



Using Rich Pictures and Reflection to Develop Professional Identity as a Medical Educator

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Who am I?

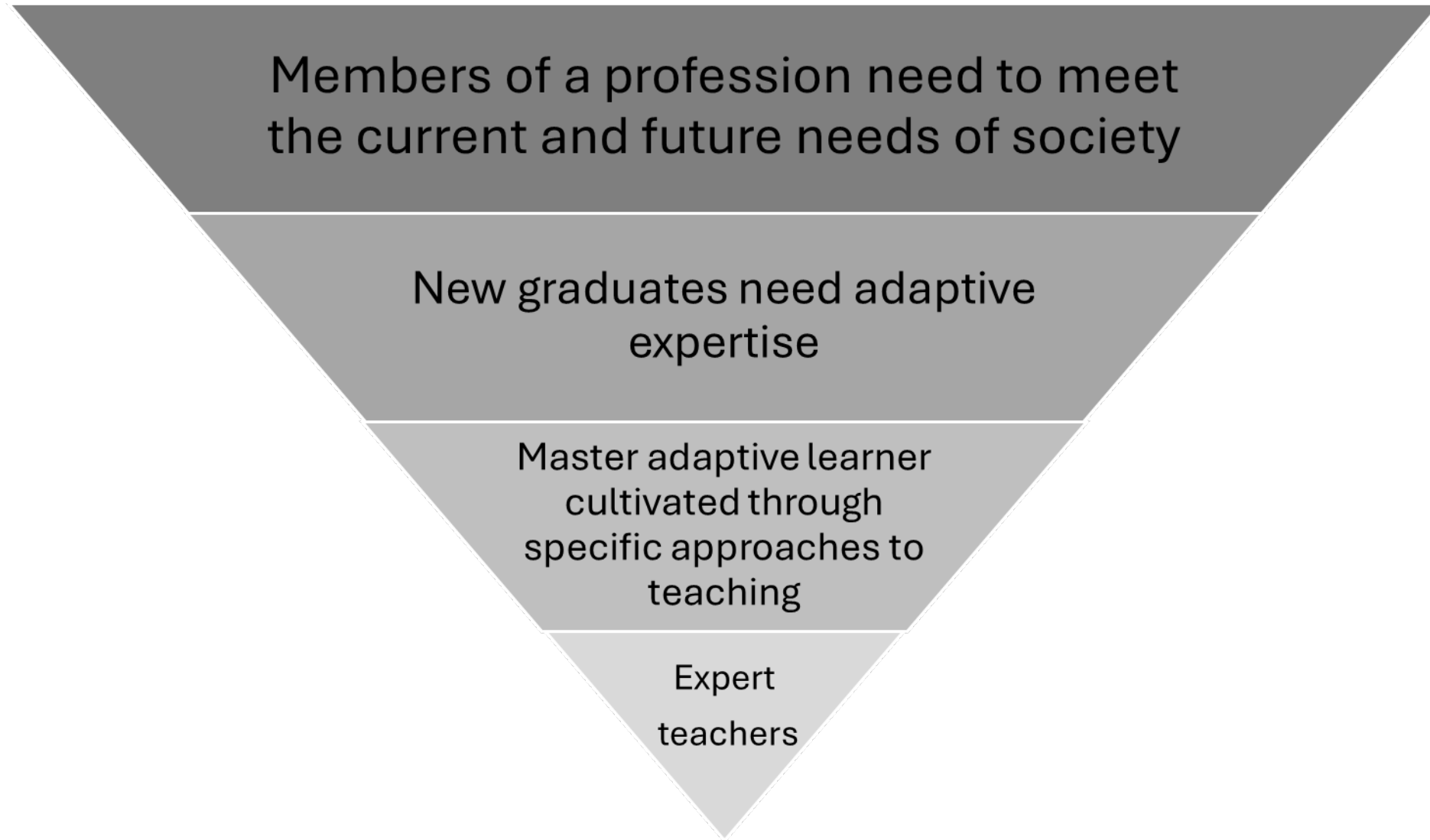
- How would you introduce yourself professionally, to someone new:
<https://pollev.com/catherinebilyeu455>



Professional Identity Defined

“A representation of self achieved in stages over time during which the characteristics, values, and norms of a profession are internalized”





Education = Foundation of a Profession



Carnegie

- Education is the foundation of a profession
- Necessary to address 3 apprenticeships



PT Study of Excellence

- Similarly grounded study, based on Carnegie methods
- Habits of the head, heart, and hands

Theoretical Frameworks

Social Constructivism (Adams, 2006; Bruning et al., 2011)

- Social participation is the basis of learning and identity development
- Active processes
- Learners are co-constructors of knowledge

Social Identity Theory (Hogg et al., 2004)

- An individual's professional identity is grounded in membership of various social groups

Situated Learning Theory (Artino, 2013)

