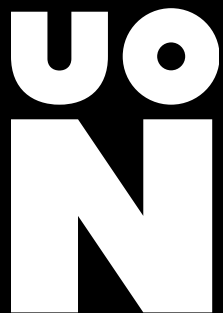


“The interconnectivity of tools for analysis:  
combining textual and visual data to construct a  
substantive theory of professional identity of adult  
nursing”

Jacqueline Ridge, Senior Lecturer/Part-time PhD student, Adult Nursing.  
University of Northampton.

Professor Jacqueline Parkes, Applied Mental Health. University of Northampton.

Professor Judith Sixsmith, Public Health, Improvement and Implementation.  
University of Northampton.



nurse<sup>1</sup> ? nɜːs/



# nurse<sup>1</sup> ? nə:s/

([https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=nurse&\\*](https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=nurse&*))

**NURSING:**  
Doctors save lives. Nurses save doctors and lives.  
Oh, except that one nurse on the 8th floor that everyone knows sucks really bad.  
Oh, you must work in a hospital too.  
Original crude med-student humor from: The Happy Hospitalist Blog

**HEV'G**  
EXPOSE YO TO RARE, E- EXCITING NEW  
Brought to you by: www.lifest



I work weekends & holidays, I get screamed at & have my hands in other peoples orifices. Tell me again how hard you work?



**Being a Nurse isn't about grades, it's about who we are.**

No book can teach you how to be a patient.  
No class can teach you how to be a family that their parents are dying.  
No professor can teach you how to be a nurse with dignity in a hospital.



**FREE knitting pattern card**  
**YOU'RE NOT TOO POSH TO WASH A PATIENT**  
Girl, 3, dies as buggy blows into road



**A nurse pills or c being ab when th weakest**

*"You think Mondays as bad? Try working weekends, holidays and 12 hour nights!"*



"Yesterday you said your shift was boring. Well, today will be a little different."



"They may forget your name, but they will never forget how you made them feel."  
- Maya Angelou



**NURSE,**  
YOU KNOW THAT EVERY DAY YOU WILL TOUCH A LIFE OR A LIFE WILL TOUCH YOURS



**NURSES SAVE LIVES**



# Background:

## Professional socialisation problematic

- Idealised expectation (Traynor, 2013)
- Moral activity 'nice girls nurse' (Bradford 2001); Gift of nursing (Goldman, 2016)
- Discipline in own right 'critical thinkers v. knowledgeable doers' (Macleod Clark et al 1997); Dissonance between theory and practice perpetuates (Melia 1987; Foster, 2014; Traynor and Buus, 2016; Cummings 2017)
- Undervalued, marginalised workforce, need to 'action nursing' (Goldman, 2015)



# Background continued:

## Development of professional identity

- Sense of self disabled, catalyst being need to 'fit in' (Becker *et al*, 1961)
- Generic role profile lacks distinctiveness as diverse roles and responsibilities remain unrecognised (Ten Hoeve *et al*, 2013)
- Uncertainty, confusion and misrepresentation of professional identity perpetuates (Ritchie, 2011)
- Nursing voice unheard...



# Aim:

To share insights of the construction and sustainability of professional identity of adult nursing

# Methods:

- Constructivist Grounded Theory approach
- 10 female pre-registration adult nursing students recruited using convenience sampling
- Ethics approval from the University of Northampton with data collected on 3 occasions with each participant (May 2012- Dec 2013)

# Methods continued:

- Semi-structured interviews informed by photo elicitation using participant-selected imagery “interviewing with images” (Pink, 2007)
- Insider emic less well understood, photographic interviewing ‘inviting, co-creating and making of knowledge’ (Pink 2013)
- Opportunity to get closer to the participant's construction of self, with multi-layered representations informing understanding of reality through collaboration (Harper 2002; Charmaz 2006)

# Analysis

- Interconnectivity of data tools to open up and draw out meaning of professional identity and it's construction
- Konecki (2009) 'combination of visual data research and GT analysis involves the use of visual data as the main source of empirical materials ...to generate categories describing actions and interactions' using 'slices of data' (Glaser & Strauss 1967)
- Analysis of transcribed and visual data using constant comparison approach, memo writing, thematic sensitivity to generate categories (Charmaz, 2014)





“

**Verbatim transcript:** ‘...felt like I didn’t quite fit in...not quite fitting in...they had their team, they ran like clockwork... I felt a bit of a hindrance and not sure...where my place was’ (P3, interview 1)

**Visual analysis:**

First impressions: ‘Childhood Game’

Context: Placement orientation and identity

Interpretation: Maladaptation

Caption: ‘Enforced fit?’

**Memo writing:** ‘Are we looking for a perfect fit for nursing? Round peg, round hole, is there such a person? If so, what are we doing to our future selves? Virtuous or vicious circle? Force implies expectation to change through bullying’.

