

Reflecting on experience during the transition into professional practice: what does this indicate / illustrate about the development of identity in novice Healthcare Science practitioners?

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Healthcare Scientist – Who?

Healthcare Scientists help prevent, diagnose and treat illness using their knowledge of science and their technical skills.

Roles include:-

- Carrying out a range of diagnostic tests
- Clinical reporting for all investigation
- Initiation and monitoring of various treatment modalities
- Practitioner led out patient clinics



Research Context

In 2010 the Department of Health launched an initiative which changed the delivery of educational programmes aimed at supporting scientific careers in the NHS (Modernising Scientific Careers)

Implications:

- Competency based approach to training
- Essential for safe protocol driven practice – highlighted by Francis (2013) report
- Focus on assessment and measurable tasks
- Building a portfolio of evidence
- Minimum standards achieved?

Concerns / Issues:

To develop an understanding of how practitioners become ready for independent practice.

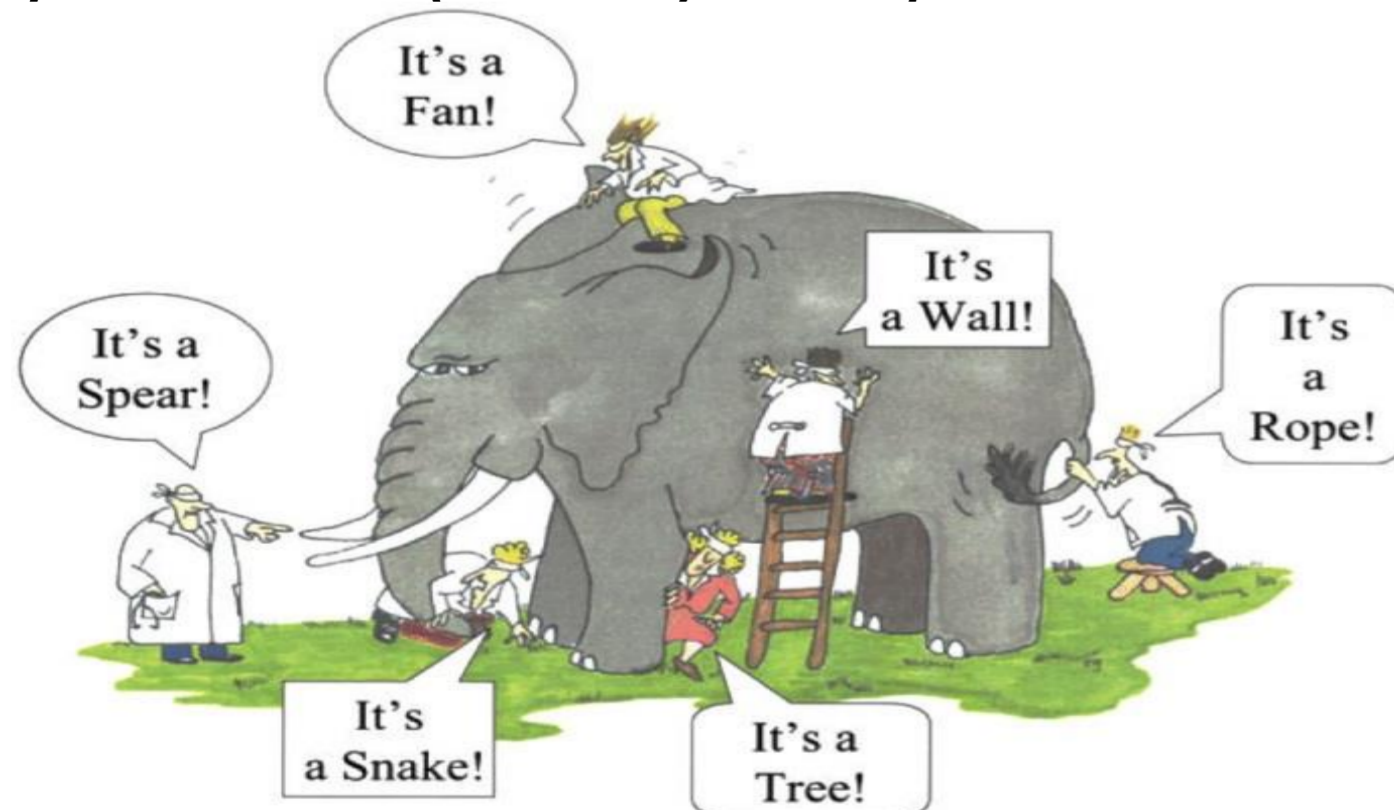
Competency and professionalism.
Professional identity development.

