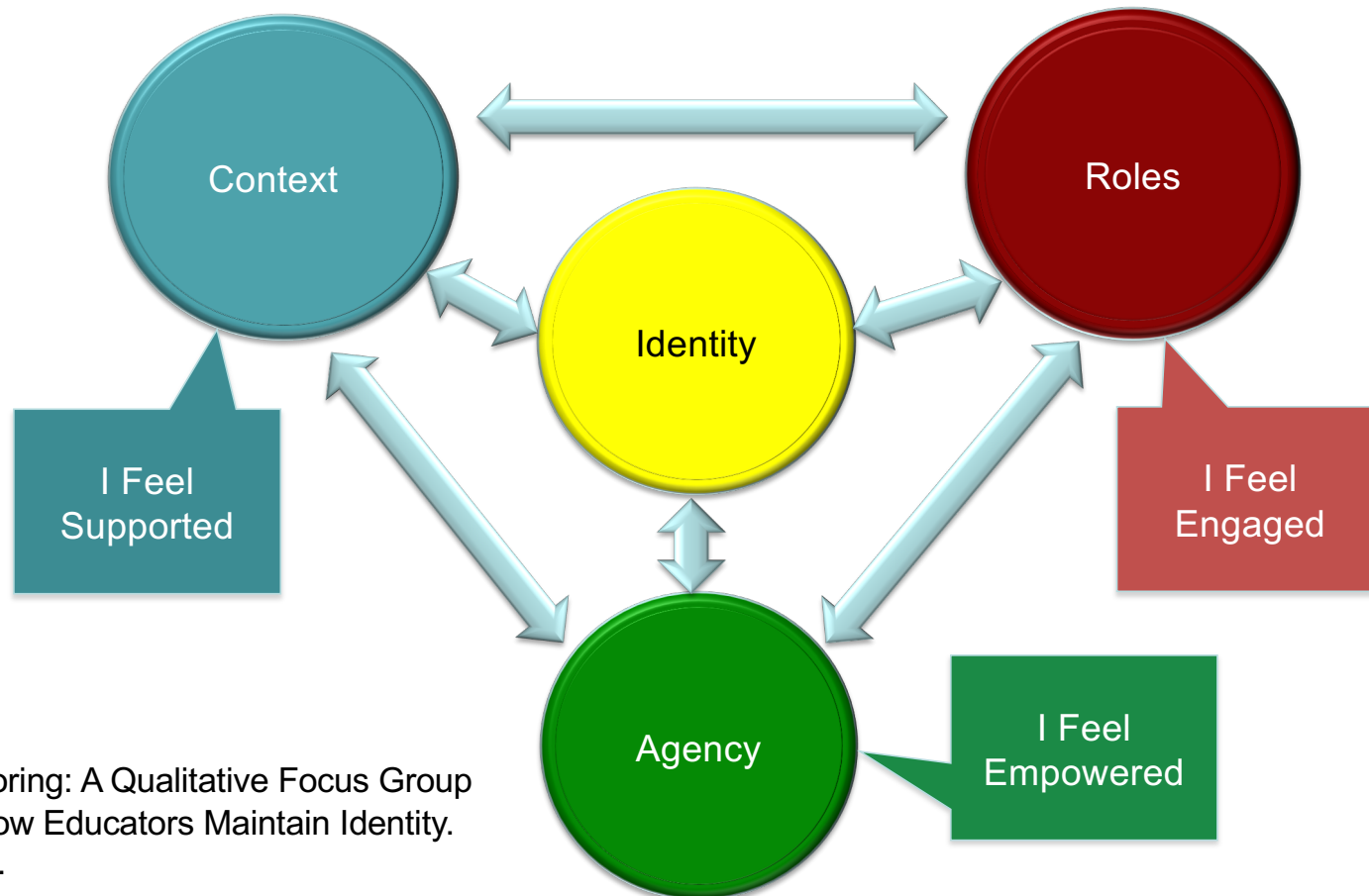
- Is dynamic, constantly evolving
- Is derived from observation and reflection
- Interacts with
  - Organizations and context
  - Roles and their status/social privilege
  - Personal agency
  - Personal and professional knowledge, values

1. Beauchamp. Understanding Teacher Identity. Cambridge j of Educ. 2009.

2. Lieff. Who Am I? Key Influences on the Formation of Academic Identity... Med Teacher. 2012.

3. Trede. Professional Identity Development: A Review of the Higher Education Literature. *Studies in Higher Educ.* 2012.

# Identity Formation



Jauregui. Remooring: A Qualitative Focus Group Exploration of How Educators Maintain Identity. Acad Med, 2009.



# Strategies for Exploring Identity

5 Minutes

Step 1: Complete front of worksheet: Place checkmarks on specific items.

10 Minutes

Step 2. Complete back of worksheet: Think about how you are engaged, empowered, supported as a medical educator. May need to re-do diagram.

15 Minutes

Step 3. Discuss in small groups. Devise a plan for you to achieve alignment between role and context. How will you use agency to achieve this?

# Summarizing Educator Identity

## Engage in educator roles

Teaching, mentoring, curriculum development, learner assessment, educational leadership and scholarship

## Empower and exercise agency

Psychological empowerment and agency

Relational empowerment and networks

## Support from

Academic environment

Health care 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*

*Thank you!*

# References

- Beauchamp. *Cambridge J of Educ.* 39(2):175-189, 2009.
- Cantillon et al. *Adv in Health Sci Educ.* Online, 2016.
- Jauregui, et al. *Acad Med*, 2019.
- Lawler. *Sociological Perspectives*, 2008.
- Lieff et al. *Med Teach.* 34:e208-e215, 2012.
- Lown et al. *Acad Med.* 84:1089-1097, 2009
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# References

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- Steinert. *Faculty Development in the Health Professions*, 2014.
- Steinert, MacDonald. *Med Educ*, 2015.
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- Van Lankveld et al. *H. Educ Res Dev*, 2016.
- Van Lankveld et al. *Adv in Health Sci Educ*. 21(6):1-22, 2016.
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