



# Shared Professional Values: Universe(al) Expectations and Behaviors in Action

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# Conflicts of Interest

- Kimberly S. Peer
  - Published with Slack and Human Kinetics
  - PRAT SPV Workgroup
- Gretchen A. Schlabach
  - Published with Slack
  - Chair – PRAT

# Objectives

Participants will be able to:

1. Understand and integrate shared professional values while practicing in all settings;
2. Evaluate the behaviors related to each shared professional value and create authentic applications of these behaviors as reflected in their athletic training practice;
3. Synthesize the constructs of shared professional values, moral reasoning, and professional identity through case deliberation and analysis; and,
4. Develop a rich sense of ownership in developing an athletic training professional identity guided by the shared professional values and moral reasoning steps.

# Importance of Shared Professional Values

(Schlabach & Peer, NATA 2022)

Shared professional values (PV) are central to health care professions and implicit in critical documents from the Board of Certification, Commission on Accreditation of Athletic Training, and most recently, National Athletic Trainers' Association (NATA) Code of Ethics.

The NATA Professional Responsibility in Athletic Training (PRAT) Committee identified members' shared PV to help them adhere to legal, ethical, regulatory, and professional standards (LERPS) to guide good/right (G/R) responsible conduct. Shared PV facilitates values orientation for evolving practice situations, easily channeling G/R responsible conduct.



## Chosen by the Professional

- ❖ These Values are shown to guide behaviors, influence attitudes and beliefs and provide a meaningful direction for professional conduct.
- ❖ Ultimately, shared PVs, in conjunction with codes of ethics and other foundational pillars for professionalism, will shape our professional identity as athletic trainers.
- ❖ Collectively, these values will truly authenticate what it means to BE an athletic trainer

Adapted from Schlabach & Peer, NATA 2022

### Athletic Training's Shared Professional Values

Established from research conducted by the **NATA Professional Responsibility in Athletic Training Committee** in 2020, the following are the five shared professional values of athletic training.



***Caring & Compassion*** is an intense concern and desire to help improve the welfare of another.

Sample behaviors include:

- 1) Listening for understanding and a readiness to help.
- 2) Focusing on achieving the greatest well-being and the highest potential for others.
- 3) Spending the time needed to provide quality care.



***Integrity*** is a commitment that is internally motivated by an unyielding desire to do what is honest and right.

Sample behaviors include:

- 1) Providing truthful, accurate and relevant information.
- 2) Abiding by the rules, regulations, laws and standards of the profession.
- 3) Using applicable professional standards and established policies and procedures when taking action or making decisions.



***Respect*** is the act of imparting genuine and unconditional appreciation and value for all persons.

Sample behaviors include:

- 1) Engaging in active listening when communicating with others.
- 2) Acknowledging and expressing concern for others and their well-being.
- 3) Acting in light of the belief that the person has value.



***Competence*** is the ability to perform a task effectively with desirable outcomes.

Sample behaviors include:

- 1) Thinking critically, demonstrating ethical sensitivity, committing to evidence-based practice, delivering quality skills and effective collaboration.
- 2) Making sound decisions while demonstrating integrity.
- 3) Ongoing continuous quality assessment and improvement.



***Accountability*** is a willingness to be responsible for and answerable to one's own actions.

Sample behaviors include:

- 1) Acknowledging and accepting the consequences of one's own actions.
- 2) Adhering to laws, codes, practice acts and standards that govern professional practice.
- 3) Assuming responsibility for learning and change.

# Decision-Making and Adherence to Professional Practice Standards

Schlabach & Peer, NATA 2022

- Two Dominating Orientations

- **Values Orientation**

- Acquisition and internalization of values to regulate conduct

- **Compliance Orientation**

- Deliberate analysis of rules of professional practice to regulate conduct



# Comparison of VO and CO

Schlabach & Peer, NATA 2022

	Values Orientation	Compliance Orientation
Type of Thinking	Intuitive	Reasoning
Process Speed	Rapid	Slow
Norms	Values	Rules
Behavior Motivation	Ought to (aspire)	Must (required)
Accountability	Horizontal (mutual)	Vertical (top down)
Behavior	Values-Driven	Rules-Driven
Violation Consequences	Self-Correction	Peer Adjudication/Penalty
Outcomes	Commitment	Order Stability
Overarching Goal	Good/Right Responsible Conduct	Good/Right Responsible Conduct

# Connected to Guide Decision-Making...

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Legal - Laws

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Ethical - Codes of Ethics and Standards of Professional Practice

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Regulatory - Scope of Practice, State Statutes

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Professional - Social Contract and Professional Identity







# Professionalism: Making the Connections

Professionalism, originally described as character traits, i.e., moral values and ethics and later conveyed in professional behaviors, is still evolving.

