

Reconstructing Professional Identity in Health Professions Education

Reimagining Health Professions Education for a Thriving Future

Helena Prior Filipe, MD, MMed, FSACME, FAMEE, CPC (HC), FEACL

Western Lisbon Local Health Unit, EPE. Hospital of Egas Moniz. Consultant of Ophthalmology

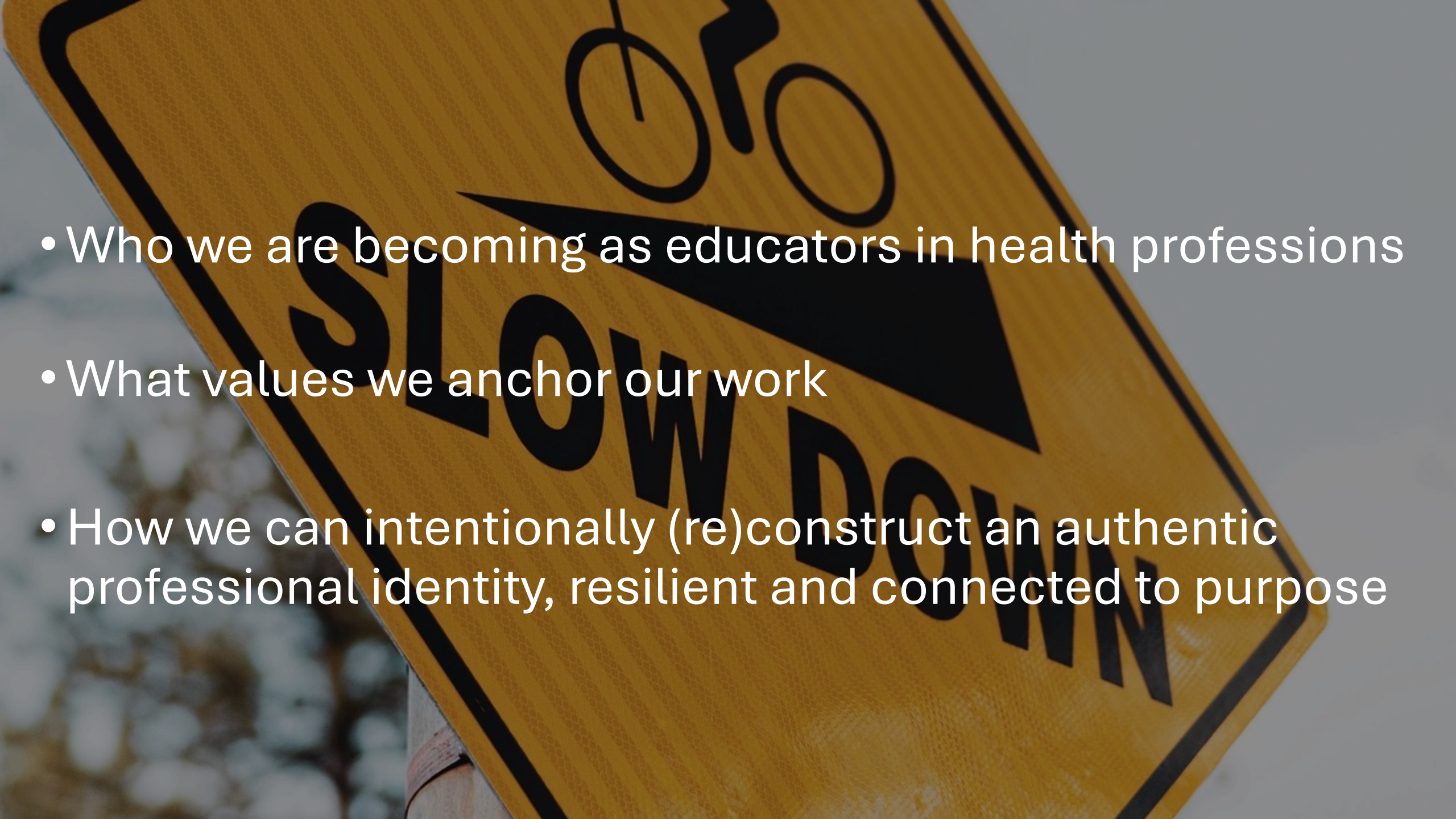
Egas Moniz Center for Interdisciplinary Research (CiEM). Assistant Researcher

PAAO. Vice President (2022-2025); Committee for Education. Coordinator

Ophthalmology Foundation. Committee for CPD and Committee for SBE. Chair

ARVO. PDEC. Chair



- 
- Who we are becoming as educators in health professions
 - What values we anchor our work
 - How we can intentionally (re)construct an authentic professional identity, resilient and connected to purpose

Agenda



Explore the **LIMINAL SPACE: clinical practice - clinical education**, as ground for transformation, and **PROFESSION IDENTITY** formation

REVIVE Osler's conceptualization to uphold the **humanistic core of medicine** into **contemporary education**

RENEW educational strategies into contemporary approaches

(visual thinking strategies, design thinking, teams' project-based learning, group mentoring, online education, microlearning and social learning)

RECONNECT with **HP educators** including remote and underserved settings through **group mentoring**, and the formation of **CoPs** as powerful ecosystems for capacity-building and mutual growth

A scenic view of a valley with a winding road, seen through an open window. The landscape is hilly and covered in green trees and vegetation. A white road winds through the valley, disappearing into the distance. The sun is low in the sky, creating a warm, golden glow over the entire scene. The window through which the view is seen has dark frames and is open on both sides.