Methodological Stance

Bricoleur

Health, social care and other practitioners develop knowledge surrounding practice through bricolage (Freeman, 2007; Warne and McAndrew, 2009)

Swampy lowlands (Schon, 1983).



Bricolage approach - a natural choice

Multifaceted drawing on a range of approaches / philosophical stances: Critical, Reflexive / Reflective, Interpretative, Ethnographic, Narrative, Emancipatory – Feminist??

Research Questions - Full

- What does reflection-during-preparation for clinical practice indicate about the development of the identities of a group of novice Healthcare Science practitioners?
- How does reflection-in-the-clinical-workplace signal newly qualified practitioner's personal and professional perceptions of becoming more integrated into the community of practice?
- What do newly qualified practitioners reflections on critical events (significant incidents related to learning) indicate about development of the psychological planes (inter-personal; societal; personal*) of professional identity?

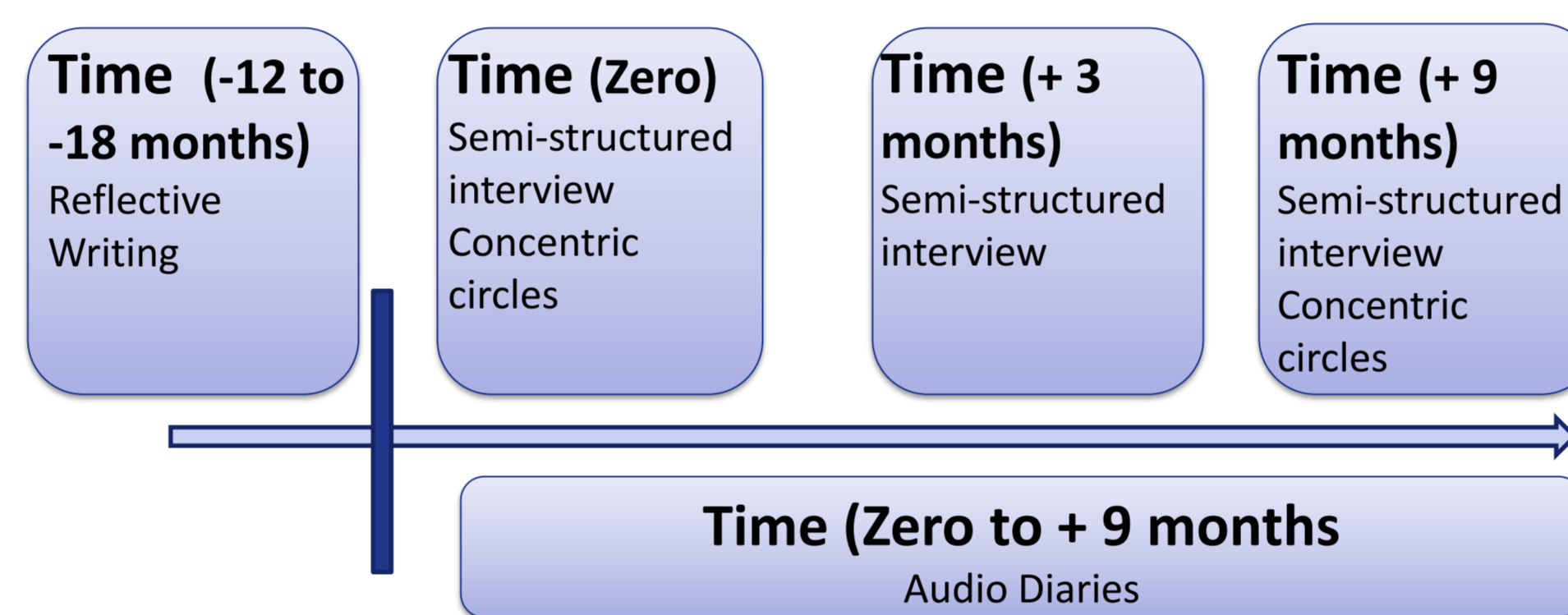
Method and Data Analysis

Participants

5 novice Healthcare Science practitioners
Researcher – Experienced practitioner– intimately associated with culture under investigation