- Learning happens best in real world contexts
- Learning occurs between and among individuals in a group
- Adjustments to learning that occur in the group contribute to adaptive expertise

Faculty: Knowledge & Skill

- Well trained faculty are necessary to produce competent graduates
- Health professions faculty are often expert clinicians, but novice educators, with few accessible development opportunities
- Well structured faculty development programs have been shown to address these gaps in knowledge, skill and attitudes within medical education



Faculty: Educator Identity

- Health professions educators often primarily identify as “clinician” rather than “educator”
- Supporting teacher identity is important
 - Impacts professional decision-making
 - Influences academic motivation and productivity
 - Contributes to satisfaction in the role of educator
- Appropriately targeted faculty development initiatives can help strengthen professional identity and formation

Jarivs-Senlinger et al., 2012; Steinert et al., 2019; van Lankveld et al., 2021)





Educator
knowledge,
skills,
attitudes



Educator
Identity



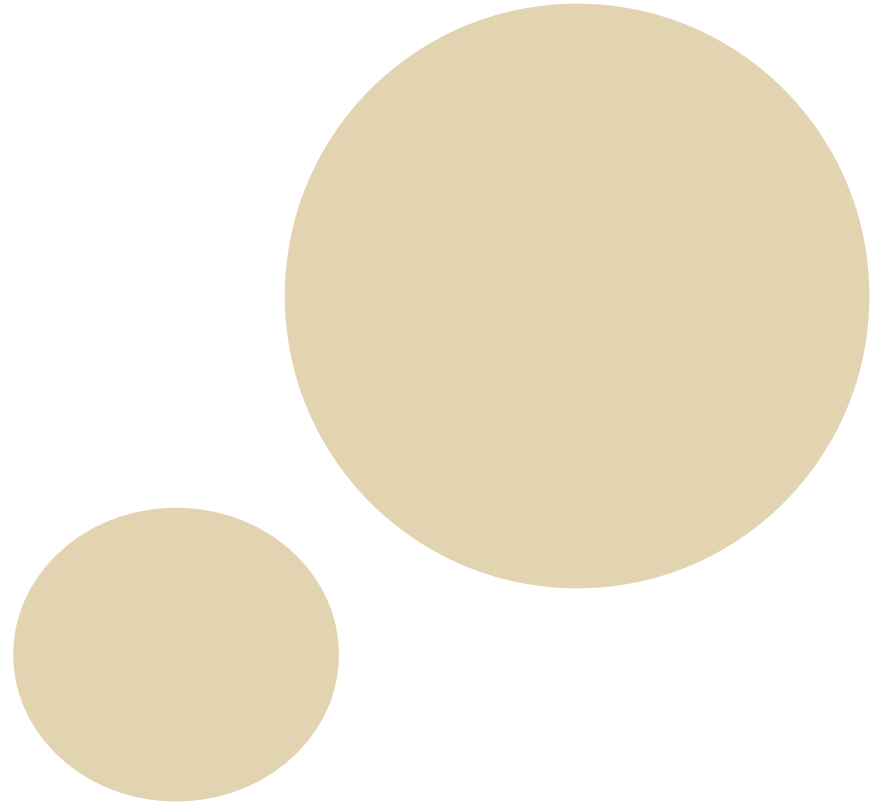
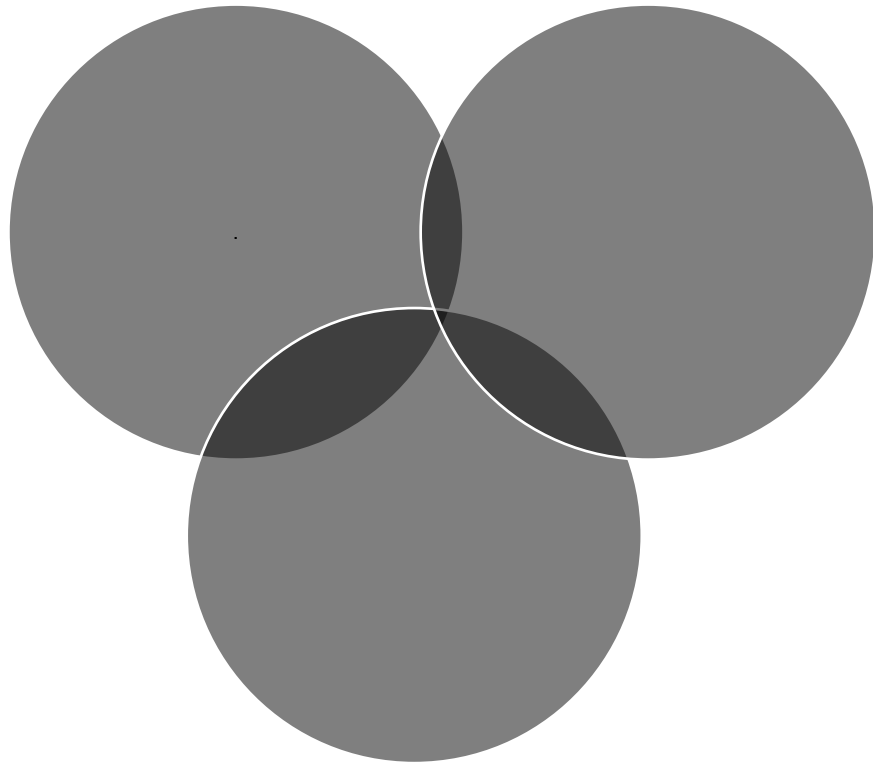
Resilient,
dedicated,
skilled
educators