How have we **navigated the intersection of clinical and educator identity?**

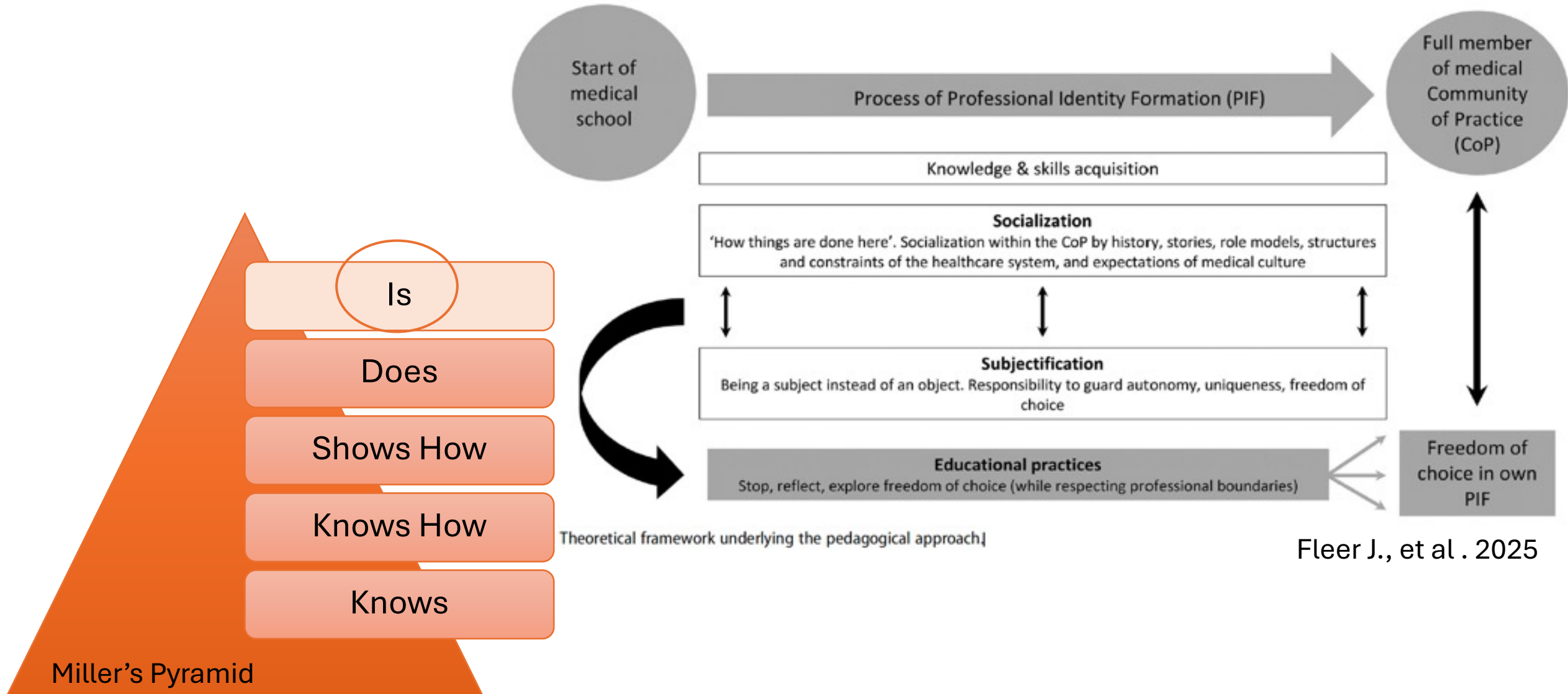
Professional Identity Formation

A dynamic developmental process by which individuals **merge** the **knowledge** and **skills** of **clinical practice** with the **values** and **behaviors** of their **personal identity**

Trevino R., Poitevien P. 2021



Professional Identity Formation



CLINICIANS become TEACHERS “ON THE JOB”

Becoming a Clinical Teacher: Identity Formation in Context

Peter Cantillon, MHPE, MSc, MRCGP, Tim Dorman, PhD, MHPE, MRCP, and Willem De Grave, PhD

Abstract

Purpose

Most clinical teachers have not been trained to teach, and faculty development for clinical teachers is undermined by poor attendance, inadequate knowledge transfer, and unsustainability. A crucial question for faculty developers to consider is how clinicians become teachers “on the job.” Such knowledge is important in the design of future workplace-based faculty development initiatives. The authors conducted a scoping review of research on the relationship between becoming a clinical teacher and the clinical environments in which those teachers work.

Method

In June 2017, using the scoping review design described by Levac et al

(2010), the authors searched 12 databases. They subjected the articles discovered to four phases of screening, using iteratively developed inclusion/exclusion criteria. They charted data from the final selection of articles and used thematic analysis to synthesize findings.

Results

Thirty-four research reports met the inclusion criteria. Most (n = 24) took an individualist stance toward identity, focusing on how teachers individually construct their teacher identity in tension with their clinician identities. Only 10 studies conceptualized clinical teacher

identity formation as a social relational phenomenon, negotiated within hierarchical social structures. Twenty-nine of the included studies made little or no use of explicit theoretical frameworks, which limited their rigor and transferability.

Conclusions

Clinicians reconciled their identities as teachers with their identities as clinicians by juggling the two, finding mutuality between them, or forging merged identities that minimized tensions between educational and clinical roles. They did so in hierarchical social settings where patient care and research were prioritized above teaching.

They **reconcile** their **identities as teachers** with their **identities as clinicians** by

- **Juggling** the two
- **Finding mutuality** between them
- Forging **merged identities** - minimize tensions between educational and clinical roles



