# Key transitions on the path to becoming a professional: exploring milestones in nursing education as social structures

## Transiciones claves en el camino a ser profesional: explorando hitos de la formación universitaria en enfermería como estructuras sociales

## Principais transições no caminho para se tornar um profissional: explorando marcos da educação universitária em enfermagem como estruturas sociais

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## ABSTRACT

**Introduction:** Learning a professional role is a complex process that usually occurs in the context of an educational programme. This socialisation in the profession includes intricate changes at the psychological level, along with interaction with the professional and institutional culture. In research terms, however, the psychological or agential realm has been the most predominantly explored field, while the social-structural dimension has received little attention. This article explores the demarcation and potential influence of different transitional milestones derived from the educational programme on the professional socialisation of nursing students. **Methodology:** The findings derive from a focused ethnography involving observational methods, audio diaries and interviews with a cohort of students (n=15) from a Chilean university. They were followed from 2019 to 2021. **Results:** Macro-transitions associated with the commencement and culmination of the programme are identified and examined, along with micro-transitions that stem from the professional and institutional culture. These transitions demarcate the learning trajectory of the students. Furthermore, it is discussed how these transitional milestones operate as structures that, not being students' elaboration, can condition professional socialisation. **Conclusions:** It is necessary to catalyse research exploring

professional education's social-structural aspects. Only then can greater justice be done to the psychosocial complexities of intricate phenomena such as learning and professional education.

**Keywords:** Education, Professional; Education, Nursing; Social Structure; Socialization; Professional Training.

**RESUMEN**

**Introducción:** El aprendizaje de un rol profesional es un proceso complejo que suele ocurrir en el contexto de un programa formativo. Esta socialización en la profesión comprende intrincados cambios a nivel psicológico, junto con la interacción con la cultura profesional e institucional. En términos investigativos, sin embargo, el ámbito psicológico o agencial es lo más preponderantemente explorado, mientras que la dimensión social-estructural ha recibido escasa atención. En este artículo se explora la demarcación y potencial influencia de distintos hitos transicionales derivados del programa formativo en la socialización profesional de estudiantes de enfermería. **Metodología:** Los hallazgos derivan de una etnografía focalizada que incorporó métodos observacionales, audio diarios y entrevistas con una cohorte de estudiantes (n=15) de una universidad chilena seguidos desde 2019 a 2021. **Resultados:** Se identifican y examinan macro-transiciones asociadas al inicio y culminación de los estudios, junto con micro-transiciones que emanan de la cultura profesional e institucional y que demarcan la trayectoria de aprendizaje del estudiantado. Además, se discute cómo estos hitos transicionales operan como estructuras que, no siendo de creación propia del estudiantado, pueden condicionar la socialización profesional. **Conclusiones:** Es necesario catalizar investigaciones que exploren los aspectos social-estructurales de la formación profesional. Solo así se podrá hacer mayor justicia a las complejidades psicosociales de fenómenos intrincados como el aprendizaje y la educación profesional.

**Palabras claves:** Educación Profesional; Educación en Enfermería; Estructura Social; Socialización; Formación Profesional.

**RESUMO**

**Introdução:** Aprender uma função profissional é um processo complexo que geralmente ocorre no contexto de um programa de formação. Esta socialização na profissão inclui mudanças intrincadas a nível psicológico, juntamente com a interação com a cultura profissional e institucional. Em termos de investigação, contudo, o campo psicológico ou agencial é o mais predominantemente explorado, enquanto a dimensão sócio-estrutural tem recebido pouca atenção. Este artigo explora a demarcação e a influência potencial de diferentes marcos de transição derivados do programa de formação na socialização profissional de estudantes de enfermagem. **Metodologia:** Os resultados derivam de uma etnografia focada que incorporou métodos observacionais, diários de áudio e entrevistas com um grupo de estudantes (n=15) de uma universidade chilena acompanhada de 2019 a 2021. **Resultados:** Macrotransições associadas ao início são identificadas e exame e conclusão dos estudos, juntamente com microtransições que emanam da cultura profissional e institucional e que demarcam a trajetória de aprendizagem do corpo discente. Além disso, discute-se como esses marcos de transição funcionam como estruturas que, não sendo criadas pelo corpo discente, podem condicionar a socialização profissional. **Conclusões:** É necessário catalisar pesquisas que explorem os aspectos sócio-estruturais da formação profissional. Só então será possível fazer maior justiça às complexidades psicossociais de fenómenos complexos como a aprendizagem e a educação profissional.