Recently, healthcare professions explored professional identity formation as an extension of professionalism.

Professional identity formation develops PV, actions and aspirations.

The newly pronounced NATA shared PV not only serve to guide G/R responsible conduct, but also to advance professionalism and professional formation in athletic training.

(Adapted from Peer & Peterson, SLC 2022)

# PV's: Shaping the Professional Identity

(Schlabach & Peer, NATA 2022)

“Professional identity formation – the development of professional values, actions and aspirations – should be the backbone of medical education.” Carnegie Foundation’s 2010

As athletic training continues to evolve in unique settings with unique populations, shared PV will serve to unite us as one professional body across practice settings, ages, sex, gender identities, districts, years of experience, ethnicity, and other demographic features.

Given shared PV imparts a distinctive professional identity, it encourages a strong sense of belonging and commitment.

# Professionalism in Action...Case Analysis



Think about potential solutions to the ethical dilemma presented;



Select a primary resolution strategy;



Identify the SPV's and behaviors of the Sports Medicine Professional in the action you chose.



Discuss how this reflects on our professional identity as athletic trainers



We will chat amongst those around you and debrief as a whole.



# CASE ONE: Boundaries or Sacrifices?



Think about potential solutions to the ethical dilemma presented;



Select a primary resolution strategy;



Identify the SPV's and behaviors of the Sports Medicine Professional in the action you chose.



Discuss how this reflects on our professional identity as athletic trainers



We will chat amongst those around you and debrief as a whole.

- As an athletic trainer, you are often asked to adjust your schedule to accommodate practice schedules. A last-minute practice change has occurred that conflicts with a major life event in your family. You are the only athletic trainer at this high school and you were given less than 24 hour notice of the change. How do you reconcile this conflict?



# CASE TWO: OBLIGATION TO REPORT

- As an athletic trainer, you work as a team in a clinic setting. At lunch, your colleague consistently makes disparaging comments about patients. These comments are not related to the clinical outcomes or treatment rather personal judgments on the patient. No one else except the clinical team can hear these comments and they are anecdotal at best.



Think about potential solutions to the ethical dilemma presented;



Select a primary resolution strategy;



Identify the SPV's and behaviors of the Sports Medicine Professional in the action you chose.



Discuss how this reflects on our professional identity as athletic trainers



We will chat amongst those around you and debrief as a whole.

# CASE THREE: MONEY OR TIME?



Think about potential solutions to the ethical dilemma presented;



Select a primary resolution strategy;



Identify the SPV's and behaviors of the Sports Medicine Professional in the action you chose.



Discuss how this reflects on our professional identity as athletic trainers



We will chat amongst those around you and debrief as a whole.

A sports medicine professional is employed at a local rehabilitation clinic. Efficient and competent care is expected to facilitate the business growth plan and is tracked closely for bonuses. Following therapeutic care, the professional is asked by the patient who is very anxious with many questions about his long-term prognosis and return to baseball. The professional is conflicted by meeting the company goals and spending more time with the patient.



Athletic Training's Shared Professional Values Infographics Handout: [https://www.nata.org/sites/default/files/prat\\_5infographichandout-final.pdf](https://www.nata.org/sites/default/files/prat_5infographichandout-final.pdf)

Image Credit: Created by Marisa Colston, PhD, ATC





Thinking, Being & Doing:

Understanding Your  
Professional Identity



How did commitment and belonging contribute to each case?