Liminality and

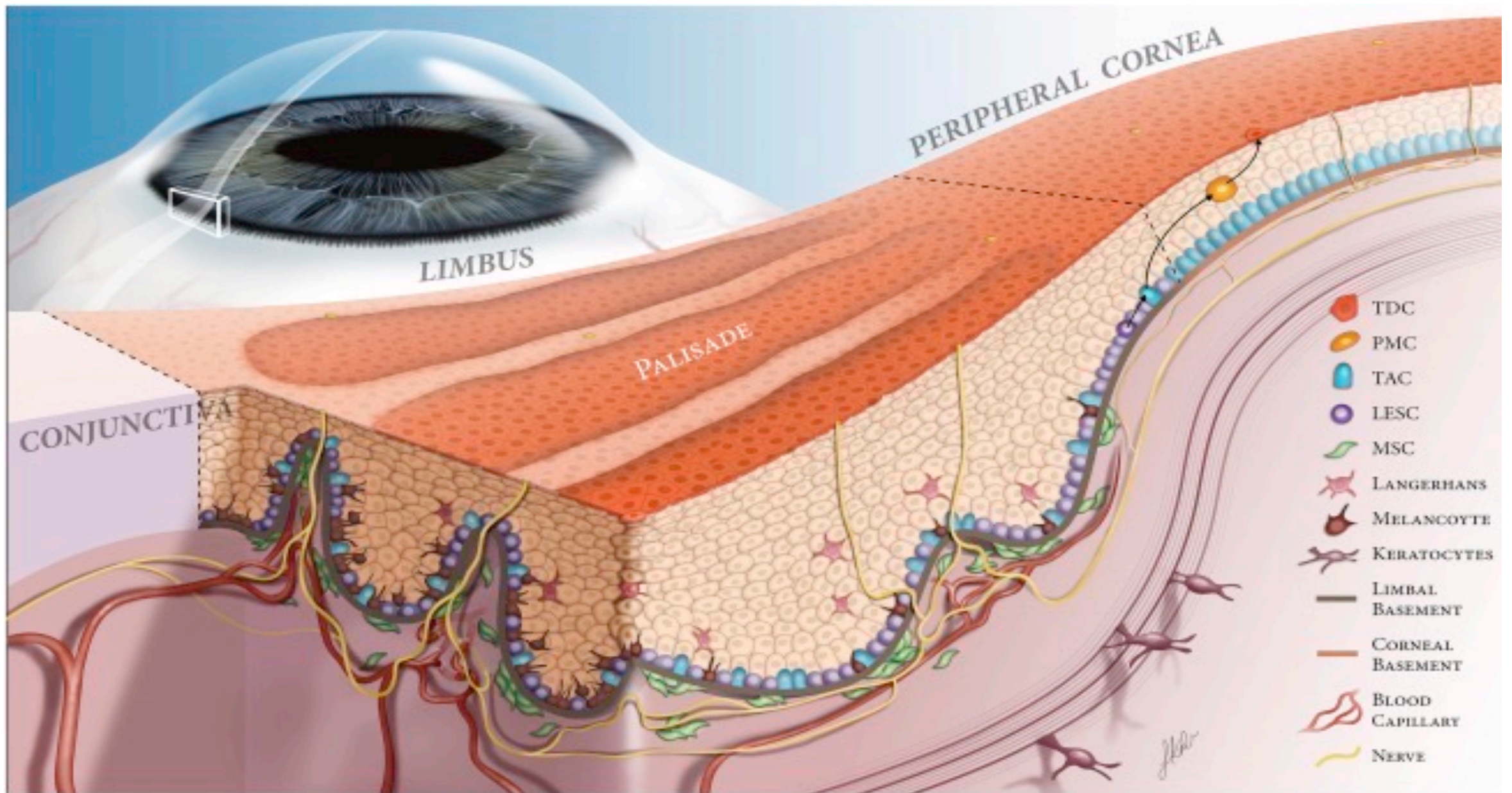
Health Professions Education

- Is wedged between **university, hospital and community**
- Spans over **various medical/surgical professions**
- Intersects with **nonmedical disciplines**
- Is about **individuals and populations**
- Is a **science and an art**

Liminal environments can offer



Gaps of **uncertainty** that may
shift thinking and
be legitimate **“deep learning” spaces**



In biology the limbus nests the nursery of the new cells, which hold the secret of continuity

Clinician-Educators can live *comfortably* in liminal spaces

SHAPE SHIFTERS

Have **>1 professional role** – clinician, scientist, researcher, educator, leader

Work with numerous different groups maintaining a sense of purpose and identity

Can feel a **sense of not belonging** to a particular group

EDUCATIONAL OPPORTUNISTS

Manage **unexpected situations** as **learning opportunities**

IMAGINATIVE DISRUPTORS

Help learners to **cope** with **uncertainty**

Challenge deep-rooted assumptions

Catalyse new ideas and **knowledge**



Adapted from Julie Browne, 2019



Revive – Renew - Reconnect

R3

Revive

(R1)

How do **personal values**
shape professional roles?



Reignite Passion for Teaching and Learning

R1. Workplace-Based Lifelong Learning



Medicine is the **science** of uncertainty
and an **art** of probability

William Osler (1849–1919)

Evidence

If you have the good fortune to command a large clinic, remember that one of your chief duties is the tabulation and analysis of the carefully recorded experience.

Experience

The art of the practice of medicine is to be learned only by experience; 'tis not an inheritance; it cannot be revealed. Learn to see, learn to hear, learn to feel, learn to smell, and know that by practice alone can you become expert.

Patients' Values

Listen to your patient, he is telling you the diagnosis.

R1. Evidence-Based Medicine is

“the integration of the
best research evidence
with **clinical expertise**
and **patient values**”



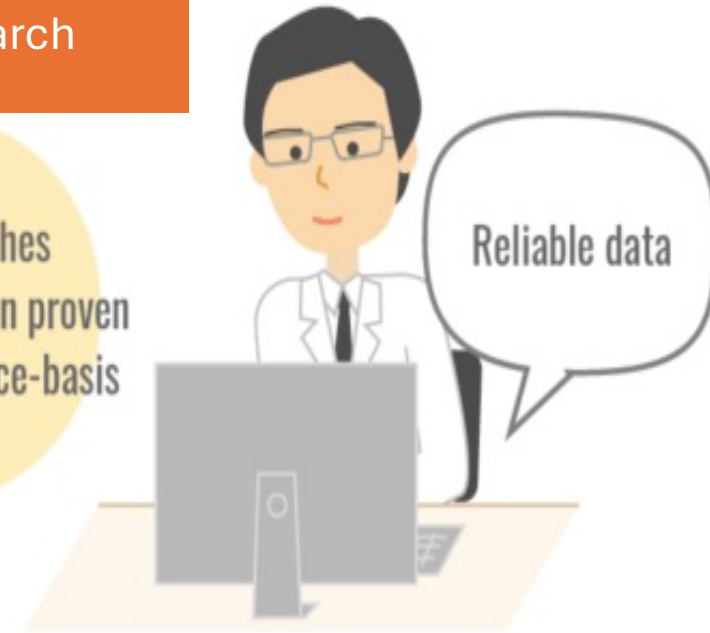
R1. Skills of the Master Adaptive Learner

1. Questions



2. Research

Choose researches which have been proven to have a science-basis



3. Evidence Appraisal



4. Application in Practice

The best treatment method for a patient



Renew

(R2)

Transforming Traditional Teaching

1. Educators as Leaders
2. Faculty Development
3. Interactive strategies



Reimagine Educational Strategies

R2.1. SELF Leadership

“The ability to influence yourself to perform effectively”

We are all Leaders!





