“A challenge; all over the world!”

The Netherlands

Inge Speth-Lemmens
senior lecturer
WFOT May 2018

Monitoring Professional Behavior
Objectives of this presentation

- Focus on competent OT professionals at Zuyd University, The Netherlands
- Experience with assessing Professional Behavior
- A (renewed) feedback form for Professional Behavior
- Our recommendations
Meet Anna!

I just finished High school, Yippee

What now...?

? OT ?

YES... ...OT!!
Reflection

Knowledge

Critical reflection

Skills

Receive and give feedback
Dealing with work

Dealing with others

Dealing with personal performance

Dealing with clients
Four domains of Professional Behavior

Dealing with work

Dealing with others

Dealing with personal performance

Dealing with clients

3 key steps:
1. Set your goals effectively
2. Create a plan of action
3. Commit to achieving your goal
and Bob, John, Mary, Babette, Aimee, Claire, Tim, Jean, Frits, Amy, Liset, Ellen, Francis, Frans, Kim, Tom, Guillaume, Sanne, Eveline, Paul, Robbert, ... and ..................
Growth towards a competent OT professional

- Capable of acting responsibly
- Ready to critically reflect on own actions
- Good balance of knowledge, skills and professional behavior
- Knowledge and skills; entrenched in education
- Incorporation of the systematic, structured evaluation of professional behavior
- Seems so easy......
Competent professionalism....

....and the eagerness to improve
Definition of Professional Behavior

Concrete, observable behavior that can be supervised, taught and evaluated, and in which the values and norms of professional practice are displayed. (Consilium abeundi, 2005)

Concepts Professionalism/Professional behavior: More complementary, than contradictory.

Goal is growing to a competent professional!
OT curriculum Zuyd University

- Ten years of practical experiences
- A structured instrument (four domains of PB)
- Longitudinal and systematic assessment
- Formative and summative assessment
- Various didactical approaches
- Several observers: student himself, peer, staff, (simulated) client, clinical supervisor....

10 years....
Result

- For students it is a tool in their personal growth and professional development
- The instrument has proved its predictive value for professional behavior in professional practice
- Nowadays, reflecting and discussing Professional Behavior is part of our University educational culture throughout the entire curriculum
Renewed instrument for PB

✓ **Update of content**
  - Developments in society / healthcare
  - Awareness of ownership (client and student)
  - New OT competences

✓ **Update of lay-out / form**
  - Digital form
  - Students role in requesting feedback

✓ **Update of process**
  - Formative instrument
  - Student is the owner
Improving Professional Behavior

- Set (new) learning objectives
- Request and give feedback
- Reflect and analyze feedback
- Gain insight into professional development
- Discuss and adjust professional behavior

Professional behavior in various and changing situations

© I. Speth-Lemmens
Student shows that he is aware of the client’s situation and that he can think out of the box, to move along with the specific requests of his surrounding.
Our recommendations

✓ A structured instrument is a necessity
✓ Focus on formative purpose
✓ Longitudinal follow-up and monitoring
✓ Student is owner of own feedback-process
✓ Illustrative examples are useful
✓ Feedback in various situations,
✓ Several feedback givers
✓ Feedback is useful for students
✓ Time for staff training
✓ Positive feedback stimulates the eagerness to improve
Objective

- Our focus on competent OT professionals
- Experiences with monitoring Professional Behavior at Zuyd University
- A (renewed) feedback form for Professional Behavior
- Our recommendations
Recommendation:
Positive feedback stimulates the eagerness to improve

Thank You
Questions? Send to Inge.speth@zuyd.nl