

# Nursing's professional identity

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### INTRODUCTION

Beginning with the nursing licence, which expressly states: "professional registered nurse," the term "professional" is a phrase that corresponds with the registered nurse and is used in many different contexts. The term "professional" refers to one's professional identity, although there is much more to it. The emphasis on professional identity is even more obvious given the attention given to nursing during the COVID pandemic. Language and deeds have tremendous power. They have the power to establish the mood, fully convey a message, or even prevent us from saying what we actually mean. It is our duty as nurse leaders to speak in a way that most accurately describes how nurses feel, think, and act. We need to transmit this discipline to the upcoming generation of nurses because, in a sense, we are the caretakers of the discipline as educators.

Starting in 2018, a Think Tank comprised of a selected group of nurse leaders met to discuss professional identity in nursing and create a definition, purpose, structure, and direction for the work. It was an honour for the Organization for Associate Degree Nursing to be a part of this amazing team of experts who will be discussing this crucial subject. OADN has continued to be active and is a member of the Professional Identity in Nursing Advisory Council notwithstanding the Think Tank's shift. The International Society for Professional Identity in Nursing is the organization behind everything.

Professionalism is a constant theme in nurse education throughout a student's academic career. Additionally, it is emphasized in the workplace, where nurses are urged to conduct themselves professionally. When a nurse violates the norms of a professional nurse, regulators must address the issue of professionalism. What does this actually mean, though? Despite the fact that there are more than 200 papers on professional

identity in nursing, there is still confusion. Why is this phrase, which is so crucial to nursing, not well known?

Through ISPIN, a body of knowledge and resources were developed through lively conversation and consensus building. The first involved defining a nurse's professional identity, and the following was formed through consensus. A person who thinks, acts, and feels like a nurse has a professional identity in nursing, which is defined as "a sense of oneself, and in relationships with others that is impacted by traits, norms, and values of the nursing discipline. To "operationalize a clear grasp of the nurse's professional identity so that their distinctive contributions to improving health are recognized" was the goal or the "why" Finally, four areas were identified that define a nurse's professional identity: values and ethics, knowledge, leadership, and professional comportment. With the creation of a psychometrically sound instrument to examine the definition, domains, and essential components of professional identity in nursing, significant advancements have been made through this endeavor. The instrument was designed by fifty subject area experts from practise, education, and regulation. Over 1200 nurse educators examined the 34 items on the instrument, and 28 of them were deemed to be crucial elements of a professional nurse's identity. It's interesting to notice that the attributes most crucial to nursing professional identity were respect, integrity, and good communication. The instrument will continue to be improved upon as the multiphase investigation moves forward. Recently published in Nurse Educator, the National Study of Nursing Faculty and Administrators Perceptions of Professional Identity in Nursing give readers a basic overview of this significant piece of research nursing.

How should nurse educators interpret this? It is essential that professional identity is incorporated into every subject area of the curriculum. The first semester of every nursing education

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programme is when the profession is typically introduced. The first stage is to identify the student's motivation for studying nursing and to support their enthusiasm. The student nurse needs to build self-confidence and a feeling of purpose. Participating in community and school initiatives like blood drives, food banks, and working with the homeless are easy methods for children to start to develop an instinct for nursing. Students can develop a sense of trustworthiness and the capacity to mediate conflict by acting out communication scenarios

that might take place between nurses or between nurses and other members of the healthcare team in the clinical context. Being a mentor and role model as nurse educators by demonstrating your own participation in professional activities and your joy in being a nurse. Since COVID, our profession has been severely disrupted. Disruption, however, also presents a chance for transformation. The time has come for nursing to show how critically important health fairness, high-quality care, and patient and family well-being are to our profession.