R2.2. ADAPTIVE Leadership

- Embrace **vulnerability** and learn from **failure**
- **Mobilize** the **Team** to handle **uncertainty** and **thrive**

A group of people are walking on a path painted with broad, vibrant stripes of rainbow colors (pink, blue, cyan, green, yellow, orange). The focus is on the lower half of the individuals, showing their legs and feet. One person in the center-left is using a prosthetic leg. Another person further back is holding a closed umbrella. The scene is brightly lit, suggesting an outdoor setting.

R2. 3. INCLUSIVE Leadership

Create environments embracing
diversity and **collective knowledge**

R2.4. DISTRIBUTED Leadership

- Team elements **empowered** and **engaged** to leverage **diverse expertise**
- **Shared decision-making**



European Training Requirements in Ophthalmology (ETRs)

A living document

that

pluralism
solidarity equity
inclusivity education
diversity cultural humility
dignity
freedom
respect



Addresses the current diverse European residency programmes in ophthalmology

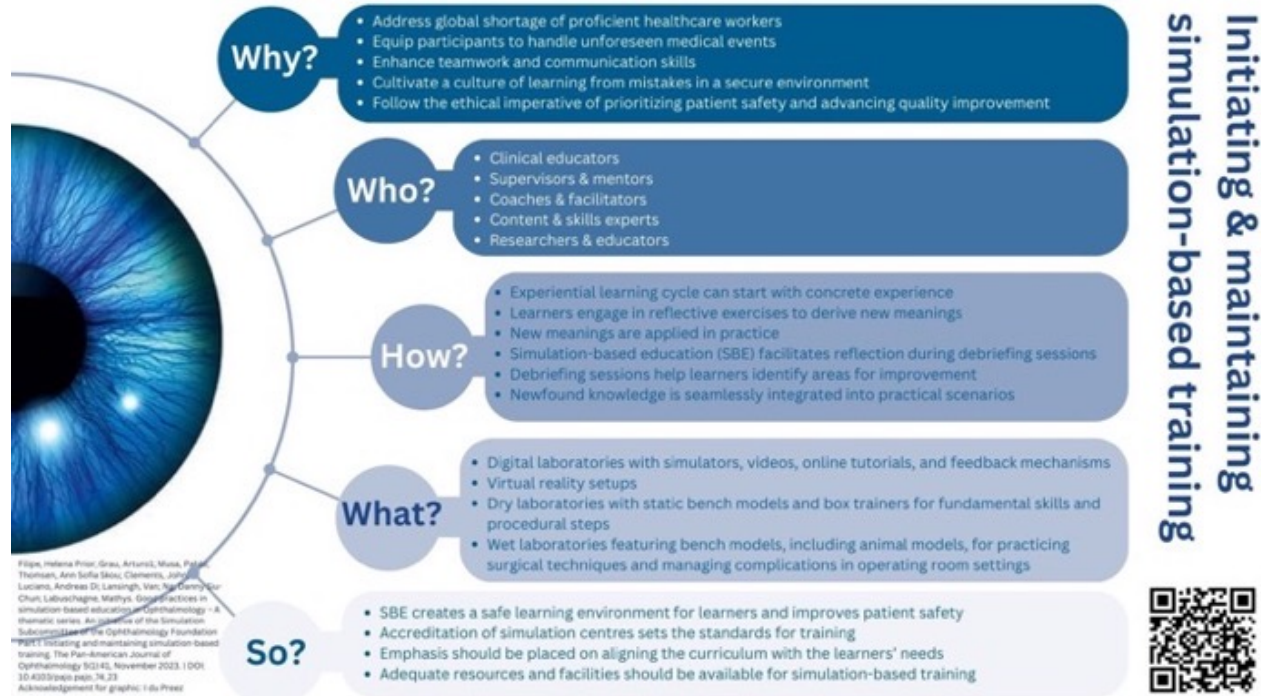


Acknowledges fundamental requirements to acquire the professional identity of a practicing ophthalmologist recognized in Europe as elsewhere



Welcomes continuous review for quality

R2. Microlearning on Simulaton Based Education

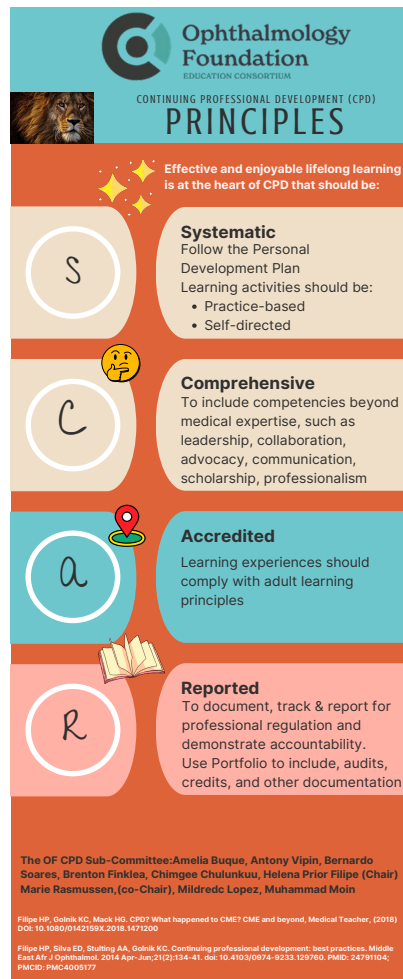


4 infographics

1. Initiating and maintaining SBE
2. Curriculum development
3. Faculty development
4. Recommendations for incorporating SBE