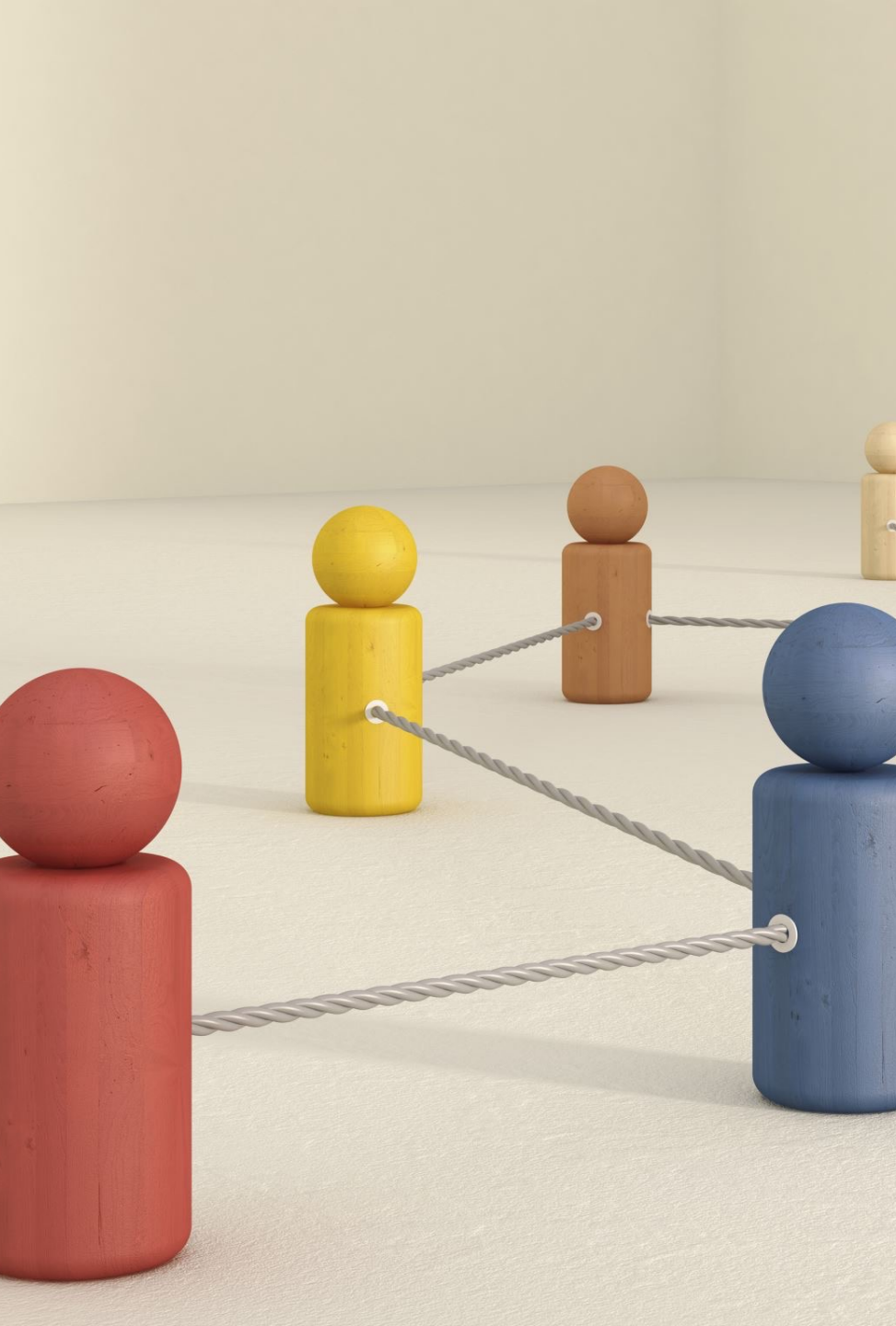
Case One: Boundaries

Case Two: Obligation to Report

Case Three: Money or Time?