Influences on Professional Identity



Make a diagram of your professional identity



Hierarchical

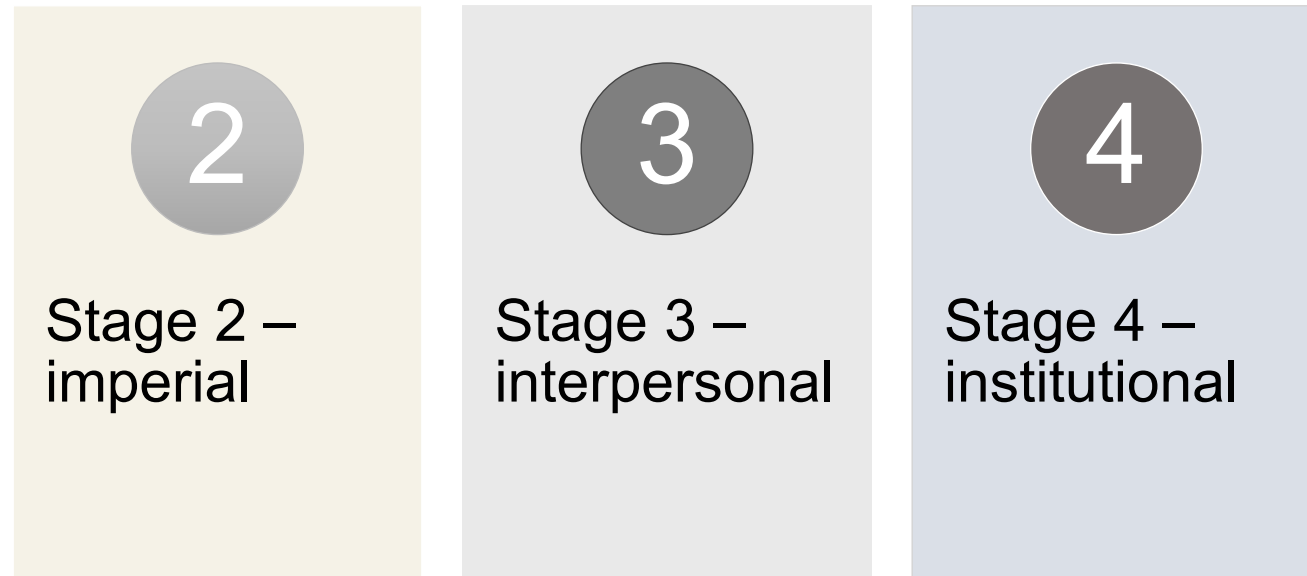
Compartmentalized

**Professional
Identity
Categorization**

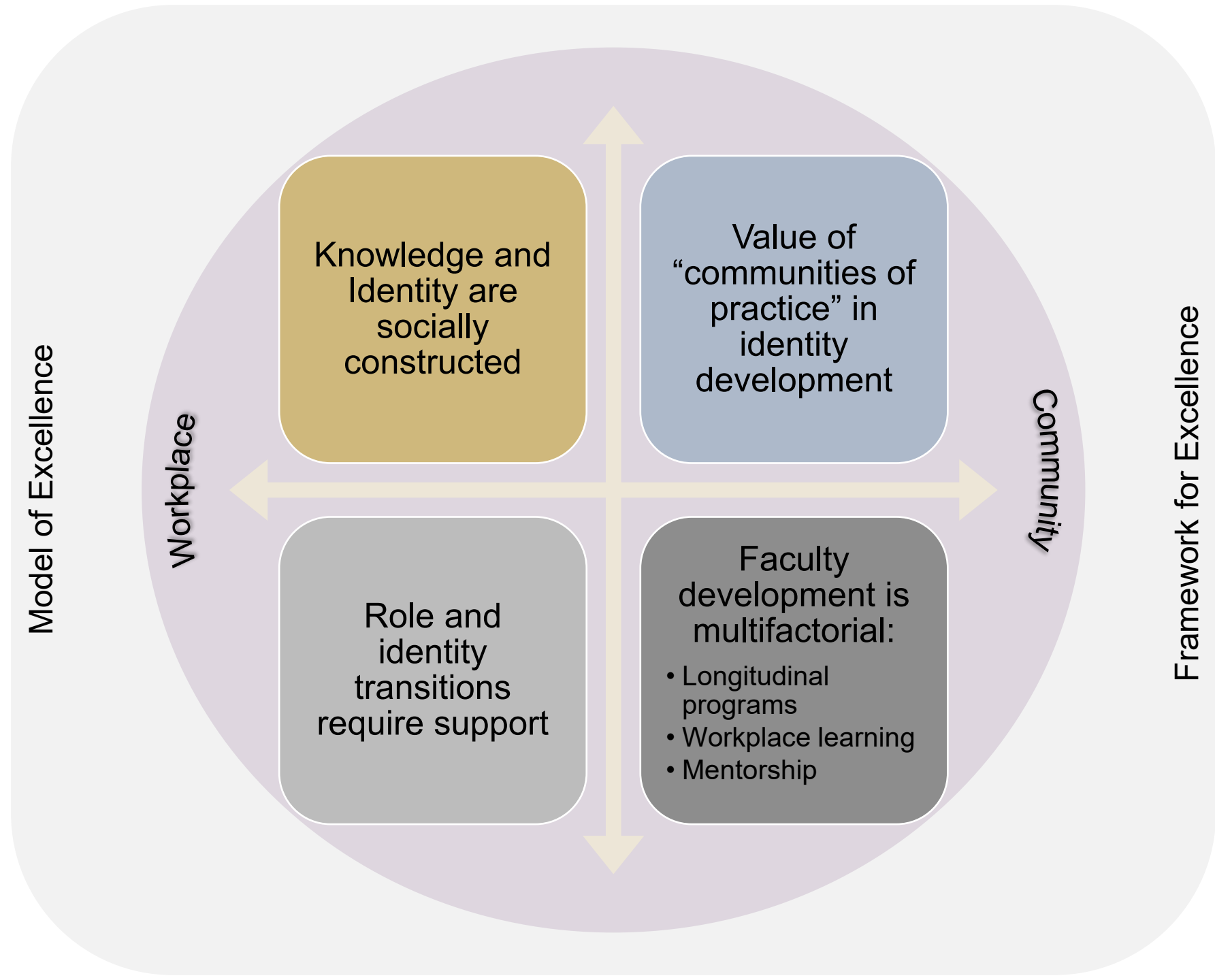
Intersected

Merged

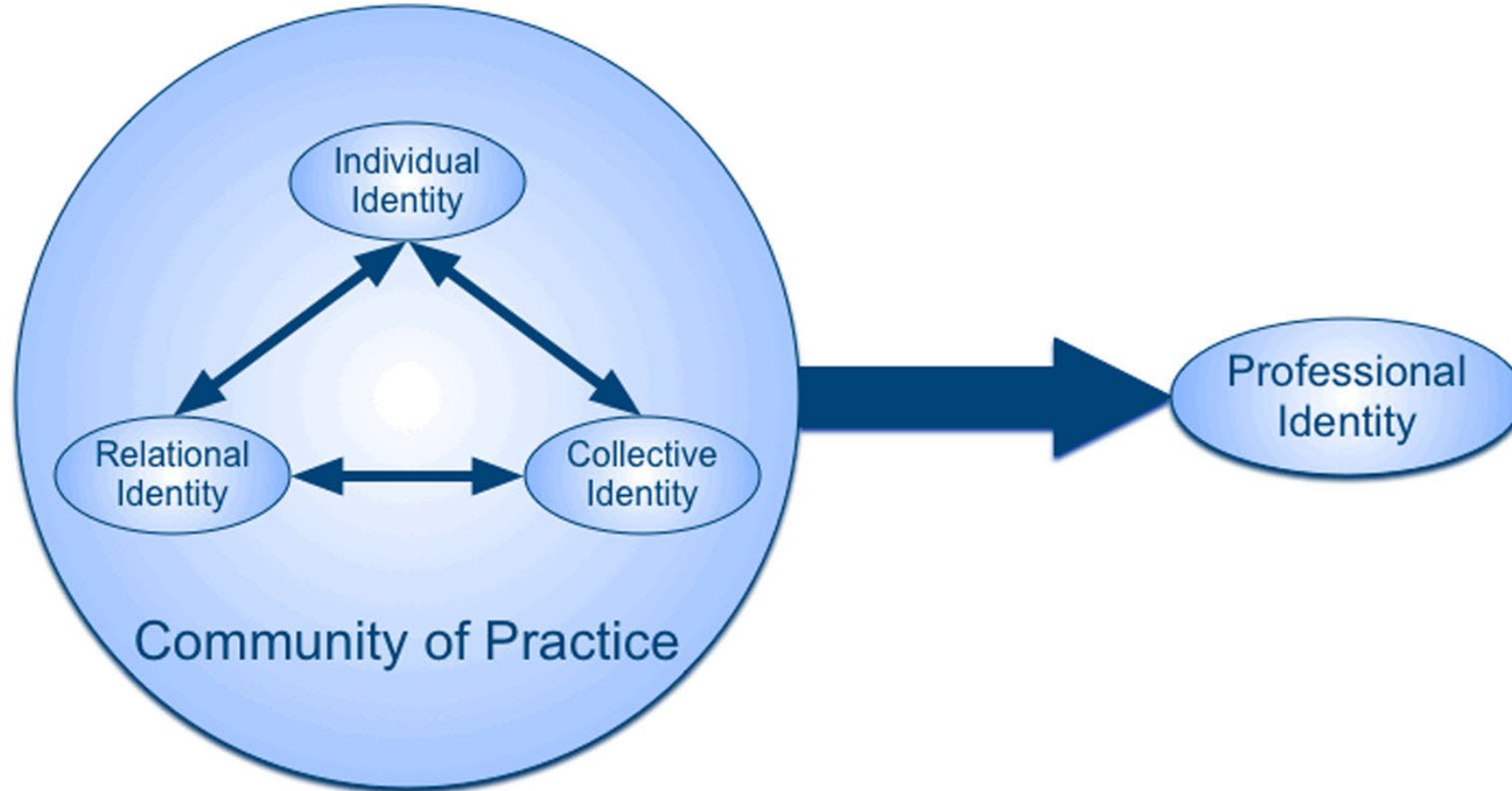
Professional Identity Formation



Linking Theory and Framework



Identity Formation



So...How Do We Foster Identity Formation



Reflection



Drawing



Socialization within a
Community of Practice



Activities, Workshop
focused on identity

Guided Reflection

- Reflection is a skill
 - Provide a prompt
 - Provide feedback
 - Follow up
- [Identity Quakes](#)
 - Writing personal narratives with prompts to explore identity
 - Reflection rounds: identity discussions in peer/mentor groups