R2. Microlearning Experience on CPD Fundamentals

10 units (infographics, 3-5' clips) in 4 modules



1. Foundational Concepts, principles and processes
2. Eye care Professionals & Teams
3. Educators
4. Organizations

<https://ophthalmologyfoundation.org/faculty-development-programs/cpd/>

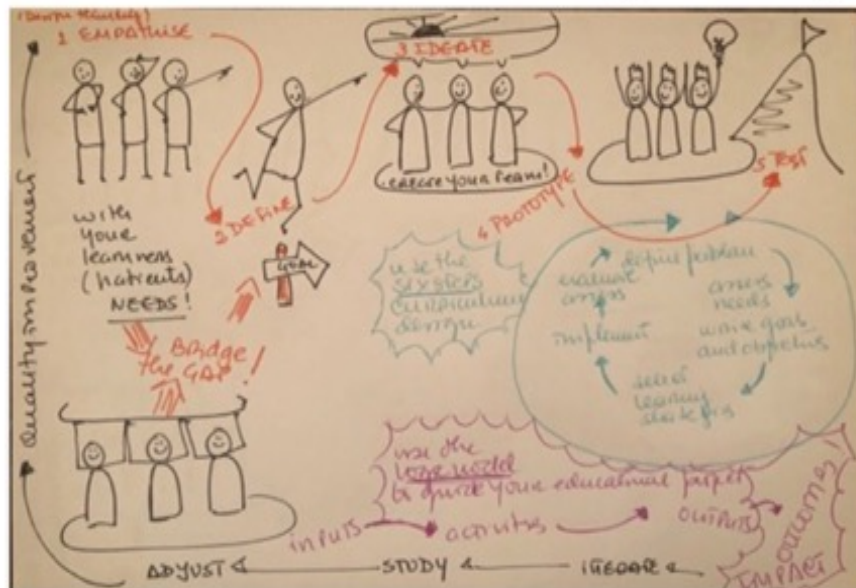
R2. MOC Curriculum for Cataract Surgery Training by Simulation

Module 1
Surgical steps: 1-7

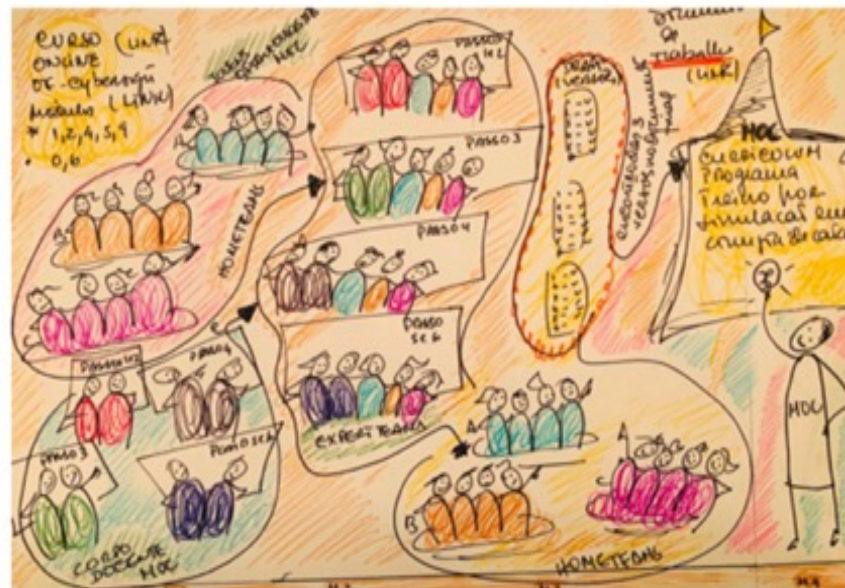
SURGICAL STEPS 1-7	OBJECTIVES
1. Scleral Fixation	The resident should be able to mark the scleral incision site 7 mm from the limbo using scalpel blade 15 or Corneal
2. Scleral Incision	
3. Punctate	
4. Viscoelastic Insertion	
5. Scleral Tunnel	
6. Sclero - Corneal tunnel	
7. Corneal entry	

Participants in the video call: Amélia Buque, Cristovão Ma..., Maria, Sidonia, margarida.

• Design Thinking



• Online Jigsaw



MOC Program of SBE for Cataract Surgery

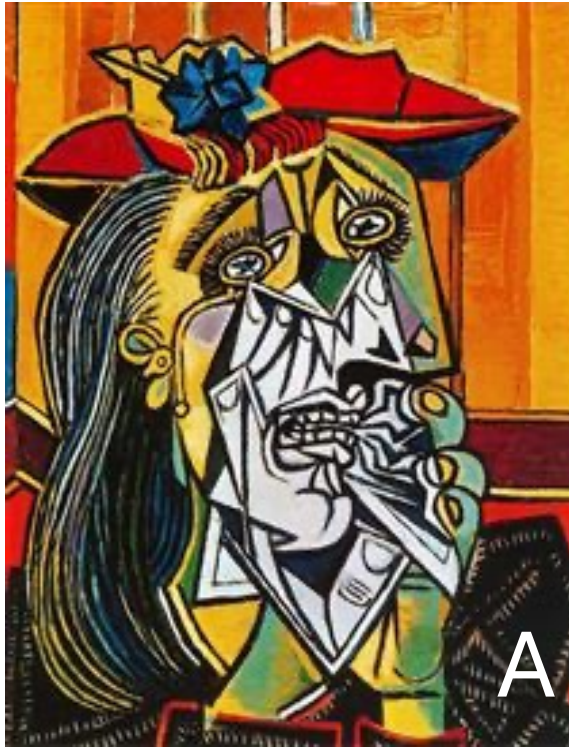
Outcome based curriculum for simulation-based training of cataract surgery

Authors

- Dr. Amélia Buque
- Dr. Cristovão Matsinhe
- Dr. Eunice alfredo
- Dr. Lacea alfredo
- Dr. Margarida Chagunda
- Dr. Maria Luisa Gomes
- Dr. Mariamo Abdala
- Dr. Sidonia José Nhantumbo

R2. Visual Thinking Strategies

Reflecting about a Clinical Encounter



Pablo Picasso **Weeping Woman** 1937 -óleo sobre tela, 60 x 49 cm Tate Britain, London, UK



Marc Chagall – **"The Promenade"** 1918, óleo sobre tela, 169.6 x 163.4 cm - Russian Museum, St. Petersburg, Russia



Salvador Dalí. **Tentações de Santo António**, 1946. óleo sobre tela 90 x 119,5 cm Musée Royaux des Beaux-Arts Bruxelles, Bélgica

1. "What's going on in this picture?"

2. "What do you see that makes you say that?"

