Supplemental digital content for Wald HS. Professional Identity (Trans)Formation in Medical Education: Reflection, Relationship, Resilience. Acad Med.

Supplemental Digital Table 1

Titles, Authors, and Key Concepts of the June 2015 *Academic Medicine* Articles Acting as "GPS" Signposts for Navigating the Topic of Professional Identity Formation

Title	Authors	Key concepts
The Impact of Intramural Grants on Educators' Careers and on Medical Education Innovation	Adler, Chang, Loeser, Cooke, Wang, Teherani	Intramural education grants promoted educators' PIF, fostered collaborations, supported junior faculty members finding career paths, provided advancement opportunities, and raised local and national profiles of recipients.
The Role of Medical Culture in the Journey to Resilience	Beckman	The cultural imperative, beginning in medical school, to sacrifice self-care for productivity and individual achievement has consequences for practitioners' levels of burnout and selecting primary care as a career. Within a journey to resilience…how do we address personal and organizational factors for stress management? How can we build a caring culture into medical education as well as into our primary care practices?
The Essential Role of Medical Ethics Education in Achieving Professionalism: The Romanell Report	Carrese, Malek, Lehmann, Green, McCullough, Geller, Braddock, Doukas	The Romanell Report describes current practices in ethics education, identifies divergent approaches, and offers guidance for medical ethics educators in several areas: educational goals and objectives, pedagogical methods, strategies for assessment, course structure and faculty development as well as research agenda. There is a close relationship between medical ethics and medical professionalism and the extensive body of scholarship in the area of medical ethics informs how we think about medical professionalism.
Creating, Curating, and Sharing Online Faculty Development Resources: The Medical Education in Cases Series Experience	Chan, Thoma, Lin	Engagement of the online community through Academic Life in Emergency Medicine Medical Education in Cases Series (MEdICS) demonstrates that a global medical community can be engaged in an open, active, online learning process focused on health

		professions education, including non-clinical expert content.
A Schematic Representation of the Professional Identity Formation and Socialization of Medical Students and Residents: A Guide for Medical Educators	Cruess, Cruess, Boudreau, Snell, Steinert	The schematics in this article depict processes of identity formation, socialization, and learners' student roles and responses. Ideally, these diagrams will enable medical educators to view the processes holistically as well as identify each factor, analyze its role in their learning environment, and intervene appropriately. Both the stress and the satisfaction that may be experienced within the socialization process can impact the emerging identity.
Transforming Educational Accountability in Medical Ethics and Humanities Education Toward Professionalism	Doukas, Kirch, Brigham, Barzansky, Wear, Carrese, Fins, Lederer	Ethics and humanities have a special role to play in helping trainees to become medical professionals and in sustaining the professionalism of practicing physicians. This background will better enable the physician to reflect on subtleties of the physician–patient relationship and to be prepared for the ethical dilemmas in medical practice. In this context, ethics and humanities are instrumental— and there is a requisite need to determine whether the intended impact has been made on the learner.
A Facilitated Peer Mentoring Program for Junior Faculty to Promote Professional Development and Peer Networking	Fleming, Simmons, Xu, Gesell, Brown, Cutrer, Gigante, Cooper	This program of junior faculty development using a facilitated peer-mentoring program coupled with a modular curriculum was effective in promoting junior faculty's self-reported acquisition of knowledge, skills, and attitudes in the area of professional development and scholarship, especially for women.
Comics and Medicine: Peering into the Process of Professional Identity Formation	Green	Visual depictions can both describe and show how particular experiences contribute to students' PIF. Furthermore, creative expression itself can be an educationally enriching and nurturing way to sustain individuals throughout long and arduous careers.

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Emotions, Narratives, and Ethical Mindfulness	Guillemin, Gillam	The process of writing and engaging with narratives can lead to ethical mindfulness, including the capacity to understand and work with emotions. The added emphasis and focus on emotions potentially deepens the existing emotional engagement and ethical work that is accomplished.
Professional Identity Formation: Creating a Longitudinal Framework Through TIME (Transformation in Medical Education)	Holden, Buck, Luk, Ambriz, Boisaubin, Clark, Mihalic, Sadler, Sapire, Spike, Vince, Dalrymple	The TIME task force developed a PIF definition and created a framework of ten key aspects, six domains, and thirty subdomains characterizing the complexity of physician identity. The framework was mapped onto three developmental phases of medical education and strategies were provided for PIF promotion and assessment within each subdomain at each phase. TIME emphasized PIF beginning at premedical level.
Imagining Alternative Professional Identities: Reconfiguring Professional Boundaries Between Nursing Students and Medical Students	Langendyk, Hegazi, Cowin, Johnson, Wilson	Pedagogical challenges within development of appropriate PI's for nursing and medicine are explored. Disparity between the PI developed during nursing school and the actuality of professional practice, for example, can impact nursing retention. Developing a more flexible fluid PI may be achieved by teaching for mindfulness in a curriculum mandating inter-disciplinary learning.
Keeping My Humanity	Liu	"Surgeons trained in my generation are products of a residency program that was meant to break us down, and then rebuild us from scratch as a capable, more efficient physician," he said. "You were meant to change in the process." My attending offered a caveat and in doing so, cultivated my own self-awareness.
Professional Identity Development and the Formation of VA Connecticut Healthcare System Center of Excellence in Primary Care Education (VACHS CoEPCE) Teams	Meyer, Zapatka, Brienza	NP fellows and residents participate in an innovative interprofessional educational curriculum on PI and team development to orient future clinicians to the reality of practice within a changing health care

