



UNIVERSITY *of* MARYLAND
SCHOOL OF NURSING

Professional Nursing Identity: Building Resilient, Restorative, & Reflective Practice to promote Equity and Social Justice

Disclosure Statement

This disclosure statement is provided to affirm that, to the best of our knowledge and belief, there exists no conflict of interest in relation to the matter at hand.

Neither the planner(s) or presenter(s) indicated that they have any real or perceived vested interest that relate to this presentation.



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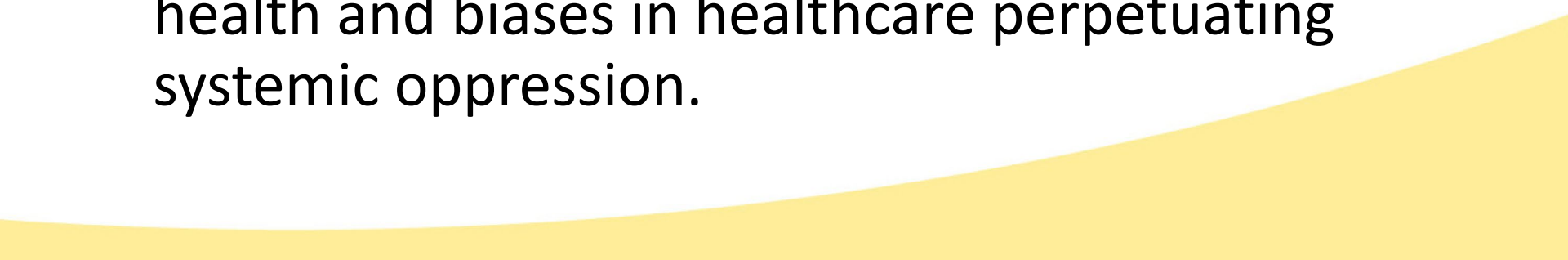
Learning Objectives

1. Identify the role of professional identity in promoting equity and social justice.
 2. Explain teaching strategies used to encourage use of mindfulness techniques and explore systemic oppression.
 3. Describe the importance of building community among nursing students
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Professionalism in Practice

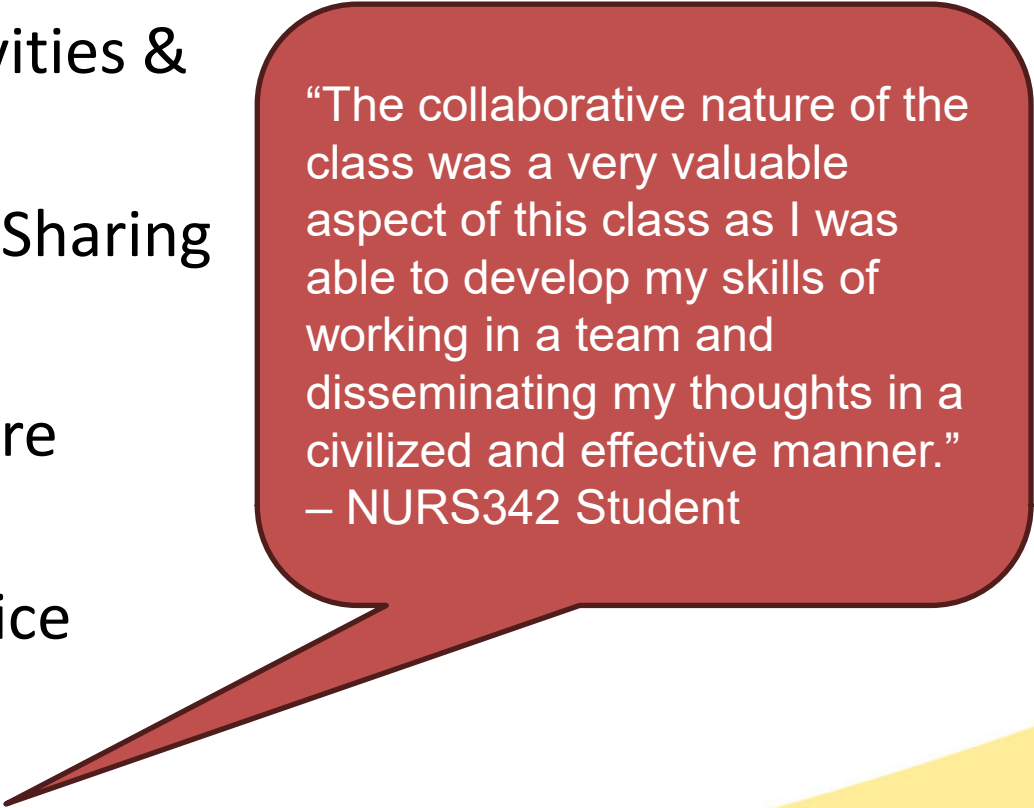
- Incorporating current trends in professional nursing, including professional identity development
- Building resilience to support mindful, intentional interactions
- Cultivating a restorative community to support student growth and conflict resolution
- Developing self-awareness through reflective practice

Promoting Equity & Social Justice

- Teaching professional comportment.
 - Explaining the nurse's role in impacting social change.
 - Preparing students to enter a diverse workforce and to care for diverse and vulnerable populations.
 - Integrating knowledge of social determinants of health and biases in healthcare perpetuating systemic oppression.
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Teaching Methods

- Group Application Activities & Collaborative Quizzes
- Student Reflection and Sharing
- Resilience Tools
- Henrietta Lacks Signature Assignment
- Restorative Circle Practice



“The collaborative nature of the class was a very valuable aspect of this class as I was able to develop my skills of working in a team and disseminating my thoughts in a civilized and effective manner.”
– NURS342 Student

Student Feedback

- “[The professor] creates a sense of community in her class that helps me to be involved. She helped students maintain focus by all her activities that she incorporated in her class.”
- “I would recommend that the course start with (instead of end with) a restorative justice circle because I bonded so much with my classmates right at the end of the course.”
- “Another thing that contributed the most to my learning is the motivation and support I am getting from [the instructor] such as the note, stickers, letters she gave us. Having that support from a professor makes me feel confident to believe in myself especially during the times I doubt my capabilities.”
- “I wish we had more circle discussions in this course.”

Community Building Circle

- Facilitators formally trained in restorative practices
- Used the 5 Cs of Community Building practice: Convene, Connect, Concern, Collaboration, and Close.
- Discussions related to transition to discuss racism and social justice, inequities in health care, challenges to resilience in nursing, and transition to nursing school

Increased Connection & Belonging

- Developed community agreements to create brave space, which increases comfort to share
- Observed student willingness to be vulnerable with one another, which facilitated connection
- Noted students communicating and relating to peers with enhanced self-awareness.
- Received feedback of students reporting an increased sense of belonging.

Step into a Discomfort

Let's Co-Create a Brave Space

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