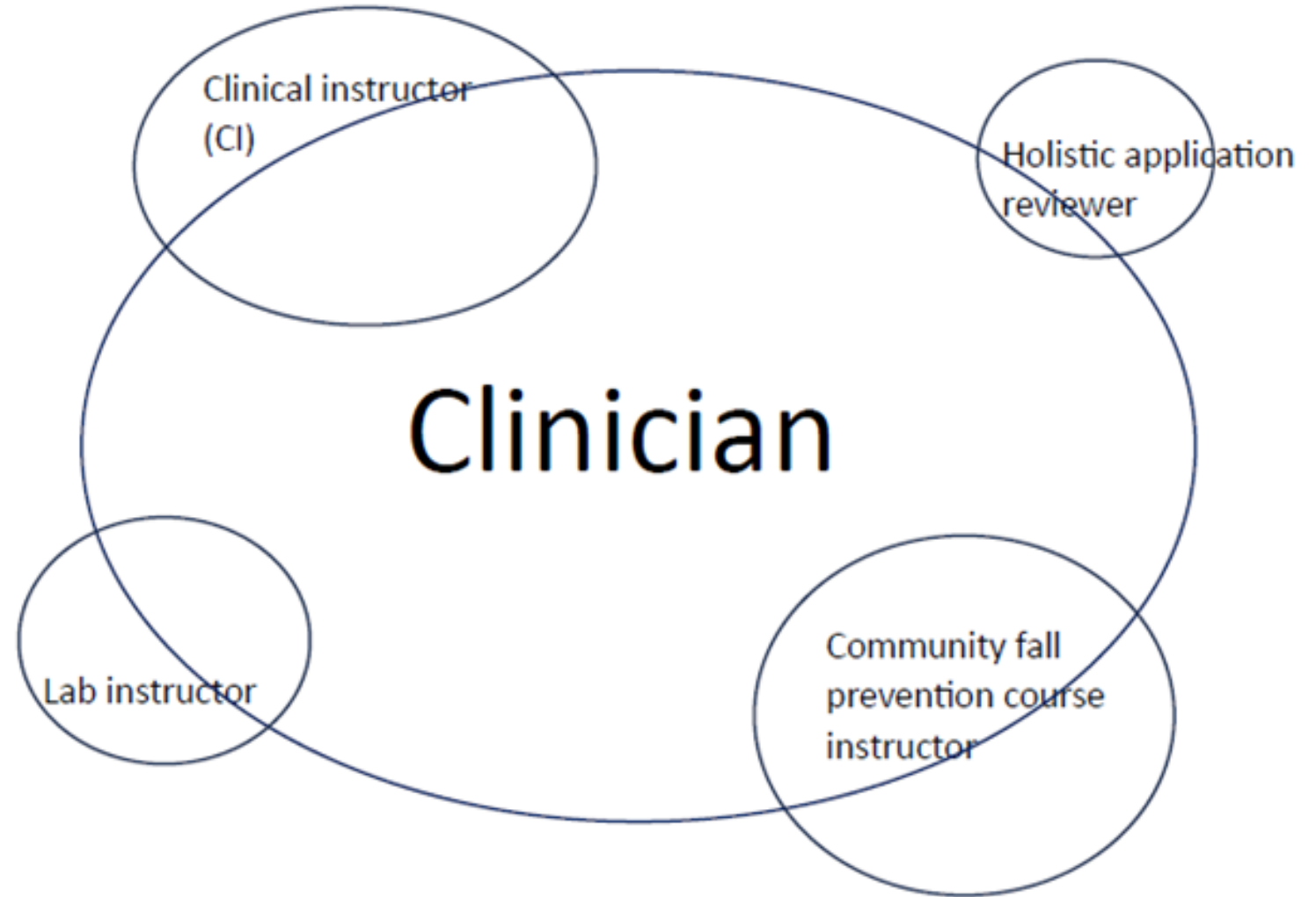
Rich Pictures

- Drawings used to describe and understand complex problems
- Drawings provide access to non-verbal feelings
- Drawing can facilitate an individual's sharing of thoughts, feelings, and experiences that are not easily communicated
- Drawing can add depth to written or verbal reflections

I graduated from this CUPT program. Then I did an orthopedic Residency, obtained my OCS, and since then have practiced in an outpatient hospital clinic...

I don't I'm an educator. I think I hope to be. I hope to kind of claim that as part of my identity in the future. I don't feel super competent in that yet.

versus



I currently work as a physical therapist, and I enjoy treating half orthopedics and half neurologic injury. Other than work. I love the outdoors, so I like to hike...

I help assist students with their hands on skills, developing their ability to examine and treat patients.