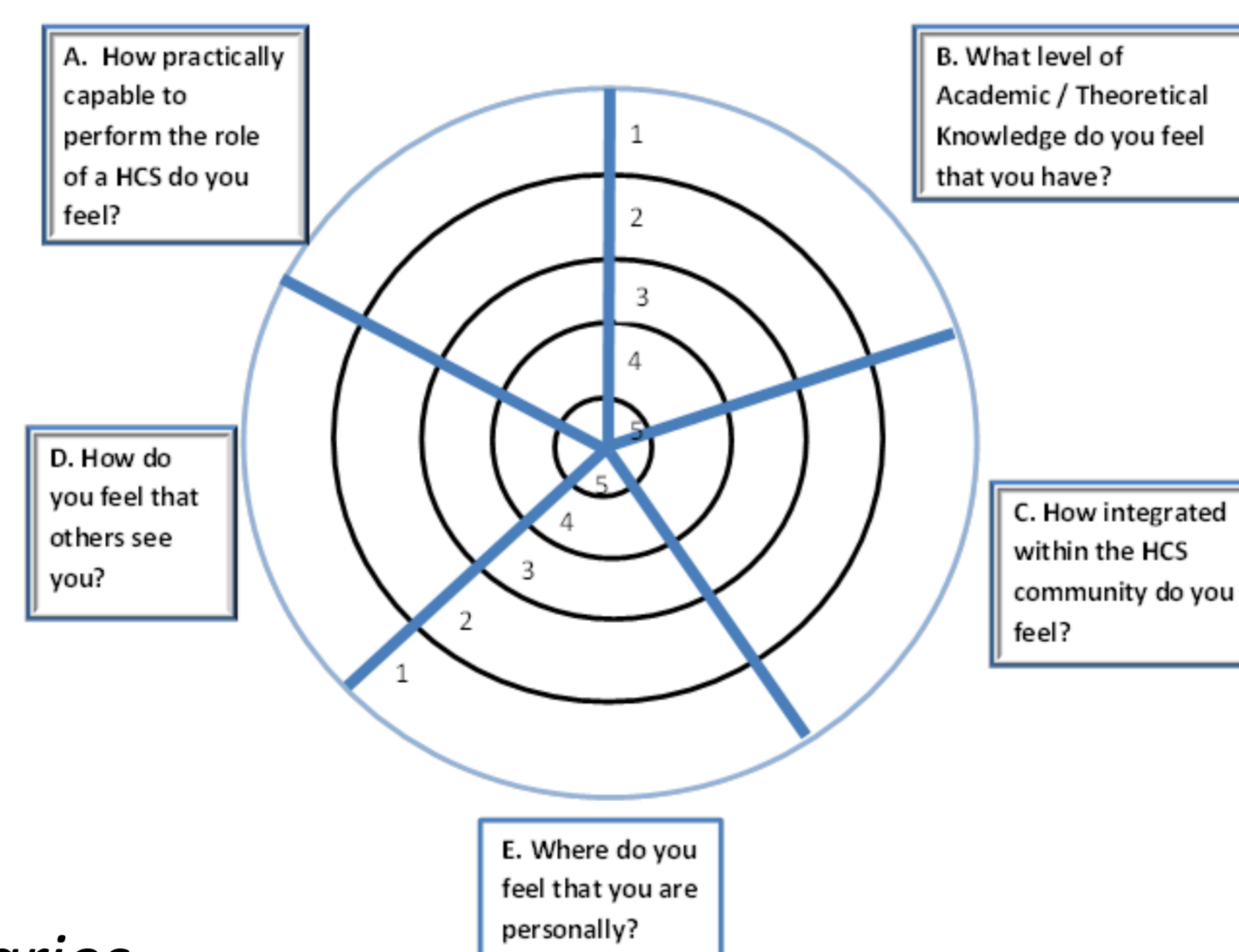
Method

Participants recruited immediately post graduation
Followed for the first 9m – 12m (transition from student to qualified practitioner)



Concentric Circles

Visual representation of participants perceived position
1 – Novice Practitioner to 5 – Expert practitioner