# So how do we integrate these constructs into our teaching and our clinical practice?

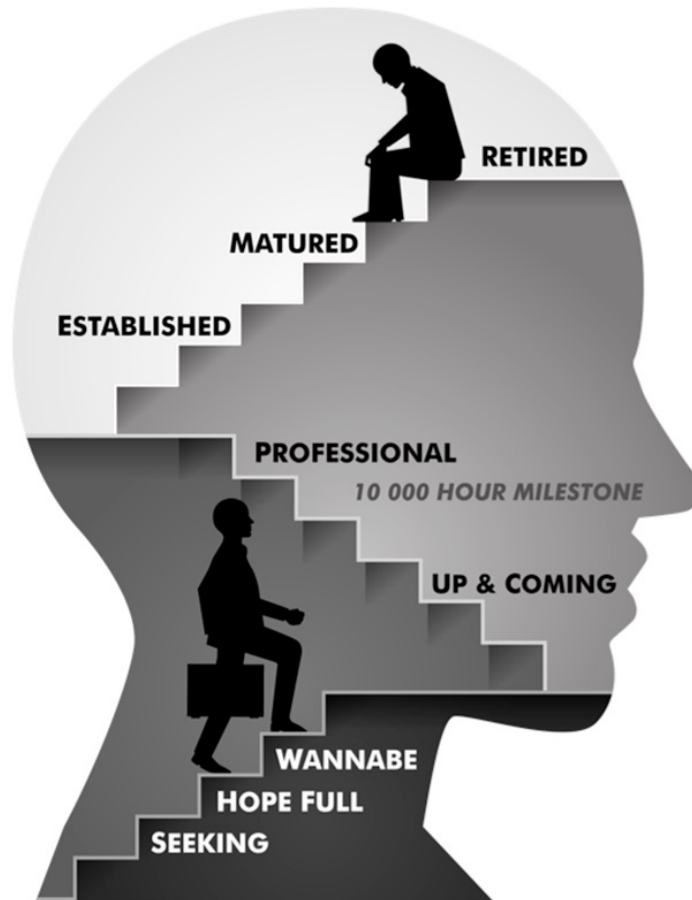




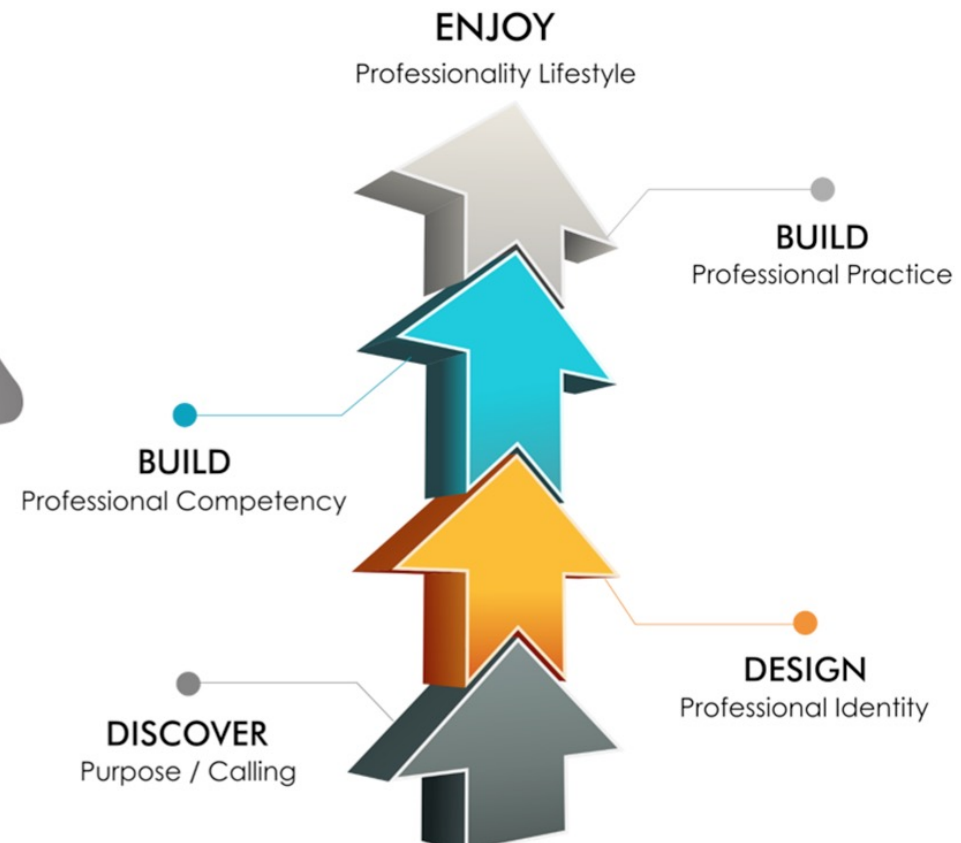
# Professional Identity Formation

- Framed within context of social identity
- Systematic way of evaluating, identifying and organizing the perception of self (Erikson, 1968)
- Relates to how people compare and differentiate themselves from other professional groups
- Helps gain a realistic view of the profession
- Exploring alternatives and committing to some choices and goals