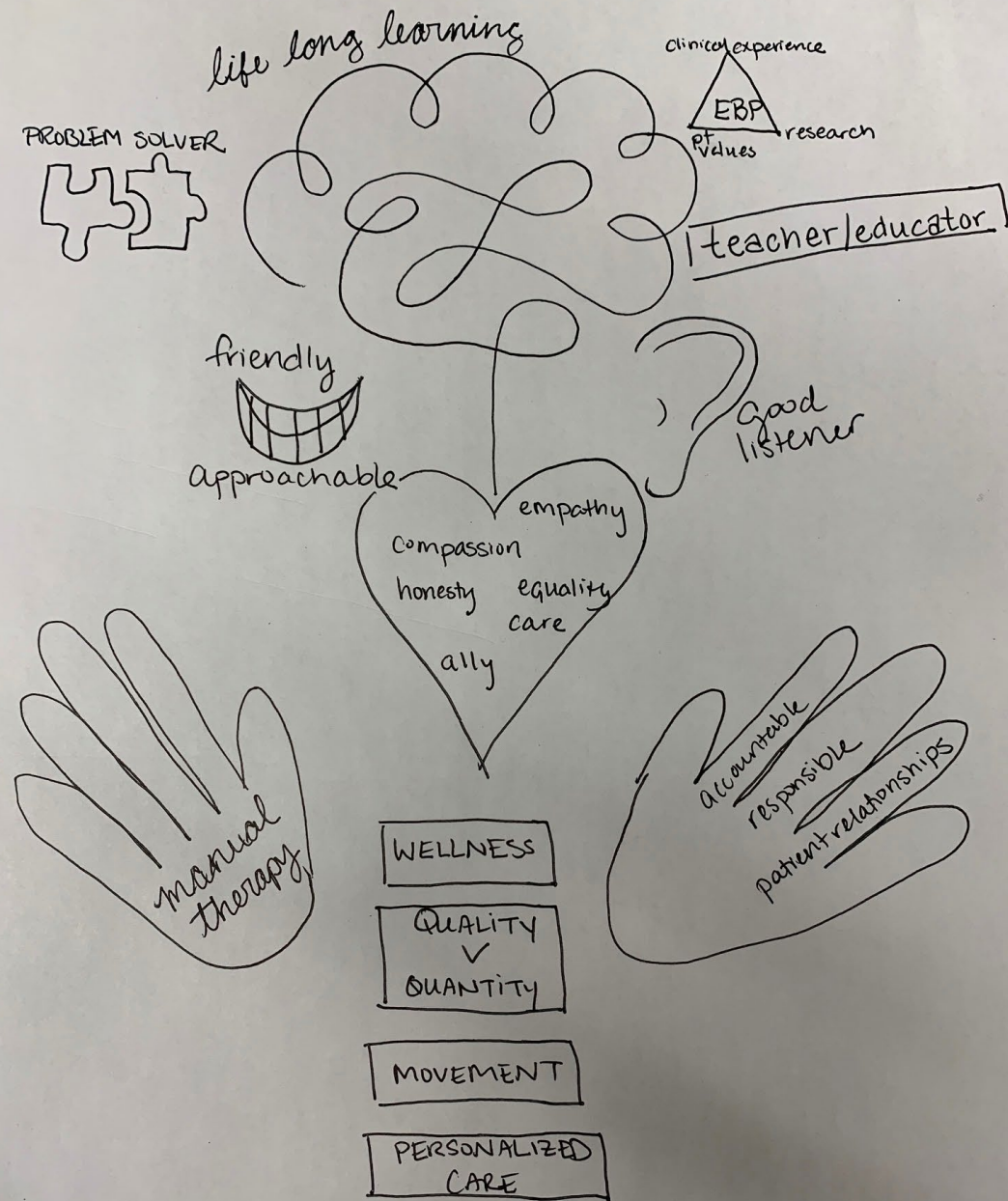
versus



My name is Dr. X. I work at an outpatient physical therapy clinic called XX, mostly in an orthopedic setting, but I also see patients with vestibular conditions.

I would definitely say at this point, like a clinician first like, that's where the majority of my time is spent, and I still find it extremely rewarding...over time, I've felt like more and more of a draw towards education, so