3. "What more can we find?"
(Links with the clinical encounter)

Reconnect

(R3)



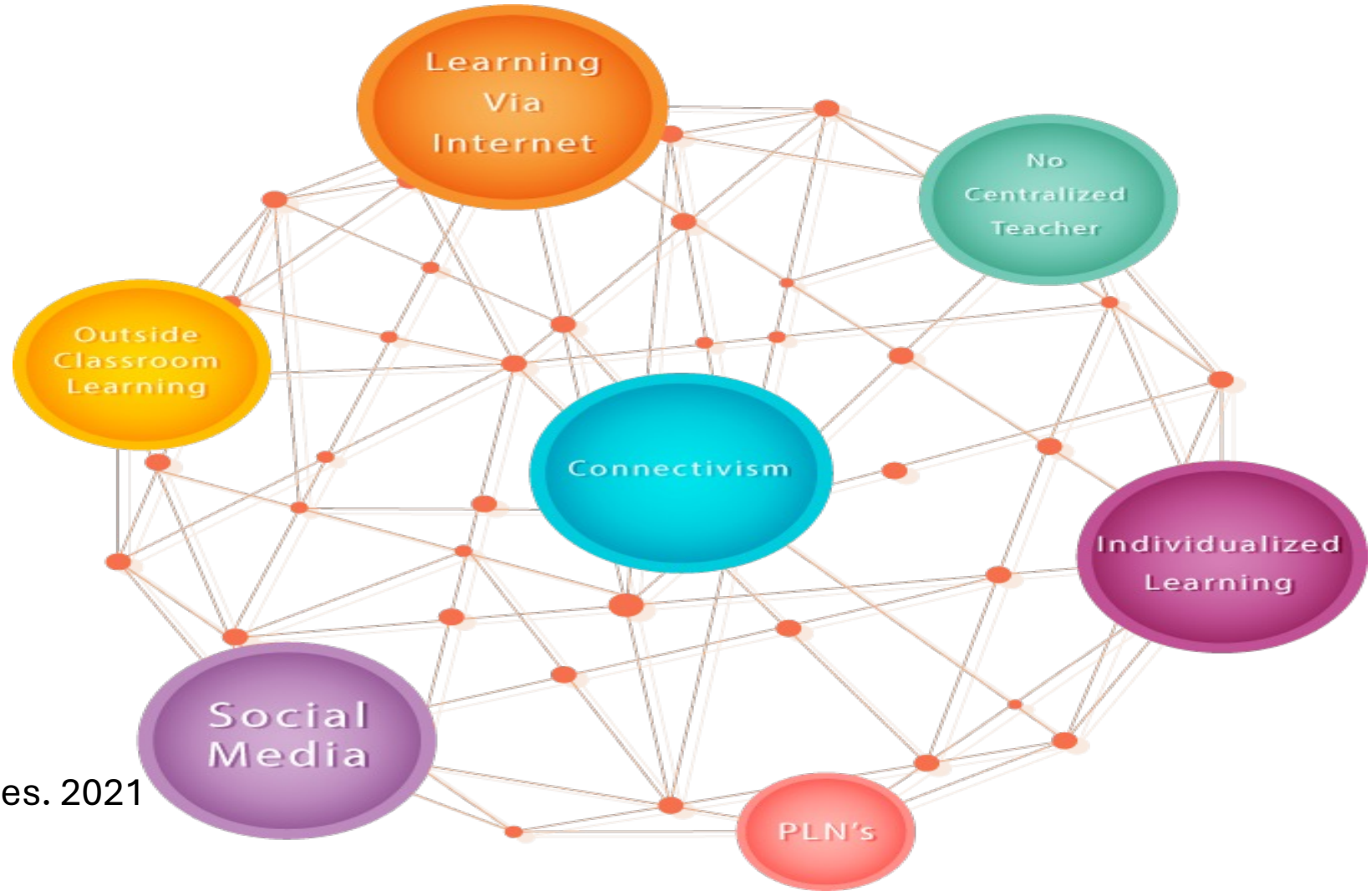
Strengthening Our Educational Community

R3. Connectivism

Knowledge = distributed across a network of connections

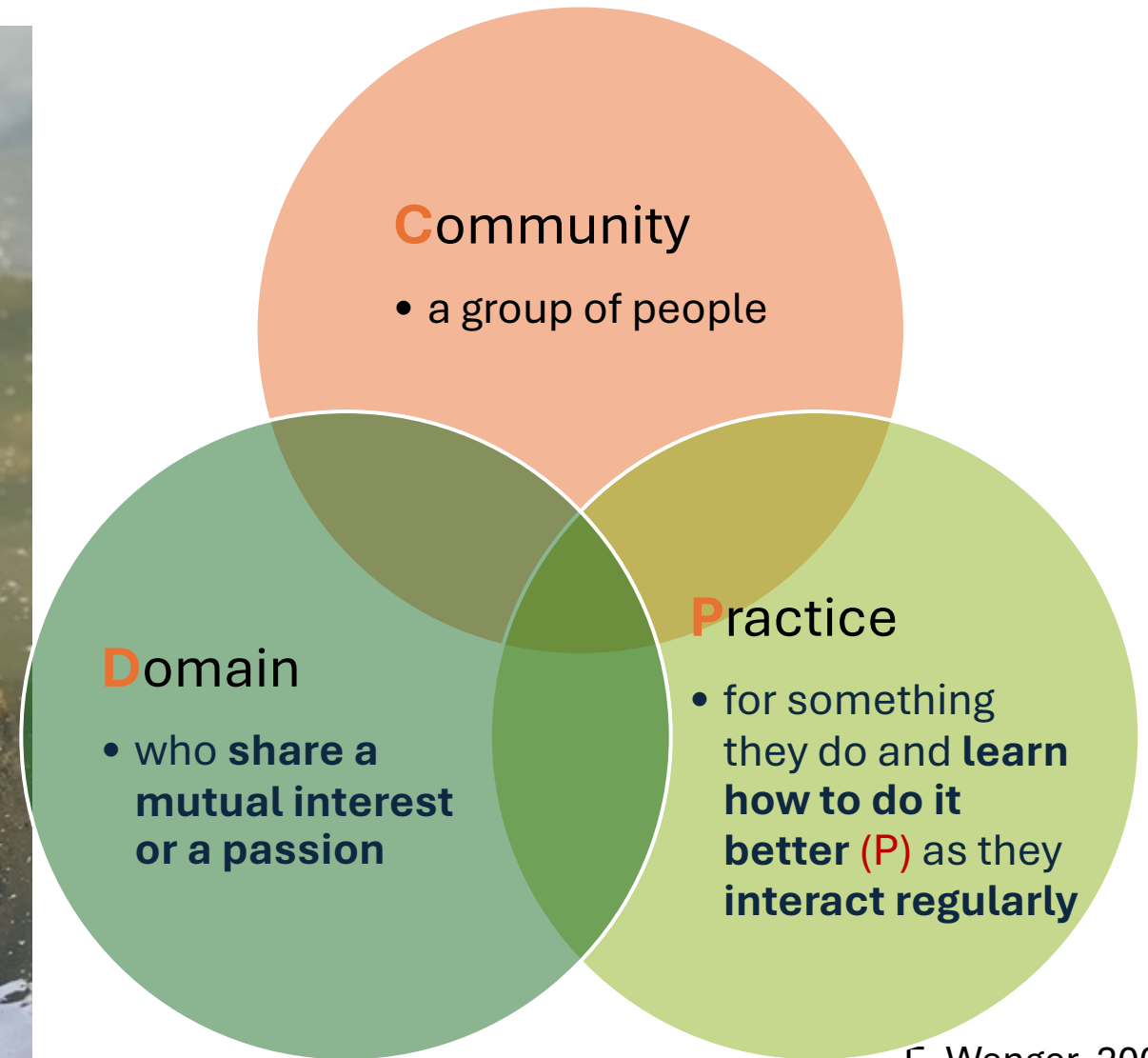
Learning = the ability to construct and traverse those networks