**Palavras chaves:** Educação Profissionalizante; Educação em Enfermagem; Estrutura Social; Socialização; Capacitação Profissional.

## INTRODUCTION

Becoming a healthcare professional entails a process of psychosocial learning.[1] On the one hand, it typically requires enrollment in a university training program aimed at acquiring, internalizing, and demonstrating a specialized set of knowledge, skills, and other relevant aptitudes for professional practice.[2] This process involves significant and documented psychological changes.[3] Indeed, it is expected that, through training, people will develop a professional identity, thereby creating a sense of occupational belonging and learning to think and act as an official member—sociologically speaking, a "socialized" member—of the profession.[4-5]

On the other hand, this professional socialization, as the term suggests, encompasses not only psychological or personal aspects but also a social or external dimension. This means that, in learning their role, people encounter multiple external inputs that frame their learning experiences.[1] In this sphere, one must consider not only one-on-one interactions (i.e., the micro-level) but also progressively more abstract levels, such as institutional culture, learning environment, and explicit and implicit norms, values, and guidelines embedded in the curriculum. Since this socialization occurs within the framework of an official university training program, it can be assumed that the contextual or external aspects of learning are primarily provided. In other words, the circumstances under which students learn are typically not of their choosing but are determined by the academic institution.[6]

From a research perspective, it is noteworthy that healthcare professions—particularly nursing—have emphasized the psychological aspects of professional socialization rather than the context surrounding these processes.[1] Regarding social science paradigms, the focus has been on agency rather than structure.[7] This may be due to the close connection between healthcare professions and the humanities, which has fostered a focus on the person and their internal world. Alternatively, particularly within the context of South America, this tendency may be influenced by the paradigmatic weight of theoretical-methodological approaches such as phenomenology, which emphasizes lived experience and, consequently, the internal world of individuals. While this focus is relevant, it has rendered social, structural, and contextual aspects either an epiphenomenon or, at best, a less explored field.[7-8]

This article addresses this gap by directing the research lens toward structural aspects derived from the training program. The findings stem from a broader doctoral study exploring the complex construction of learning experiences in the professional socialization of Chilean nursing students. Specifically, this article aims to examine the delineation and potential influence of transitional milestones within the training program on the professional socialization of Chilean nursing students.

## METHODOLOGY

### Study Design

This qualitative study used a focused ethnography (FE) methodology, as described by Knoblauch.[9] As part of the ethnographic tradition, FE maintains core ethnographic commitments, such as immersing in participants' contexts to share their routines through first-hand research.[10] Unlike traditional ethnography, which typically involves long-term fieldwork, FE proposes a shorter immersion in the field, compensated by greater intensity in data production and analysis. This trade-off between duration and intensity often entails implementing multiple data collection methods simultaneously, as well as exploring a familiar environment as an insider.

**Data Collection**

The study was conducted at a Chilean nursing school. In line with FE, this school was selected due to a pre-existing professional connection that facilitated recruitment and other practical aspects of the data collection process. Ethical safeguards, such as ensuring confidentiality and preventing any teaching relationship with participating students before or after the study, were upheld through informed consent and review by ethics committees.

As is customary in the country, the training program lasts five years and includes both theoretical activities (e.g., lectures and seminars) and practical training (e.g., simulation and clinical placements). The final year primarily consists of internships, which involve extended clinical placements with reduced direct supervision from the nursing school.

An initial group of eight students (two men and six women) was selected following an open invitation to the fourth-year cohort in August 2019. This intentional sampling was justified by the greater professional socialization accumulated by the cohort, and the possibility of longitudinally following them through their fifth year and eventual graduation. Data were collected through two months of observation during the participants' second-semester activities, observing the group during their daily routines, particularly their clinical placements from Monday to Thursday. The main objective was to build trust and be immersed in their routines and culture as students. Descriptive and reflective field notes were taken, and incidental interviews were conducted. The group was then invited to the next phase; seven students (one man and six women) agreed to participate and be followed throughout their final academic year (March 2020 to March 2021) via audio diaries.