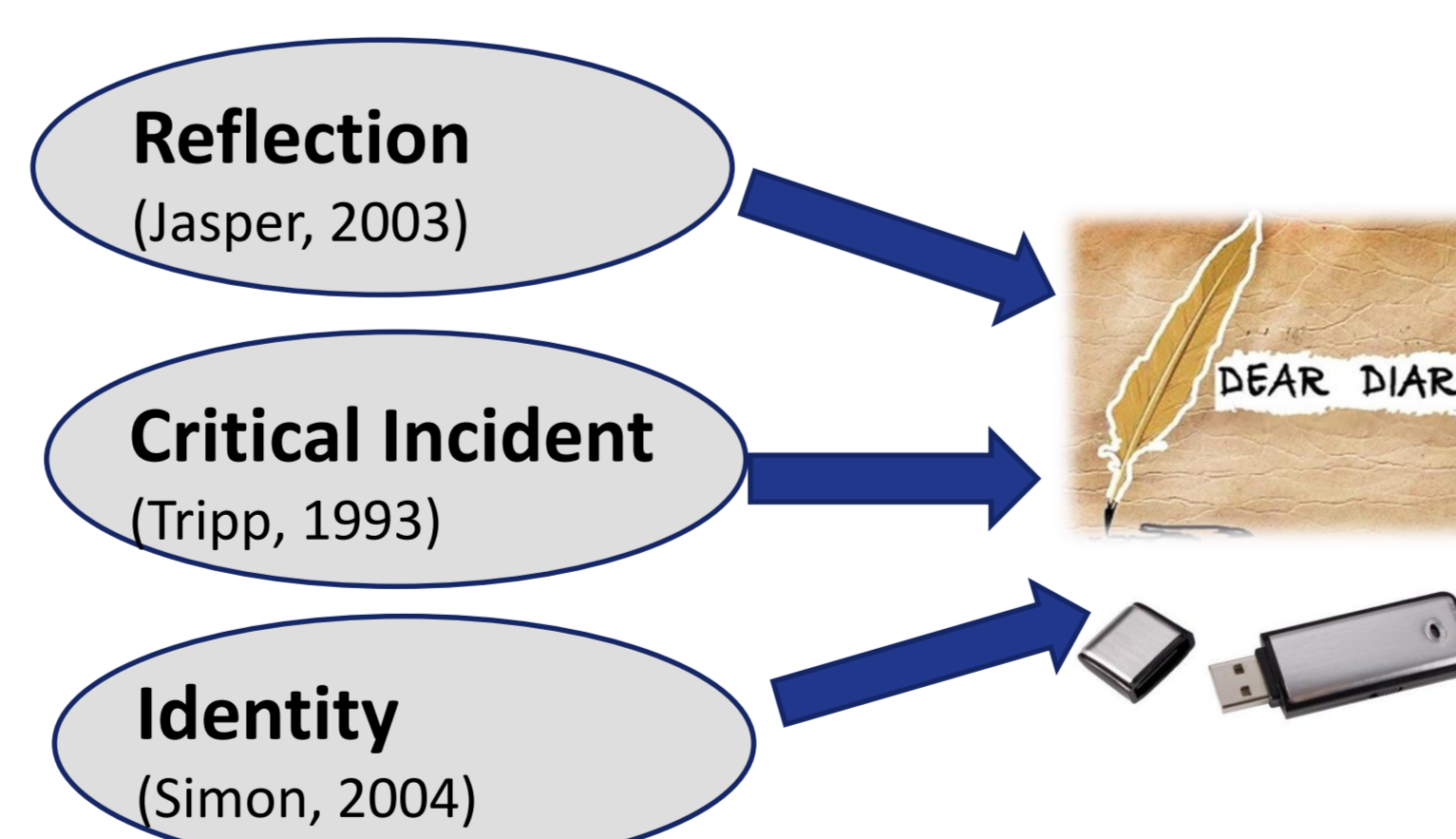


Audio Diaries

Rich Narrative

Inductive – thematic analysis, significance for participants
Deductive – professional, identity, development, position

Theoretical Frameworks



Initial Findings

Overall

Agreement

Visual Diagrams – conscious positioning
Audio Diaries – literal statements

Disconnect

Visual Diagrams – conscious positioning
Audio Diaries – subconscious positioning

Sample Findings

Participant Three – “Jennifer” Concentric Circle Analysis

P'pant	Questions posed on concentric circle diagram														
	How practically capable to perform the role of a HCS do you feel?			How do you feel that others see you?			Where do you feel that you are personally?			What level of theoretical / academic knowledge do you feel that you have			How integrated within the HCS community do you feel		
	Initial	Final	Change	Initial	Final	Change	Initial	Final	Change	Initial	Final	Change	Initial	Final	Change
Jennifer	35	74	+39	D57	D78	+24	E68	E68	+35	56	76	+20	39	78	+39
				E33	E68	+35							E42	E58	+35

Participant indicates perceived progression towards expert practitioner status in response to all questions .

Audio Diaries – Literal Statements

Indicates conscious positioning – resonates with position indicated in visual representation

Focus

Practical Capability
Perception of others
Where you are personally
Level of knowledge
Integrated in the community

'However, ultimately, I had a feeling of accomplishment, as I had resolved the problem and obtained the data I believe to be most accurate'

'I'm a fully qualified physiologist, I've had almost a year as a fully qualified physiologist now'

'the whole process, to be honest, made me feel like a very valued member of the department'

Audio Diaries – Positioning Language

Indicates sub- conscious positioning – dissonance visual representation and literal statements

