

Monitoring, Evaluation and Addressing of Professional Behavior of Occupational Therapy Students: A Challenge all Over the World

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Knowledge, skills and professional behavior ultimately determine the quality of professional activities. Identification and promoting OT students' professional behavior is recognized, but more difficult to evaluate and address than knowledge and skills.

The student centered OT curriculum of Zuyd University (The Netherlands) offers students awareness of strengths and weaknesses, also in the development of their professional behavior.

The past ten years our assessment instrument for professional behavior is longitudinal and systematically tested in various didactical approaches throughout our curriculum. This instrument has proved its predictive value for professional behavior in professional practice.

Professional behavior is defined as concrete observable behavior, based on the values and norms of the profession (behavior-based approach).

Within Zuyd University this structured instrument is used in a diversity of educational situations, formative and summative, throughout our curriculum. The structured feedback is provided systematically to the student from different observers (student, peer, tutor, trainer, (simulated)client, clinical supervisor), so students have the chance to discuss, reflect on and improve the further development of their professional behavior.

The continuous changes in health care and society demand a renewed instrument. This instrument is recently revalidated and will be presented together with our experiences with systematic and structured supervision and evaluation of professional behavior within our curriculum.

The instrument is available in Dutch, English and German to support the monitoring, evaluation and addressing of professional behavior of OT students within the diversity of existing and new educational OT curricula; all over the world.