The instruction was to describe significant professional learning experiences. Participants were encouraged to submit both spontaneous and reflective notes, which they recorded and shared through a secure online platform. The goal was to obtain vivid narratives of recent learning experiences. However, they were also invited to recount past experiences if deemed relevant. Forty-six entries were received, with an average of seven per participant and six minutes per note. One student withdrew from the study midway through the academic year for personal reasons.

The data collection process concluded with 12 in-depth interviews conducted in March 2021. These were synchronous but remote (via video calls), at a mutually agreed-upon date and time. Six participants in this stage continued from the diary stage, while the remaining participants were invited through another open invitation to the cohort. A semi-structured script was used, with four open-ended questions representing key areas of analysis that had emerged abductively for this phase. One of the questions addressed the phenomenon of transitions in nursing–the focus of this article–with an open sub-question about the significance of the transition from secondary to tertiary education and another on transitions during their training. Each interview lasted approximately one hour and was transcribed verbatim. This multi-methodological approach, consistent with FE, enabled a recursive data collection process aligned with emerging analyses.

**Data Analysis**

The data were analyzed following a grounded theory approach.[12] This means that key principles of the tradition were embraced, although the construction of a substantive theory was not the primary aim of the study. The analysis began with an open coding phase using an inductive focus to identify incidents in the data. Subsequently, following abductive logic, focused coding was carried out to develop the codes with greater conceptual reach (see Table 1 for an example). This process was complemented by memo writing, and additional data relevant to the emerging analysis were collected. This was especially the case for the interviews, which were mainly informed by the audio diary findings, helping to refine promising codes and build a framework of abductive categories.[13] In this

way, the study adhered to the quality and rigor criteria suggested by Charmaz.[12] This article presents a portion of the findings belonging to one of the main categories of the broader study. Specifically, the data introduced here are primarily drawn from the audio diaries and interviews. Nvivo 12® software was used for data management and coding.

**Table 1.** Extract from a memo outlining a preliminary category (focused coding) based on initial codes (open coding).

| Data Excerpts | Initial Codes (Open Coding) | Preliminary Category (Focused Coding) |
|---|---|---|
| "I think the biggest change one faces when starting university is the fact that you leave the bubble that is school and move into higher education… you become a university student." P3AD | Transitioning to university life | |
| "I kept telling myself: 'Okay, I'm in my fourth year, I need to know everything because next year I'll be a nursing intern'… so I went into practice feeling anxious." P3AD | Facing the internship | Facing major transitions |
| "The fact that it was my first clinical placement worked against me… you don't know how to react, how to handle it, what to say, how to move…" P4AD | Experiencing first clinical placements | |

**Source:** Author's elaboration.

### Ethical Considerations

The study was approved by two ethics committees: Project 074-2019, Record 060 from the Ethics Committee of the Faculty of Medicine at Universidad de Chile; and Ref: NURS041-2019 from the Ethics Committee of the University of Edinburgh. Participant recruitment was mediated through an informed consent process. Data collection was preceded by an open invitation and an informational meeting where the research was explained, allowing participants to clarify doubts. Confidentiality and data anonymization were ensured, and the voluntary nature of participation was emphasized. All participants signed an informed consent form.

### RESULTS

### Delimiting a Transitional Learning Trajectory

A fundamental finding in student narratives is that professional training is seen as a personal learning journey.

*"I think this school gives you certain guidelines, or, I don't know, like a direction. But in the end, you end up making your own path."* – Participant 2, Interview (P2I)

*"So, I had to set boundaries for myself and trust myself, even though as a student you say, 'ah, okay, I'm just a student'... because sometimes you have to learn on your own **along this path.**"* – Participant 4, Audio Diary (P4AD)

It is common to find terms in these narratives such as "path," "goal," or similar concepts to reinforce the depiction of professional training as a learning trajectory with clearly delimited starting and ending points. A student states during an interview:

*"So, emotions are present **throughout this entire journey** in university… and it's like **I have a goal, an objective**… and my main goal is to finish my university degree."* – P4I

Naturally, the starting point is university enrollment, while graduation marks the culmination of this trajectory. However, it is noteworthy that these milestones hold transitional value, serving as key reference points within the learning journey. One student reflects on an experience attending to a patient during clinical placement:

*"I realized that I had to turn the situation into something positive, something I would always carry in my heart and in my experience as **the kind of nurse I want to be in the future**… it made me think that I was doing things right, that **perhaps I was on the right path**."* – P7AD

In this diary entry, the student expresses that the kind of nurse she aspires to become is a reference point for her learning experiences. Thus, the culmination of her studies (i.e., becoming a nurse) acts as a milestone that assigns value to her experiences ("turn the situation into something positive") as well as meaning to her professional training journey ("I was on the right path").