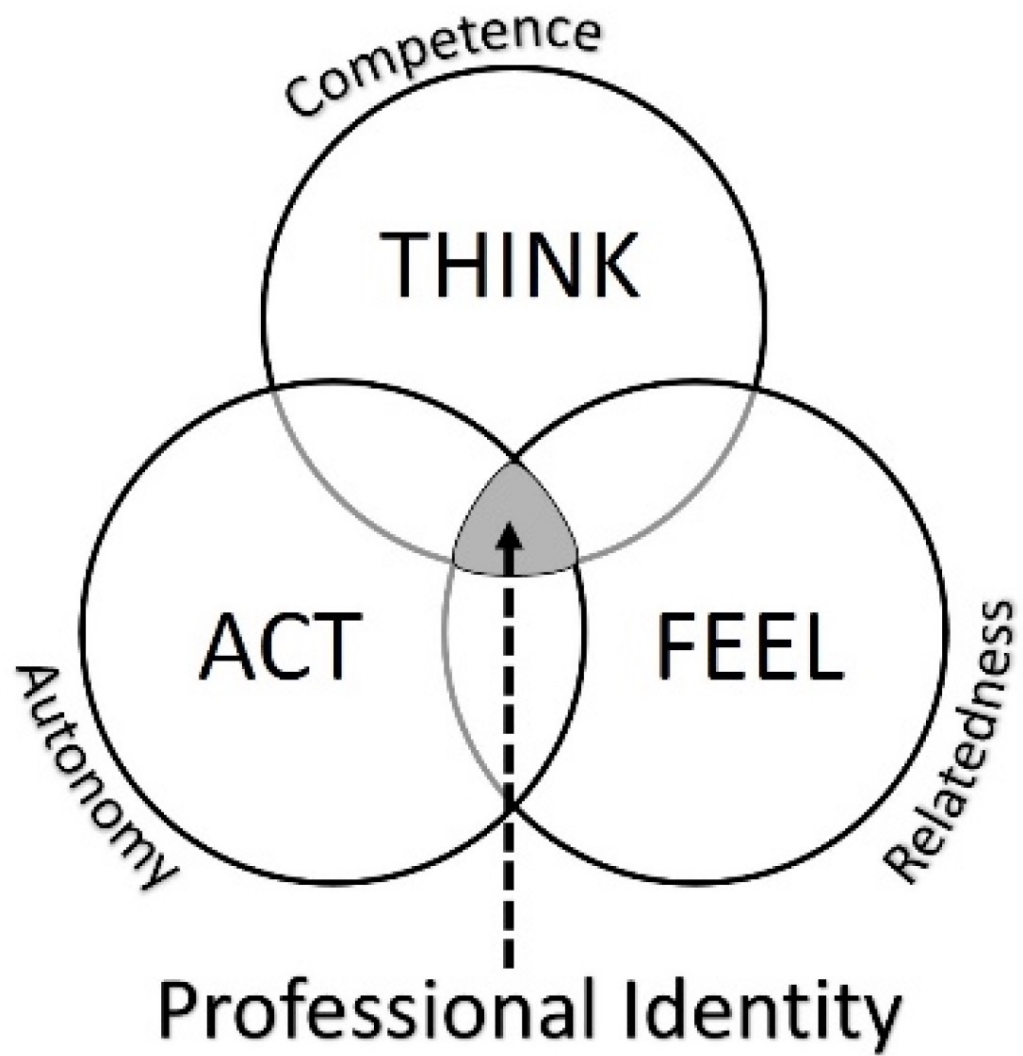
# Journey of Becoming



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## PROFESSIONAL IDENTITY

*\* Beijnaard, Meijer & Verloop (2004)*

*\* Trede, Macklin & Bridges (2012)*

**How do you develop one?**

Personal history  
 Events and emotions that inspire you  
 Competency profile  
 Personality characteristics  
 Emotional response to situations  
 Personal beliefs

