

**IN GRAVE DANGER OF GROWING:**  
Professional Development of NP Graduate Students

Marie Annette Brown,  
PhD, ARNP, FNP, FAAN, FAANP  
University of Washington  
mabrown@uw.edu

---

---

---

---

---

---

---

---

**APPLYING THE  
WISDOM OF  
*Charles Seashore PhD***

Seashore, Charles, (1975) "In Grave Danger of Growing",  
Social Change, Vol. 5, No 4

All italics are a verbatim quote from Dr. Seashore

---

---

---

---

---

---

---

---

**ACKNOWLEDGEMENT**

*Many of the ideas & words in this  
talk are directly from a man I have  
never been able to locate  
...until now*

*He has inspired and reassured me and  
hundreds of my graduate students*

---

---

---

---

---

---

---

---

### Observations on the Process of Professional Development

(Seashore)

1) *"The difficulties of students are remarkably similar despite dramatic differences in faculty, program design, or resources to conduct the program"*



---

---

---

---

---

---

---

---

### Professional development



2) *A humanistic process of professional development is a contradiction in terms*

3) *Professional development is a big pain in the ass [sic], especially, if you are only a relative of the person participating in the program."*

---

---

---

---

---

---

---

---

### NP Students unknowingly commit themselves and their families



- Dramatic and difficult life experiences to come
- Intense exploration of themselves and closest relationships
- Enormous investment of time and energy
- 

---

---

---

---

---

---

---

---

Graduate study can be hazardous to your current identity, worldview and relationships



---

---

---

---

---

---

---

---

### Expectations and Beliefs



- Common assumption that graduate studies and undergraduate studies similar
  - Graduate expectations
    - 1 credit=3 hrs of outside study EVERY WEEK
    - 10 quarter credits=30/hrs week of school related work

---

---

---

---

---

---

---

---

### Significant discrepancy between what is expected and what is found



- Finding a few things you did expect
- Finding a lot of things you didn't expect but really like
- Finding some things you didn't expect and are sure you don't need
- Not finding quite a few things you did expect and cant believe are not there

---

---

---

---

---

---

---

---

*Most students will experience levels of stress and anxiety that effectively block any significant learning during phases of the program regarded as critical by faculty.*



---

---

---

---

---

---

---

---

### Implications for the design of Professional Development Programs

- Informed Consent
- Faculty Awareness
- Available Support System
- Appreciation and Tolerance for Crazyness
- Supports for Growth Among Student's Family and Friends
- Realistic but High Expectations for Professional Competence
- 



---

---

---

---

---

---

---

---

### Informed consent

---

---

---

---

---

---

---

---

Approaches to informed consent

- Critical times
  - After admission
  - 2-4 weeks prior to 1<sup>st</sup> class
  - 2 months after school starts
- Create structures for connection and set expectations
- Anticipatory guidance...who will they listen to?
  - Peer coach, senior buddy, 'safe' faculty
  - Family night orientation
- Social media for families

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---

Educating NP to See the World of Practice Differently



Professional development of NPs is....

An identity formation process occurring simultaneously with development of performance skills and role competence

---

---

---

---

---

---

---

---

### Professional Development in Advanced Practice Nursing

- Delicate balance between support and challenge for progress in the identity formation process
- Implications for significant others



---

---

---

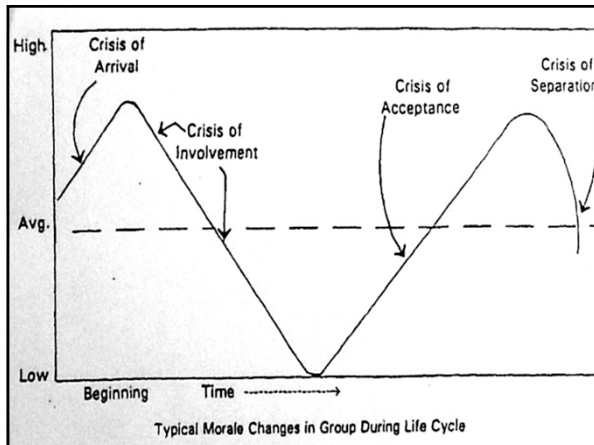
---

---

---

---

---



---

---

---

---

---

---

---

---

### Curriculum that transforms

- Sequencing to be compatible with phases of morale life cycle
- Milestones built into courses
- Types of courses, type of assignments
- Assignments that involve their significant others outside school
  - Using evidence
  - Issue that matters to your family, close friend

---

---

---

---

---

---

---

---

**THE GOLDEN CIRCLE:**  
Start with the WHY



Simon Sinek, 2010

---

---

---

---

---

---

---

---

**Faculty Transparency**

- Sequencing to be compatible with phases of morale/life cycle
- Types of courses, type of assignments
- Time and expectations
- Many students report they are investing several times as much as they expected to

---

---

---

---

---

---

---

---

**Learning Framework**  
Novice to expert

Build measures on deep understanding of the experience of being a novice



---

---

---

---

---

---

---

---

Students and Families Must Know  
What do novices look like?

- Thoughts
- Feelings
- Behaviors



---

---

---

---

---

---

---

---

What students need

- *A little thought*
- *A lot of opportunity to communicate*
- *Concentration of time and energy on*
  - *conflicts and resistances*
- *Will I take the risk of putting myself in grave danger of growing....?*
  - *And allow others around me to have that same opportunity*

---

---

---

---

---

---

---

---

in-spire

---

---

---

---

---

---

---

---



## What Does Inspiration Mean?

- We all want to be inspired but what is inspiration exactly?
- Inspiration means literally, "to breathe in and be filled with spirit of the gods"
- Modern meaning: a motivating action



Blue moon by Bob Smithing FNP  
Cle Elum WA

---

---

---

---

---

---

---

---

## Inspiration

- To inspire is to:
  - To stimulate to action; motivate
  - To affect or touch
  - To draw forth; elicit or arouse:
  - To be the cause or source of; bring about
- We are inspired by the **why**

---

---

---

---

---

---

---

---

**trust  
yourself.  
you know  
more than you  
think you do.**

(dr. spock)

---

---

---

---

---

---

---

---



---

---

---

---

---

---

---

---