The characterization of professional training as a learning trajectory with clearly defined transitional milestones is expressed in the following narratives:

*"I think the biggest change one faces **when starting university**, as a person, is the fact that you leave the bubble that is school and move into higher education… I think it's **the biggest change** one experiences, **living this new experience of being a university student**."* – P3AD

*"I feel that when you start in the first year, you don't really know what you will be doing in the fifth year. But as you get closer to the fifth year, **you also get closer to becoming a professional**."* – P13I

These passages reinforce the delimited starting and ending points of the learning trajectory while also highlighting the transitional value of these milestones, which revolves around acquiring a new status or category. At the beginning of their studies, students acquire the status of **university students** (specifically, nursing students). This category accompanies them throughout their training journey, leading up to the culmination point, where they are granted a new professional status—that of a **registered nurse**.

That being said, the data suggest that the training period is not solely marked by transitional milestones at the start and end of the program. Student narratives also reveal the existence of micro-transitions throughout their university education, which also function as key milestones and reference points in their learning trajectory.

**Navigating Micro-Transitions**

While the start and finish of the nursing program are essential in delineating the trajectory of professional socialization and learning, student narratives frequently reference other critical milestones that emerge from the institutional culture or curricular structure. A particularly prominent example is their first clinical placement, which is mentioned in every audio diary entry:

*"The first incident that left a mark on my nursing studies… hmm… **my first clinical placement ever**… my first placement; I was very anxious, very nervous."* – P1AD

*"**The context was that I was in my first clinical placement**… And I remember it because in the first placement, you feel quite lost, you don't know what to do, how to move."* – P4AD

*"I'm going to describe **a situation I experienced in my first clinical placement**… we mostly just observed, but it was still a good experience."* – P6AD

Notably, these excerpts correspond to the first recorded voice note of each participant's audio diary. In addition to their content, this pattern underscores the significant transitional role of the first clinical experience, which is frequently associated with heightened expectations. This is particularly

illustrated by the first participant's response: *"I was very anxious, very nervous."* From a cultural perspective within the profession, the symbolic value of this transition is also represented by the "White Coat Ceremony" This traditional and solemn event takes place before students begin their first clinical placements, symbolically granting them the privilege and responsibility of wearing their professional uniform and officially entering the field of clinical practice.[14] The symbolic significance of the ceremony is further heightened by the presence of family members or other significant individuals, who bear witness as students recite an oath or nursing pledge.

Echoing the significance of the first clinical placement, another major transitional milestone occurs when students enter the final year of their nursing program, commonly referred to as the "internship". This year consolidates the last set of clinical experiences, consisting of two three-month clinical rotations and one nearly two-month placement. Unlike previous clinical experiences, during this phase, direct supervision is provided by a nurse at the healthcare institution where the internship takes place. In previous placements, students typically worked in small groups (four to six students), performing tasks that are more limited for a shorter period, under direct supervision from faculty members. Consequently, transitioning into the internship grants students a new status, marked by greater responsibility and independence.

*"You gather the most courage **during the internship** because, from second to fourth year, you are always with a faculty supervisor. The supervisor takes on almost all the work related to social skills… Also, I think the university is too paternalistic. I mean, the guidance is always there, but sometimes it's too much, which prevents us from becoming independent."* – P8I

This sentiment aligns with many narratives where students describe their "intern" status as one that grants them a unique experiential framework to learn their professional role.