		system. They delivered excellent patient-centered, team-based primary care within such postgraduate training redesign, establishing transformative "culture change."
All the Small Things	Negrete	I'll be caring for the patient as a whole, while, of course, being mindful of all the small things.
Reimagining the Self at Late-Career Transitions: How Identity Threat Influences Academic Physicians' Retirement Considerations	Onyura, Bohnen, Wasylenki, Jarvis, Giblon, Hyland, Silver, Leslie	Threats to identity within late-career transitions and retirement decisions are examined through the lens of socio-psychological identity theory. Successful retirement transitions require reimagining and revaluing of identity elements. Understanding identity challenges, their antecedents and consequences, can better prepare faculty and their institutions to manage transition processes.
Contemplating Medicine During the Third Reich: Scaffolding Professional Identity Formation for Medical Students	Reis, Wald	The PIF literature including shaping of a humanistic practitioner's conscience, resilience, and professionalism lends a crucial theoretical foundation to contemplating Medicine after the Holocaust. The curriculum objective is scaffolding identity transformation through guided reflection on Medicine in the Third Reich, foundational to implementing the bioethical imperatives of the Nuremberg Code and its Helsinki iterations and beyond.
The Becoming: Students' Reflections on the Process of Professional Identity Formation in Medical Education	Sharpless, Baldwin, Cook, Kofman, Morley-Fletcher, Slotkin, Wald	Medical students (years 1-4) and a first-year resident in pediatrics provide a snapshot of their lived experiences and perceptions that may promote understanding PIF as both a personalized and socialized process. Topics queried include: pretending in medical education, role of relationships, impact of formal and informal curricula on PIF, navigating and developing interprofessional relationships and identities, and reconciling expectations and reality in medical

		education. The presented Commentary may be regarded as a "microcosm" of the "macrocosm" of curricula-supported engaged reflection for the conscious development of PI.
The Johns Hopkins Learning Environment Scale: Measuring Medical Students' Perceptions of the Processes Supporting Professional Formation	Shochet, Colbert-Getz, Wright	Social relationship and academic processes within optimized medical school learning environments support professional growth.
The Impact of Mind-Body Medicine Facilitation on Affirming and Enhancing Professional Identity in Health Care Professions Faculty	Talisman, Harazduk, Rush, Graves, Haramati	The impact of Mind–Body Medicine facilitation on affirming and enhancing PI in health care professions faculty appears to be driven by improvements in communication between colleagues, increased sense of connection with both students and colleagues, increased empathy, and heightened self-confidence.
Professional Identity Formation in Medical Education for Humanistic, Resilient Physicians: Pedagogic Strategies for Bridging Theory to Practice	Wald, Anthony, Hutchinson, Liben, Smilovitch, Donato	Pedagogic innovations contributing to PIF within undergraduate and graduate medical education (GME) are presented. These include 1) interactive reflective writing fostering reflective capacity, emotional awareness, and resiliency, 2) synergistic teaching modules of mindful clinical practice and resilient responses to difficult interactions to enhance resilience and well-being, and 3) effective use of a professional development portfolio and faculty development of reflective coaching skills in GME.
Post-Graduate Nurse Practitioner Residency Programs: Supporting Transition to Practice	Wiltse Nicely, Fairman	A Commentary on Meyer et al. is provided. Post-graduate team-based residencies which provide both an opportunity to improve collaboration and a model of patient-centered care should not be mandated but encouraged for new NPs and for those moving to new clinical settings. Institutions offering post-graduate transition-to-care programs for NPs will be attractive employers.
"Beginning with the End in Mind": Imagining Personal	Yu, Wright	A "reflecting forward" narrative reflection exercise of imagining personal retirement speeches allows physicians to begin to

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formulate their professional self-conception.