DESIGN



# Positioning theory

How encounters define professional identity

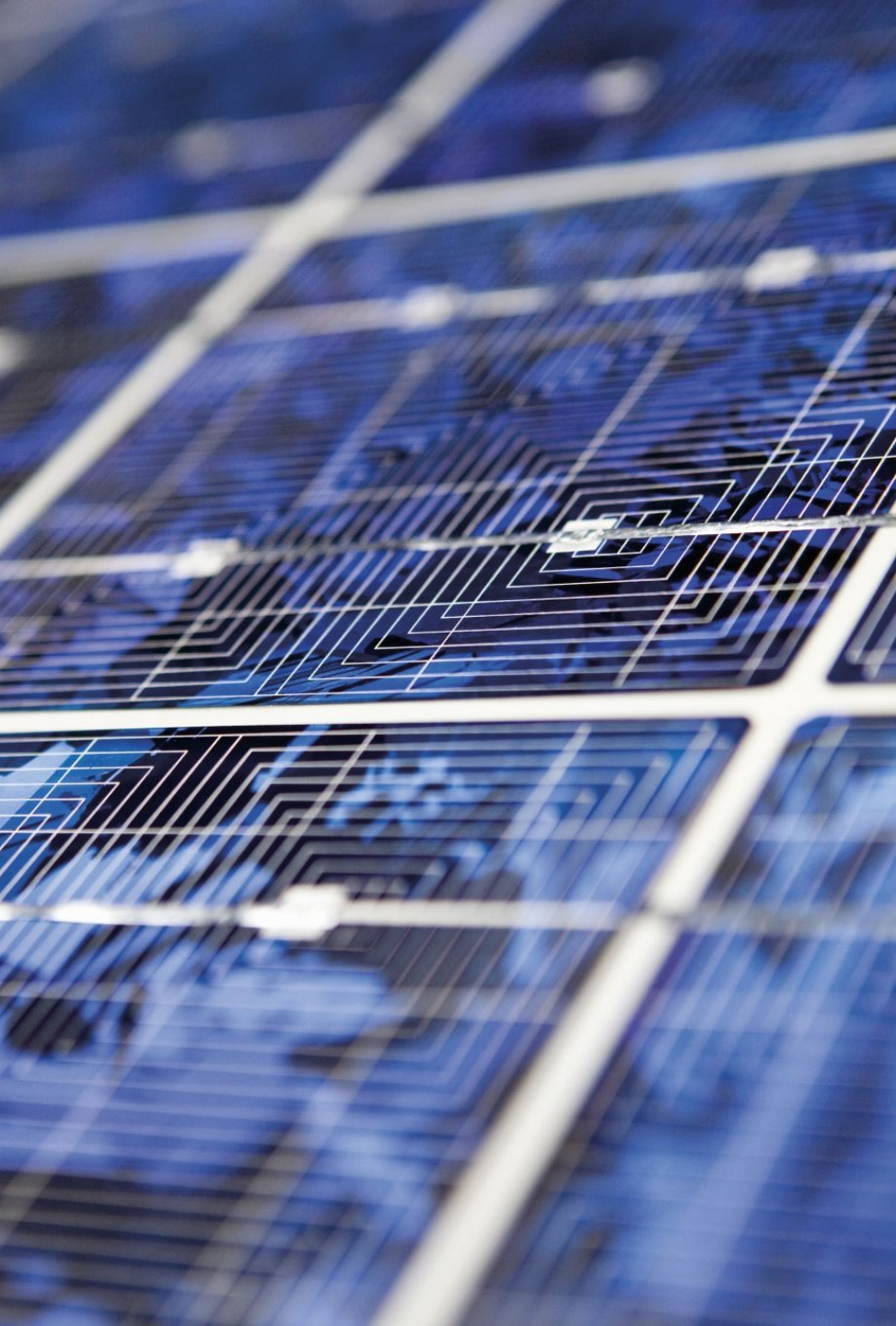
Conversational and introspective elements to develop ; Anchored in beliefs

Meaningfulness: Admissible social acts; pattern of distribution of social rights and duties; Storylines (real or perceived)

Four quadrants: Public, Collective, Private, Individual space

Forced positioning (Socialization to Role and SELF as PRODUCT;  
Transformation through self positioning and self as process)





# Think About how this happens?

Athletic Trainers are active participants in the formation of their professional identity (Niemi, 1997).