*"I say that **during the internship, you learn everything**… Finally, when you're **in the internship**, you can kind of let go, feel calmer… Clearly, learning becomes much more consolidated **during the internship** because we have more time for practical rather than theoretical tasks."* – P13I

**Interviewer:** *From your first to fifth year, did you form a mental image of yourself as a professional?*

**Participant 2:** *I don't think I had a clear idea at first… but at a more complete level, **I think it happened at the end, as an intern, when you have a more relevant role**… That's why I said that, in the end, you gain more clarity about it [the professional identity] **during the internship**, as you experience more, gain more knowledge, and take on more professional responsibilities. That completes the vision of the professional you will become."* – P2I

The significance of this transitional milestone is such that student differentiate their status between being a student (first to fourth year) and an intern:

*"This happened to me **now as an intern, never as a student**... I think that when you are an intern if you look at the first and last day, when you finish, you grow a lot, a lot."* – P11I

Later in the interview, in response to a question about professional expectations, the student states:

I: *"What made you change that [the expectations]?"*

P11: "*Starting to have, or rather, **ceasing to be a student in practice and becoming an intern."*** – P11I

Another student also refers to her internship as a transition to a distinguishable and special category or status:

*"So, in the end, you face real life, and you have to empower yourself from zero to a hundred, because **one day you're a student, and the next day you're an intern**; and time flies and you graduate."* – P4I

Just like the transition to their first clinical placement, the transitional milestone of the internship is a source of expectations with which the students interact:

*"I had a teacher who humiliated me in countless ways... who [said], 'How are you going to reach **the internship** if you don't know this or that.' **I heard that phrase related to the internship all the time**; it was unbearable."* – P1AD

When asked about the role of expectations in her professional socialization, another student expressed a similar idea regarding the internship:

*"There is anxiety caused by this, before the placement, during, and after the placement... every year I heard the phrase 'you should know this'... and in the end, you reach **the internship** and have a horrible time because you don't dare to ask questions, because what will your nurse say? What will the other nurses think of you?... in the end, the expectations that teachers from the [nursing] school put on you are very strong."* – P4I

Another student notes that the professional staff in clinical centers also has a set of expectations about the interns:

*"In fact, **when you arrive at the placement as an intern**, it's like they [the professional staff] expect you to know how to do everything. And it was like, what is happening here? I had barely placed two catheters!"* – P11I

Notably, the ethnographic observation shows that these expectations are actively instilled in students as a way of framing their professional learning process. In a formal sense, for example, students are socialized through the career's "Exit Profile," a document that summarizes a set of characteristics expected to be developed throughout their training. Indeed, physical copies of this profile are ubiquitous in nursing school facilities, and its content is repeatedly emphasized. A representative example is captured in the following field notes taken while accompanying the final-year cohort during their course presentation:

"There are approximately 50 final-year students in the room along with their school tutors (...) The meeting begins with the Course Coordinator (CC) presenting the Exit Profile of the program, saying that this is something they should have heard many times over the years and should be familiar with. The CC says, using a tone that combines humor and seriousness: 'Pay close attention to this, not like previous generations, because by the end of the course, **you should be a true reflection of this statement**.' The CC then explains the dynamics of the clinical placement and the challenges students will face... putting into practice what they have learned in previous courses... The CC says: 'You have to consider that you must present yourselves as professionals; you will be performing your duties in front of your potential bosses...'" – Field Note 5

In this excerpt, the CC expresses that the Exit Profile is a key institutional document that frames the students' learning trajectories. Not only is the students' familiarity with the document presumed but also an internalization of its content, that is, the professional profile that must be developed. This culminates with the statement "You should be a true reflection of this statement," which shows that the teaching team also transfers expectations onto the students.

Ultimately, the above contributes to the frequent interaction of students with sets of expectations during their transition to the "internship."

"*I told myself, 'Okay, I'm in my fourth year, and I need to know everything **because next year I'll be a nursing intern... and I attended my placement feeling anxious**.*" – P4AD

It is important to note that in addition to this excerpt, the majority of the narratives shared above show that students interact with these transitional milestones through a cognitive, affective, and/or behavioral response (i.e., something they thought, felt, and/or did) concerning the transitional milestone. This interaction, together with the delimitation of milestones as social-structural aspects of professional learning, will be the central focus of discussion in the next section.

## DISCUSSION

This article has examined various transitional milestones in the learning trajectory that socialize students into the nursing profession. Macro-transitions that are naturally linked to the beginning and completion of formal studies have been documented, as well as micro-transitions that derive from the learning trajectory within the institution itself. The findings suggest that the transitional value (and, with it, symbolic significance) largely emanates from professional and institutional culture. In other words, the training center's culture and the curricular aspects of the program create a circumstantial framework for students' learning experiences.[15] This warrants a few observations.