I do like see that at least as like a part of my professional identity

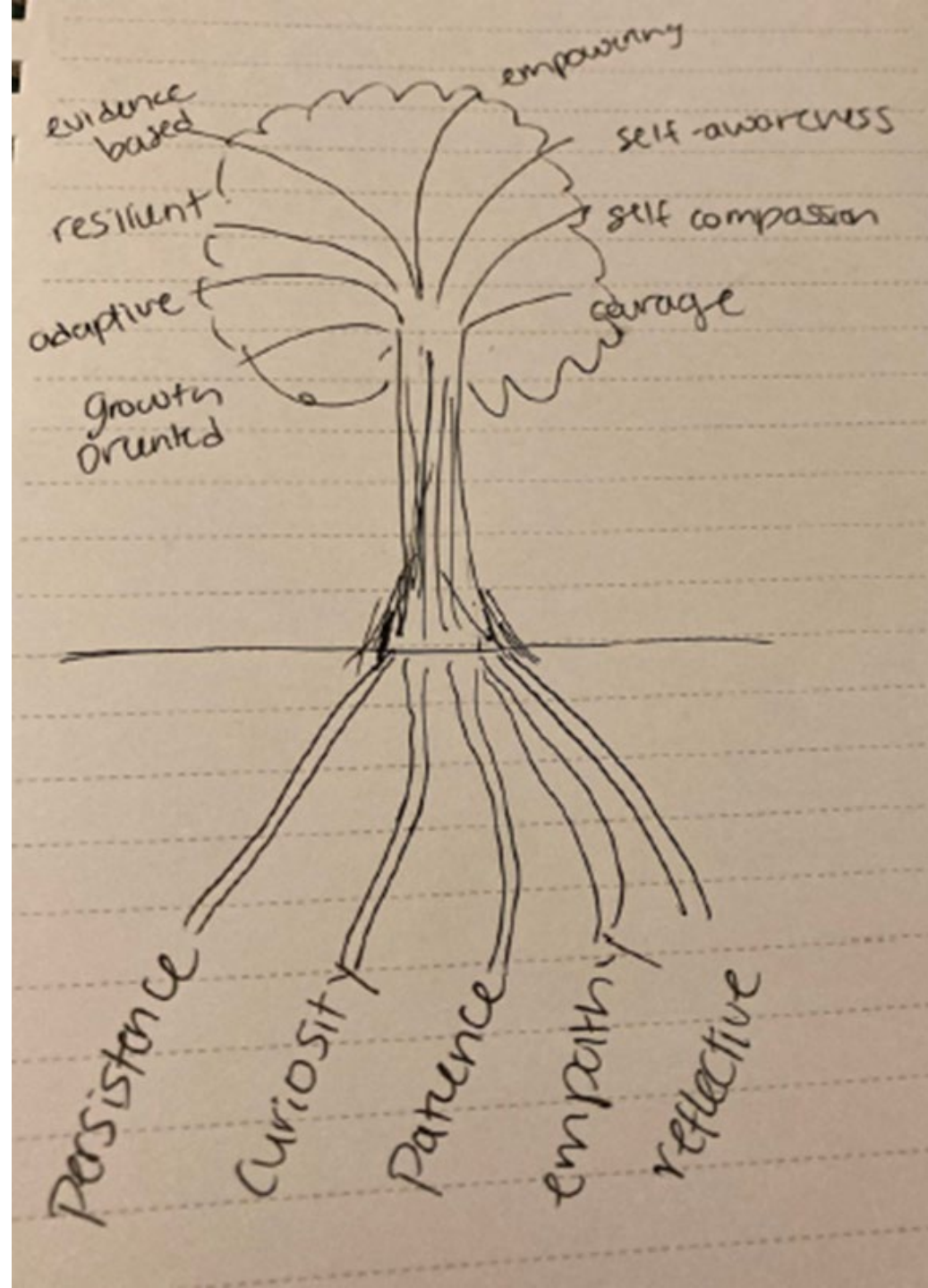
versus



So, I'm a physical therapist. I work in an acute care setting meaning I actually work in the hospital. So I think it's pretty different than what people think the average PT does. So, I work in primarily the neuro ICU. And so I'm working with patients that just have had a stroke or traumatic brain injury....