Positioning

Mainly Self
Department Environment
Equipment
Others in Team

'I've got on the job knowledge because I've been doing these procedures'

'so I offered him a different member of staff' 'observing a colleague ...'

Initial Findings Overview:

Participants Conscious Portrayal of Position

- Concentric Circles - participants showed movement towards expert practitioner status - noted on (29 from 35 occasions)
- Audio Diaries - Literal statements suggested increased integration within community of practice

Participants Sub-conscious Portrayal of Position

- Audio Diaries - Positioning – indicated unconsolidated integration within the practice environment (eg. the department – not my or our: a member of staff / colleague – not my colleague or our team etc.)

And now..... Review diaries Higgs and Titchen (2001) Dimensions of professional expertise - further insights into professional identity development

References: Department of Health, (2010) Modernising Scientific Careers: the UK way forward, London: Department of Health.; Francis, R. (2013). Report of the Mid Staffordshire NHS Foundation Trust Public Inquiry: executive summary. London : Stationary Office
Freeman, R. (2007). Epistemological bricolage: How practitioners make sense of learning. Administration & Society, 39, 476-496 ; Jasper, M. (2003). Beginning Reflective Practice. Cheltenham: Melton Thornes: Schon, D. (1983) The reflective practitioner: how professionals think in action. New York: Basic: Simon, B. (2004). Identity in Modern Society: A Social Psychological Perspective. Oxford : Blackwell Publishing, 2004.; Tripp, D. (1993) Critical incidents in teaching : developing professional judgement. London: Routledge.; Warne, T., & McAndrew, S. (2009). Constructing a bricolage of nursing research, education and practice. Nurse Education Today, 29, 855-858.