Abstract:

**Background:** Professional identity significantly affects nurses’ willingness to practice, which is an important reason for the shortage of nurses. However, authoritative and effective training program of professional identity remain poorly described.

**Objective:** We performed a literature review to elucidate the influencing factors and educational methods of nursing undergraduate's professional identity.

**Methods:** A literature search was conducted PubMed, Web of Science, Embase, CNKI, the VIP, Wan Fang databases, using the keywords “nursing education” “professional identity”.

**Results:** the professional identity of undergraduate nursing students is influenced by various factors, including gender, grade, personality, cognition, reasons for choosing a profession, organizational factors, employment environment, family and social support, etc. Nursing educators enhance professional identity of nursing undergraduates through orientation programs, curriculum innovation and peer support and so on.

**Conclusions:** Nursing educator should consider of characteristics of nursing undergraduates, and attach more importance to professional identity education.

Publications:
1. Investigating the factors influencing professional identity of first-year health and social care students.
3. Professional identity measures for student health professionals – a systematic review of psychometric properties.
5. Tensions in learning professional identities – nursing students' narratives and participation in practical skills during their clinical practice: an ethnographic study

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**Abstract Citation:** Cheng Jingxia, Influencing Factors and Educational methods of Nursing Undergraduates' Professional Identity: A Literature Review, SURGICAL NURSING 2020, Hanoi, Vietnam, August 03-04, 2020, Pages: 0-1