I mean, we're constantly educating our patients, so yes, I'm an educator.

versus

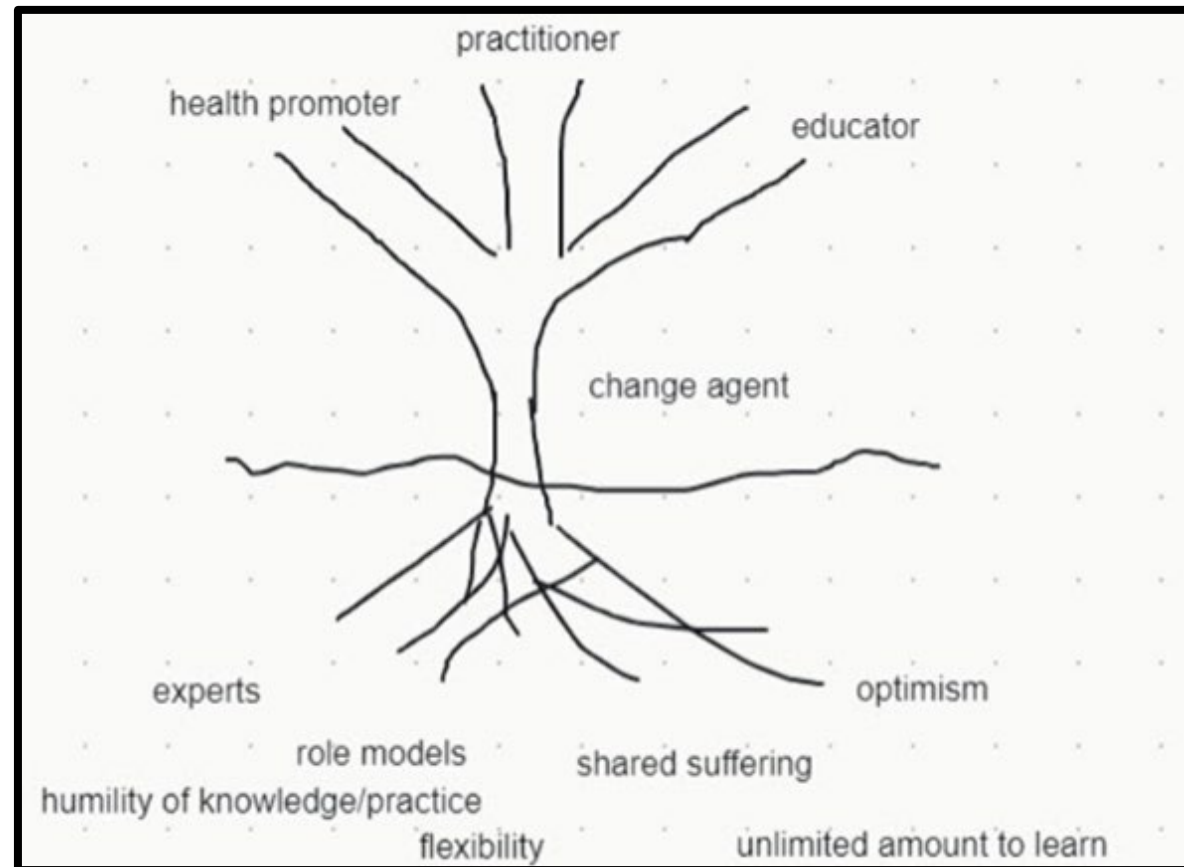


My name is X. I currently practice as a physical therapist at the XX Hospital. I would say, I'm a family centered guy who enjoys activities and playing sports recreationally.

I've recently become a lab instructor for some of the foundational courses, exam and evaluation and foundations of intervention which I think is a great role for me as sort of a newer physical therapist.

I would say yes, I am an educator, even prior to assuming a role as a lab instructor. Just given the nature of our field and how we interact with patients.

versus



Summary

- Identity as an educator is important
 - Internally for the educator
 - Externally for student outcomes
- Educator identity formation can be enhanced and accelerated through intentional professional/faculty development opportunities
- Demonstrated the use of reflection and drawing to explore, and thereby enhance, one's professional identity