On one hand, the transitional milestones described in this study are significant because they endow students with qualitatively distinct categories throughout their trajectory (for example: from being a school student to a university student at the start of the program, then from student to professional upon completing it). The categories related to macro-transitions accompany them over an extended period (i.e., "university students" for at least five years, and "professionals" for the rest of their lives). Thus, these milestones constitute genuine status changes mediated by the acquisition of new social credentials with which to present oneself to society.[16-17] Interestingly, this also seems to apply, perhaps on a smaller scale, to the micro-transitions described in this article. In this case, each transition (e.g., to the first clinical placement and especially to their final year internship) gives students a new category or social status that holds particular value within the professional and institutional culture.[15] This aligns with perspectives on nursing education as a transitional phenomenon, and consequently, not rigid or linear.[18] In other words, acquiring a professional role does not occur in a vacuum; conversely, it is a socially and culturally situated process, progressing through multiple stages that carry qualitatively distinct contexts.[19]

On the other hand, these qualitatively distinct contexts that emanate from transitional milestones can be understood as socio-structural aspects of professional learning. Informed by a realist perspective of social theory,[8] this means that transitional milestones provide a concrete circumstantial framework that (i) exists independently of the student body, (ii) has a potential causal effect on students as agents, and (iii) is resistant to change.

The first point (i) is evident in the fact that the qualitative categories these transitions grant exist before each student enters the program; that is, they precede the students temporally, not being circumstances of their creation but provided by the professional and institutional culture.[20] This is particularly relevant considering that some of these categories carry expectations or specific performance profiles (e.g., what behavior is expected from an intern at a particular institution, or how much an intern should know). From a sociological standpoint, these cultural structures (e.g., the collective understanding of what it means to be an intern at such an institution) are likely the elaboration of past agents.[21] In any case, these structural aspects precede and, therefore, exist with some independence from the current student body.

The second aspect (ii), on the other hand, points to the potential of this circumstantial framework to affect the student as an agent.[22] This is evident in student narratives where thoughts, emotions, and/or

actions are revealed concerning these milestones. In this study, this phenomenon predominantly occurs in the form of prospection, that is, when students anticipate and mentally simulate a future personal experience framed within that stage and respond to it in the present.[23]

In this neurocognitive field of study, it has been documented, for example, that the emotions generated in an act of prospection tend to be the same as those felt by the person when the simulated scenario materializes in reality.[24] This becomes highly relevant when considering that the professional training process described here encompasses several transitional milestones with high associated expectations. Whether in the form of prospection or another form, the key point is that this circumstantial framework provided by the training program and institutional culture can influence the student cognitively, affectively, and/or conatively.[25] This occurs, at least in part, because the different transitions inevitably entail changes in the student's social category or status in their learning trajectory, shaping the context surrounding their experiences. While this does not determine their experiences, it does operate as a conditioning factor or contextual resource with which students interact to make sense of their formative experiences.[26]

It is noteworthy that the "weight" or significance the students assign to these transitional milestones seems to emerge from their relationship with the educational institution (including their interaction with the reputation, norms, and other aspects of institutional culture that are not necessarily written or visible).[6,15] This relational and contingent aspect would be key to considering this transitional phenomenon described here as a socio-structural aspect (and consequently, one that interacts with and may condition the student's agency) in professional training.

Finally, the third point (iii) describes that, given their independent existence and their precedence over the students, these structural aspects tend to resist change. This propensity for the status quo has been widely documented in social theory,[20] which does not mean that structures cannot be transformed. They certainly can. However, it is also true that they require intense, collective, and prolonged efforts.[21] In practice, this implies that, for example, transforming the social understanding or weight of the "intern" category is not an easy or individual task, and its redefinition requires significant collective effort.

## CONCLUSIONS

Professional training is a complex process with a socio-structural component that warrants investigative attention. Contributing to exploring these aspects, this study has described the existence of different transitional milestones that mark the learning trajectory of students. These milestones carry transitional and symbolic value, operating as relatively discrete and distinguishable stages, and are associated with sets of expectations with which students constantly interact.

Though in its early stages, this work highlights the value of researching not only the agency, psychological, or internal aspects of professional training, but also the structural, social, or external aspects. Embracing this broader and all-encompassing perspective will allow for research that does greater justice to the psychosocial complexities of intricate phenomena such as learning. This approach could also be extrapolated to complex objects of study such as care, leadership, health, or others.

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