Athletic Trainers develop a range of beliefs and attitudes about the professions for which they are preparing themselves.

They develop an understanding about the boundaries of their profession, and the ways in which they may interact with others. (Adams *et al.*, 2006; Lingard *et al.*, 2002).



# Challenges TO Professional Identity

- When confronted by contradictory and ambiguous situations and experiences, individuals engage in self-reflection and questioning of the personal view; identity is reshaped as a result (Niemi, 1997).
- Professional identity is constructed through discourse between individuals, and identities are continually being constructed and altered (Bleakley, 2004).



What  
Professional  
Identity do we  
reflect in real-  
life situations?

Examples from  
the Field.

*“**Identity matters...**Who we are, and who we are seen to be, underlies much of what we do in medical education.*

*Identity is rooted in **language and interaction** and, although we conceptualize identities, they are not fixed or static.*

*Identities are realized through the **ongoing dynamic process of identification**; it is not something that one can have or not; it is **something that one does**” (Jenkins, 2008, p.5).*



# Shared Professional Values and Professional Identity: The Intersection of the Social Contract: Summary

# Shared Professional Values (PVs)

- **They unite us!**
  - Shared professional values (PVs) are at the core of professionalism.
- **They motivate us!**
  - Inherent in the notion of professionalism is the anticipation that members aspire to express and defend shared PVs in their professional role.
- **They regulate us!**
  - As athletic trainers, the development and reflection of professionalism in our work helps to regulate and coordinate the expectations for AT professionals.
- **They are enduring!**
  - We are able to grow throughout our careers using these consistent shared PVs as our compass along the way.





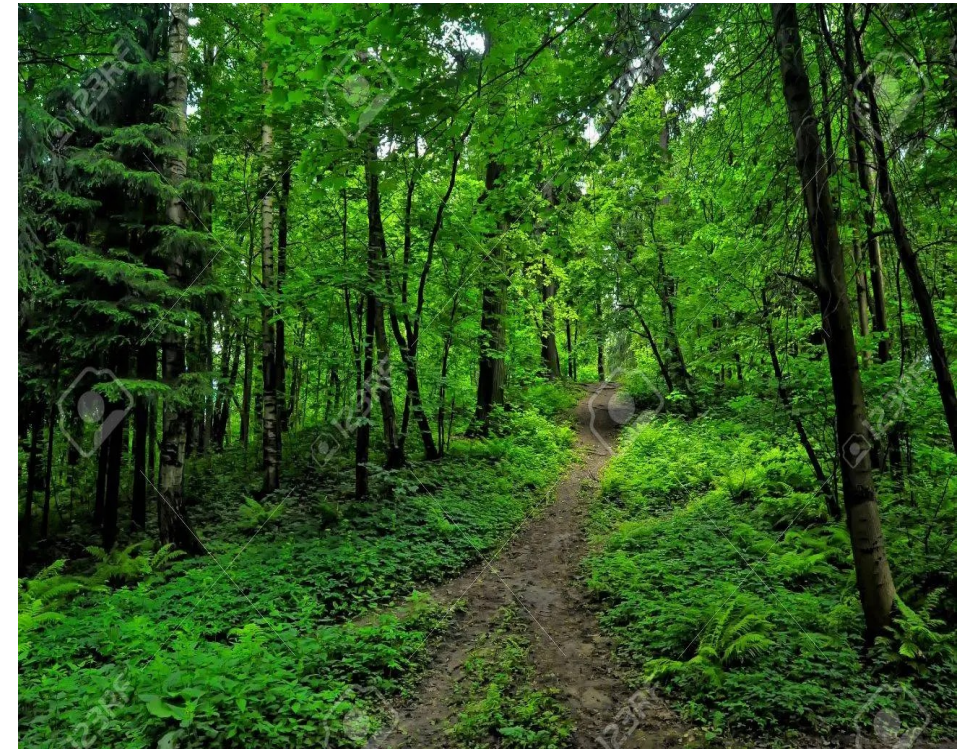
# Professional Identity

An ongoing journey

Requires integration of shared PVs and behaviors

Provides a solid foundation anchored in consistent expectations

Provides a common ground for all with whom we engage.





# Closing Remarks and Questions

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Who am I?

"We are known by what we do"

(Christiansen 2004, p122)

Professional Identity

