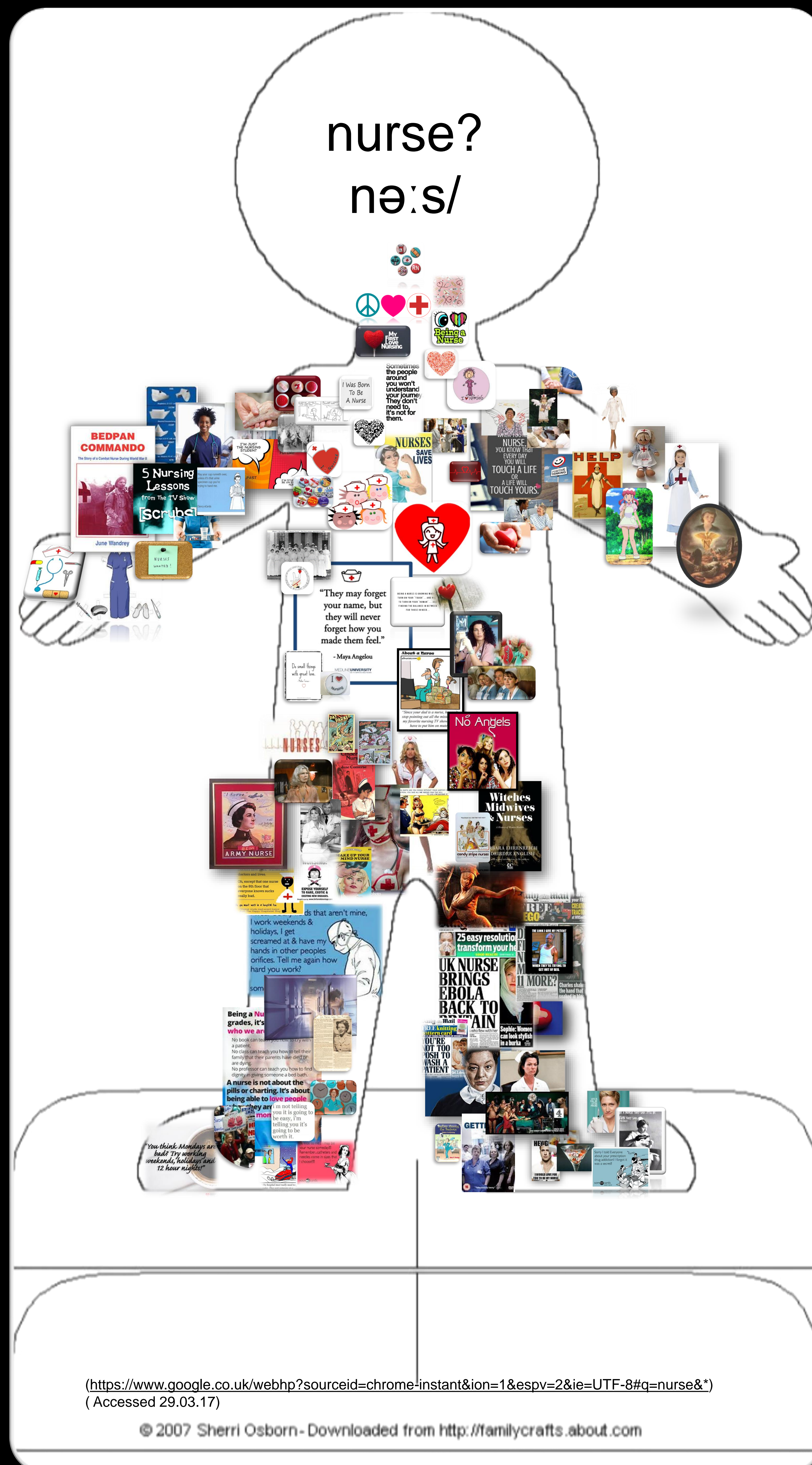# Identikit: make me a nurse ☺

Sharing insights of how combining textual and visual data helps to understand how student nurses create their professional identity.

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This poster represents the tools being used in my doctoral research study investigating the professional identity of adult nursing. 11 student nurses have shared what they think this means to them on three occasions over 1 year using photo-elicitation which is 'interviewing with images' (Pink, 2007)

Methods: To do this I asked them to self select 5 images relating to how they saw themselves as a nurse. The reason being that nursing continues to be misrepresented with stereotypes causing uncertainty and confusion of the diversity of nursing roles and responsibilities (Ritchie, 2011; Ten Hoeve, *et al* 2013).

Working in this way, provided me an opportunity to get closer to my participants' construction of self, with multi-layered representations informing understanding of reality through collaboration, an approach known as Constructivist Grounded Theory (Harper, 2002; Charmaz, 2006)

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(https://www.google.co.uk/webhp?sourceid=chrome-instant&ion=1&espv=2&ie=UTF-8#q=nurse&*)
(Accessed 29.03.17)

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Analysis: The interconnectivity of textual and visual data such as this, opens up and draws out meaning for analysis by me as the researcher. This is interpreted using a constant comparison approach, memo writing and thematic sensitivity to generate categories that eventually will become theoretical concepts of how student nurses form their professional identity (Charmaz, 2014)

Findings: This methological fit to participants' construction of self, redresses power dynamics and creates a depth of immersion to enable student nurses voices to be heard. **"*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)**

Conclusions: Using interconnected tools for data collection and analysis encourages trustworthiness and reciprocity between my participants, student nurses, and me, their lecturer, a nurse and the researcher. In turn this will enhance my research study investigating the co-construction of professional identity of adult nursing, so voices heard, vision seen, now what?

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