

The Anatomy of a Laboratory Professional

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Session Purpose and Learning Objectives

- Purpose: This session will introduce concepts of professional identity, ranging from self-perception to self-actualization, opportunities for growth and development, and engagement for interprofessional collaboration.
- At the conclusion of the presentation, participants will:
 - Explain the attributes of a laboratory professional
 - Collaborate with other health care professions to provide optimal patient care
 - Evaluate your professional development and self-actualization

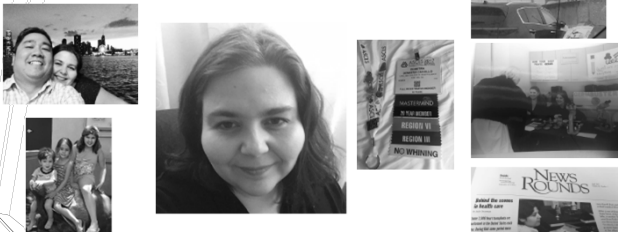
Personality

- The quality or state of being a person
- The condition or fact of relating to a particular person
- The complex of characteristics that distinguishes an individual or a nation or group
- The totality of an individual's behavioral and emotional characteristics
- Distinction or excellence of personal and social traits; a person having such quality

Six perspectives of personality

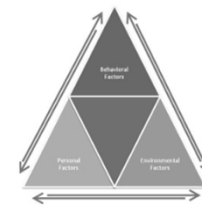
- Psychoanalytic – unconscious motivations; S. Freud
- Behavioral – intentional/unintentional shaping; J. Piaget
- Humanistic – inner capacity for growth; A. Maslow
- Trait – specific dimensions of personality; H. J. Eysenck
- Social-Cognitive – adds interaction and cognition to behavior theory; A. Bandura
- Biological – body types, twin studies, genetics, evolution, temperament, etc.,...

What is professional identity?

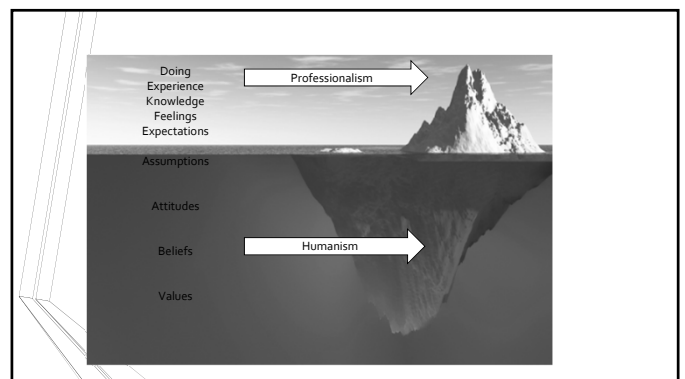
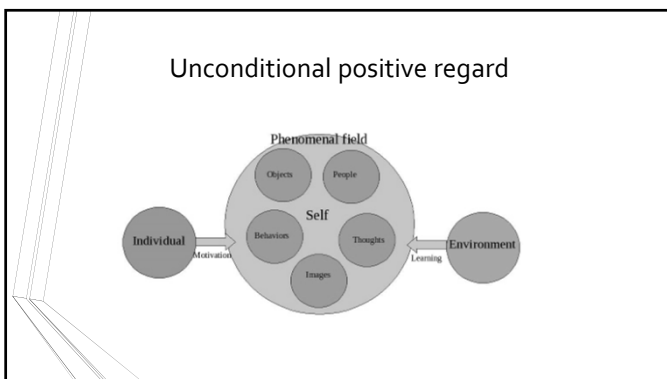


Social Cognitive Theory

Bandura's Triadic Reciprocal Determinism



<https://wikispaces.psu.edu/display/PSYCH284/7.+Self+Efficacy+and+Social+Cognitive+Theories>



Who are we?

- 1.1. Perform, develop, evaluate, correlate, and assure accuracy and validity of laboratory information
- 1.2. Direct and supervise clinical laboratory resources and operations
- 1.3. Collaborate in the diagnosis and treatment of patients
- 1.4. Possess diverse and multi-level functions in the areas of analysis and clinical decision-making, information management, regulatory compliance, education, and quality assurance/performance improvement wherever laboratory testing is researched, developed, or performed
- 1.5. Possess skills for financial operations, marketing, and human resource management of the clinical laboratory
- 1.6. Practice independently and collaboratively
- 1.7. Have requisite knowledge and skills to educate laboratory professionals, other health care professionals, and others in laboratory practice as well as the public
- 1.8. Possess ability to relate to people, a capacity for calm and reasoned judgment, and a demonstration of commitment to the patient
- 1.9. Possess communications skills that extend to consultation with members of the healthcare team, external relations, customer service, and patient education
- 1.10. Demonstrate ethical and moral attitudes and principles that are necessary for gaining and maintaining the confidence of patients, professional associates, and the community

**Preamble Standards of Accredited Educational Programs for the Clinical Laboratory Scientist/Medical Technologist, National Accrediting Agency for Clinical Laboratory Sciences, 2001.*

Who are we?

- At entry level, the medical laboratory scientist will have the following basic knowledge and skills in:
 - A. Application of safety and governmental regulations and standards as applied to clinical laboratory science
 - B. Principles and practices of professional conduct and the significance of continuing professional development;
 - C. Communications sufficient to serve the needs of patients, the public and members of the health care team;
 - D. Principles and practices of administration and supervision as applied to clinical laboratory science;
 - E. Educational methodologies and terminology sufficient to train/educate users and providers of laboratory services;
 - F. Principles and practices of clinical study design, implementation and dissemination of results.

Current NAACLS Standards

How does ASCLS fit into our professional identity?

