Thinking, acting and feeling like a health professional

Table 3: What documents contribute to facilitating *thinking, acting and feeling* as a health professional

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| **Framework Element** | **Themes** |
| *Think* | * Learning supported by Clinical Educator collaboration and relationship * Learning through working with patients, members of own and other professions |
| *Act* | * Graded learning under Clinical Educator supervision * Contribution to service delivery * Recognition as a health professional |
| *Feel* | * Culture/attitude of workplace * Connections in the workplace * The country vibe |

Source: Developed for this research