**Code:** Acculturation theories.

”

Example of VGT: P3: picture 3 “Square Peg, Round Hole”



# Findings:

## Methodological fit:

- Route to the participants construction of self (Okely cited in Pink 2013)
- Enabled voice to be heard

## For participant:

- Unused to sharing views
- Participant engagement with co-collaboration
- Dedication to the process
- Construction of self
- Clinical supervision

## As researcher:

- Data that is 'underrepresented, or which are unprescribable, unpredictable and unrepresentative' (Horton 2001)
- 'Realism of Gaze' (Clarke 2005)
- Value of 'intimate familiarity' (Konecki 2009)

***"I sort of didn't just flick off the internet and get a few off. I picked on pictures that were in my mind, head, I wanted, about how I saw a nurse..." (P1:Int1)***

# Discussion:

- Redresses power dynamics
- Opens up discussion through 'showing' imagery (Pink 2013)
- Greater depth of immersion through sensory dimension (Oakley 1994)
- Researcher Positionality 'research cannot be disembodied' (Sikes and Goodson's 2003, pg. 32)
- Photographic collection
- Enhancing reflexivity & theoretical sensitivity (Hunter et al, 2011)



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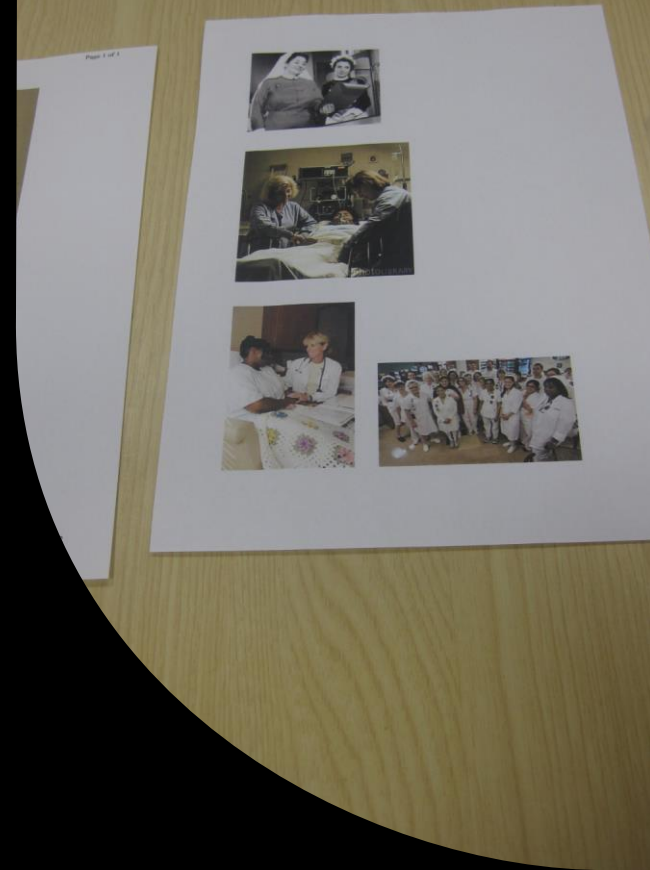
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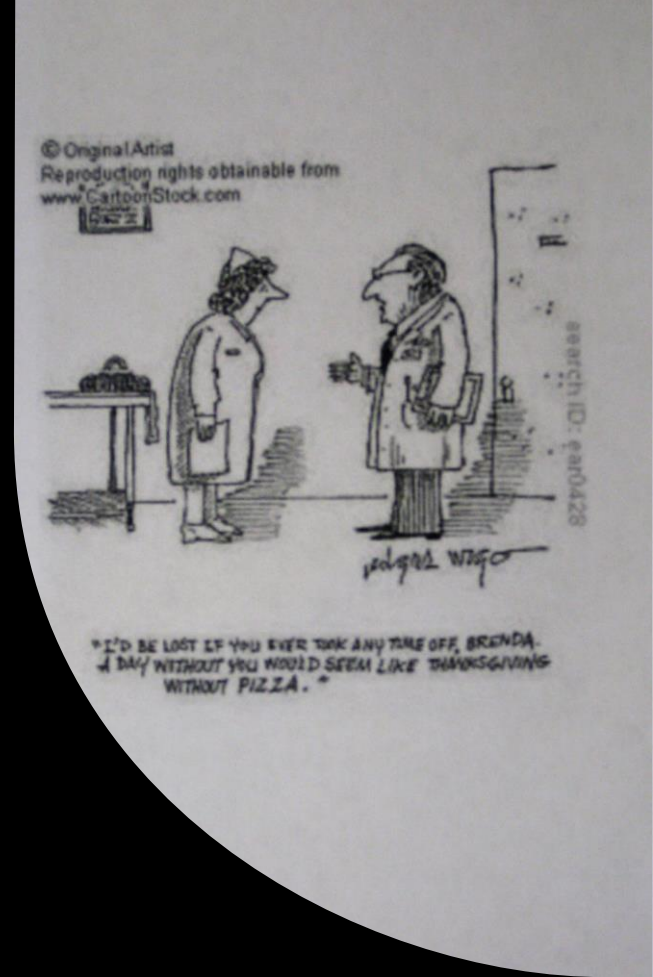
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# Conclusions:

- Interconnectivity of tools for data collection and analysis enhances trustworthiness
- Reciprocity of participant and researcher relationship
- Co-construction of professional identity
- Insight into marginalised workforce
- Voice heard, vision seen, now what?





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