- **ASCLS Mission:**
 - The mission of ASCLS is to make a positive impact in health care through leadership that will assure excellence in the practice of laboratory medicine.
- **ASCLS Believes:**
 - Quality laboratory service is essential to quality health care.
 - Everyone deserves access to safe, effective, efficient, equitable, and patient-centered healthcare, and
 - Advancing the laboratory profession advances health care.
- **ASCLS Core Values:**
 - Defining the characteristics of competent personnel within the profession and providing professional development opportunities so that practitioners can maintain competency are essential roles of a professional association.
 - Enabling laboratory professionals to function at their highest level of competence will contribute to cost effective health care.
 - Promoting diversity supports the delivery of quality laboratory service.
 - Taking a leadership role in standard and policy setting is a core professional responsibility.
 - Advocating for quality within the laboratory is essential to the assurance of quality health care delivery.

ASCLS is an inclusive, culturally relevant community of people acknowledging their differences and unique characteristics; it is an organization where all persons can engage and participate in a meaningful way empowering everyone to grow and learn.

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The Construction of Professional Identity

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Juggling multiple roles

- **Intersection:**
 - "I am a medical laboratory scientist who is also an educator"
- **Dominance:**
 - "I am a medical laboratory scientist who is also a specialist in hematology, but being a medical laboratory scientist is more important"
- **Compartmentalization:**
 - "I am a medical laboratory scientist and sometimes I speak at ASCLS meetings"
- **Holism:**
 - "I am a medical laboratory scientist who has worked in hospital, reference, and research laboratories. Their experiences were very diverse and helped me achieve my goal to be a laboratory director for a national toxicology laboratory."
- **Augmentation:**
 - "I am a medical laboratory scientist who also joined ASCLS as a student and continued to support the organization. ASCLS helped me hone my professional abilities, helped me network with other professionals, and made me who I am today"

Table 1.1 Summary of professional identity structures

	Intersection	Dominance	Compartmentalization	Holism	Augmentation
Description	Individuals define themselves in the intersection of two professional identities	Individuals define themselves in the primary professional identity to which all others are subordinate	Individuals define themselves in the professional identity that identifies each professional at different points in their career	Individuals define themselves with multiple professional identities that are compartmentalized and combined in a professional identity that is context or situation-specific	Individuals define themselves with multiple professional identities that are compartmentalized and combined in a professional identity that is context or situation-specific
Level of complexity	Lowest	Low	Medium	High	Highest
Coherence	No	No	No	Yes	Yes
Integration	Integrated	Distinct	Distinct and separate	Integrated	Distinct and compartmentalized
Reference group	Individuals who are specific to the role (e.g., all male medical laboratory scientists)	Individuals in the profession (e.g., all laboratory scientists)	Individuals who are in the identity group that is relevant to the role (e.g., laboratory scientists who work in the reference laboratory)	Individuals who occupy the general category (e.g., all laboratory scientists)	Individuals who occupy any of the multiple professional identities (e.g., all laboratory scientists)

Tools to improve our self-identity and self-efficacy

- Engage in self-reflection:
 - Does what I am currently engaged in provide meaning for me?
 - Do I enjoy what I am currently doing?
- Engage in socialization:
 - "A longer, more intense socialization period has been shown to reinforce a stronger professional identity" (Huang, B. (2012). Development of professional identity in Black clinical psychology students. *Professional Psychology Research and Practice*, 18, 18-19.
 - Divestiture tactics – "stripping away an old identity to create a new" (Van Maanen, J. and Bailey, S.R. (2014). *Occupational communities: A case of identity negotiation*. Research in Organizational Behavior, 35, 29-50.
- Engage in multiple roles
 - The highest form of engagement is most often seen in people who juggle multiple roles and who find congruency in those roles.

So how does this help us with other health professions?



Medical Students



Attributes of Professional Behavior

These Attributes of Professional Behavior describe behaviors that medical students are expected to develop during the course of their education, both in the classroom and in the community in which the educational mission operates. This document serves to promulgate these attributes to faculty, residents, students, staff and community perceptions of the University of Arizona as explicit recognition of the shared responsibility for creating an appropriate environment for learning these attributes of professional behavior.

Nursing students

International Journal of Nursing Sciences 4 (2017) 152–157

Contents lists available at ScienceDirect

International Journal of Nursing Sciences

journal homepage: <http://www.elsevier.com/locate/international-journal-of-nursing-sciences/2352-0132>

The status of professional identity and professional self-efficacy of nursing students in China and how the medical documentaries affect them: A quasi-randomized controlled trial



Pharmacy students

Research in Social and Administrative Pharmacy 14 (2018) 200–204

Contents lists available at ScienceDirect

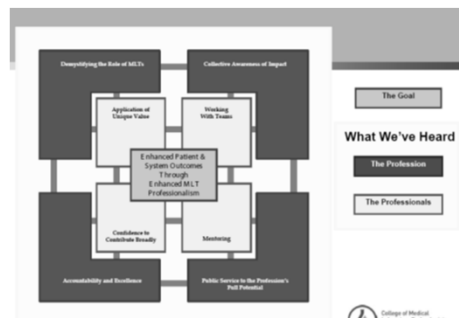
Research in Social and Administrative Pharmacy

journal homepage: www.rsap.org

Professional identity development: Learning and journeying together

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 **Feature**

Advancing Interprofessional Care and Learning:
**Seizing the opportunity as
Medical Laboratory Technologists**



**Be Kind to one another and
remember the great philosophers**

- Plato: To Do is to Be.
- Aristotle: To Be is to Do.
- Sinatra: Do Be Do Be Do!

Thank you!

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