- Build Relationships
- Distributed Cognition
- Co-Creation



George Siemens and Stephen Downes. 2021
John Parboosingh, et. al. 2011

R3. Learning can be nurtured in environments as a **Community of Practice (CoP)**



MENTORS ACROSS BORDERS



A Global Community of Mentors, Scholars and Leaders in Health Professions Education

DOMAIN
a shared passion for
-mentoring,
-nurturing fellow educators
-scholarship

COMMUNITY
dynamic and **diverse**
international community of
Leaders in Health
Professions Education

PRACTICE
-promote **collegial global**
conversations about education
in a safe space
-**share success /challenges,**
-**enhance professional identity**

Ramani S, McKimm J, Findyartini A, Nadarajah VD, Hays R, Chisolm MS, Filipe HP, Fornari A, Kachur EK, Kusurkar RA, Thampy H, Wilson KW. Twelve tips for developing a global community of scholars in health professions education. *Med Teach*. 2021 Aug;43(8):966-971. doi: 10.1080/0142159X.2020.1839034. Epub 2020 Oct 27. PMID: 33108740.

Ramani, S., Thampy, H., McKimm, J., Rogers, G. D., Hays, R., Kusurkar, R. A., ... Wilson, K. W. (2020). Twelve tips for organising speed mentoring events for healthcare professionals at small or large-scale venues. *Medical Teacher*, 42(12), 1322–1329. <https://doi.org/10.1080/0142159X.2020.1737323>

Ramani S, McKimm J, Thampy H, O'Sullivan PS, Rogers GD, Turner TL, Chisolm MS, Kusurkar RA, Hays R, Fornari A, Kachur EK, Wilson KW, Filipe HP, Schumacher DJ. From clinical educators to educational scholars and leaders: strategies for developing and advancing a career in health professions education. *Clin Teach*. 2020 Oct;17(5):477-482. doi: 10.1111/tct.13144. Epub 2020 Feb 19. PMID: 32072757.

McKimm, J., Ramani, S., Kusurkar, R.A. *et al*. Capturing the wisdom of the crowd: health professions' educators meet at a virtual world café. *Perspect Med Educ* 9, 385–390 (2020). <https://doi.org/10.1007/s40037-020-00623-y>

Ramani, S., McKimm, J., Forrest, K. A. T., Hays, R., Bishop, J., Thampy, H., Findyartini, A., Nadarajah, V. D., Kusurkar, R., Wilson, K., Filipe, H., & Kachur, E. (2022). Co-creating scholarship through collaborative writing in health professions education: AMEE Guide No. 143. *Medical Teacher*, 44(4), 342–352. <https://doi.org/10.1080/0142159X.2021.1993162>

Ramani S, Chugh N, Chisolm MS, Hays R, McKimm J, Kusurkar R, Fornari A, Thampy H, Wilson K, Filipe H, Kachur E. Mentoring Relationships: A Mentee's Journey. *Acad Med*. 2023 Mar 1;98(3):423. doi: 10.1097/ACM.0000000000004760. Epub 2022 Jun 1. PMID: 36811927

<https://bei.brighamandwomens.org/mentors-across-borders>

R3. vGroup Mentoring

“Working together towards a common goal”

to guide teams in developing and enhancing their collaborative clinical and educational projects

Multiple mentors and mentees engage in shared learning for a collective aim

Benefits: Diverse perspectives, peer support, and collaborative problem-solving



R3. vGroup mentor assisted online FacDev on Curriculum Design



“This first iteration of our online faculty development program nurtured the **formation of a CoP of ophthalmologists’ educators** and enabled to practice a **scholar teaching approach**, especially **applied to SBE**”

Filipe, HP.; Golnik, K; Geary, AC.; Kilangalanga, J; Mack, HG.. Online Faculty Development on Curriculum Design in Simulation-based Education by International Collaboration – An Example from the Democratic Republic of the Congo. Middle East African Journal of Ophthalmology 29(4):p 226-231, Oct-Dec 2022. | DOI: 10.4103/meajo.meajo_40_23

Congolese
Society of Ophthalmology



“This online faculty development program, assisted by group mentoring, held during the COVID-19 pandemic, facilitated the **development of a CoP** and was effective in **enhancing teaching competence in curriculum design** to apply in simulation-based learning environments.”

Filipe HP, Golnik KC, Geary A, Buque A, Mack HG. Online Faculty Development: An African Lusophone Ophthalmic Society Experience During the COVID-19 Pandemic. Middle East Afr J Ophthalmol. 2022 Apr 30;28(4):230-238. doi: 10.4103/meajo.meajo_160_21. PMID: 35719282; PMCID: PMC9198531.

Mozambican
College of Ophthalmology

Thoughts to **balance** **multiple roles...**



Our learnings

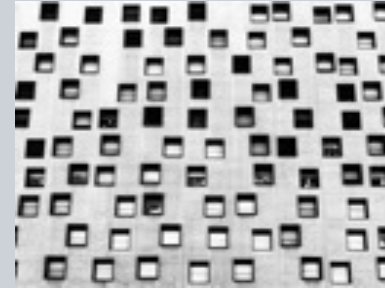
Vision - Values - Mission



Develop a
Growth Mind-Set!



Foster intrinsic motivation
“Find Your Tribe”!



Focus on
Team Competence



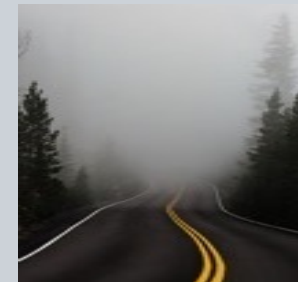
Nurture
v CoPs



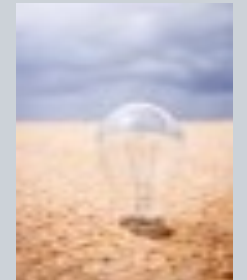
Foster
Learning Enjoyment



Pursue a
Reflective Practice



Create
Brave Learning Spaces



Manage
Dissonance Constructively

Revive our **passion**, Renew our **methods**, Reconnect with our **community**



*The only real voyage of discovery consists not
in seeing new landscapes,
but in having new eyes,
in seeing the universe with the eyes of another.*

Marcel Proust (1900)

Thank you

hpriorfilipe@gmail.com

References

- Trevino, P Poitevien. Professional identity formation for underrepresented in medicine learners Current Problems in Pediatric and Adolescent Health Care Volume 51, Issue 10, October 2021, 101091
- Joke Fleer, Margreet J. Smit, Hedwig J. Boer, Maleah Knevel, Floor Velthuis, Miranda Trippenree, Marco A. de Carvalho Filho & Salome Scholtens (2025) Anevidence-informed pedagogical approach to support professional identity formation in medical students: AMEE Guide No. 171, Medical Teacher, 47:4, 580-588, DOI: 10.1080/0142159X.2024.2387809
- Cantillon P. et al. Becoming a Clinical Teacher: Identity Formation in Context Acad Med. 2019;94:1610-1618. August 14, 2018, doi: 10.1097/ACM.0000000000002403
- Browne, J. Living comfortably in liminal spaces: Trickster and the medical educator. *Medical Education*, 53(1), 6-8. 2018. <https://doi.org/10.1111/medu.13753>
- Browne J, Webb K, Bullock A. Making the leap to medical education: a qualitative study of medical educators' experiences. Med Educ. 2018 Feb;52(2):216-226. doi: 10.1111/medu.13470. Epub 2017 Nov 28. PMID: 29193365.
- Neck C, Houghton P. Two decades of self-leadership theory and research: Past developments, present trends and future possibilities. *Journal of Managerial Psychology* 2006;21:270-295.
- Holmwood, C. 2018. Liminality in higher education--gaps and moments of uncertainty as legitimate learning spaces. in: Routledge.
- Marleide da Mota Gomes and R. Brian Haynes William Osler (1849–1919) at the Roots of Evidence-Based Medicine Canadian .Journal of General Internal Medicine 2019 14:4, 23-27
- Labuschagne, M.J., du Preez, I. & Prior Filipe, H. An Illustration is Worth Ten Thousand Words: An Extraordinary Approach to Presenting Information Through Infographics. *Med.Sci.Educ.* **35**, 691–701 (2025). <https://doi.org/10.1007/s40670-025-02285-z>
- George Siemens and Stephen Downes. Knowledge, Learning, Community , 2021
- Parboosingh IJ, Reed VA, Caldwell Palmer J, Bernstein HH. Enhancing practice improvement by facilitating practitioner interactivity: new roles for providers of continuing medical education. J Contin Educ Health Prof. 2011 Spring;31(2):122-7. doi: 10.1002/chp.20116. PMID: 21671279.
- Heifetz, Grashow & Linsky. From: The Practice Of Adaptive Leadership. Tools And Tactics For Changing Your Organization And The World, Harvard Business Press, ISBN:9781422105764, 1422105768. 2009
- Sackett DL, Straus SE, Richardson WS, et al. *Evidence-based medicine: how to practice and teach EBM*. 2nd ed. Edinburgh: Churchill Livingstone, 2000.
- Neck C, Houghton P. Two decades of self-leadership theory and research: Past developments, present trends and future possibilities. *Journal of Managerial Psychology* 2006;21:270-295.
- Labuschagne, M.J., du Preez, I. & Prior Filipe, H. An Illustration is Worth Ten Thousand Words: An Extraordinary Approach to Presenting Information Through Infographics. *Med.Sci.Educ.* **35**, 691–701 (2025). <https://doi.org/10.1007/s40670-025-02285-z>
- Filipe HP, Golnik KC, Geary A, Buque A, Mack HG. Online Faculty Development: An African Lusophone Ophthalmic Society Experience During the COVID-19 Pandemic. Middle East Afr J Ophthalmol. 2022 Apr 30;28(4):230-238. doi: 10.4103/meajo.meajo_160_21. PMID: 35719282; PMCID: PMC9198531
- Filipe HP, Golnik K, Geary AC, Kilangalanga J, Mack HG. Online Faculty Development on Curriculum Design in Simulation-based Education by International Collaboration - An Example from the Democratic Republic of the Congo. Middle East Afr J Ophthalmol. 2023 Nov 21;29(4):226-231. doi: 10.4103/meajo.meajo_40_23. PMID: 38162560;
- Sackett DL, Straus SE, Richardson WS, et al. *Evidence-based medicine: how to practice and teach EBM*. 2nd ed. Edinburgh: Churchill Livingstone, 2000.
- Neck C, Houghton P. Two decades of self-leadership theory and research: Past developments, present trends and future possibilities. *Journal of Managerial Psychology* 2006;21:270-295.