

**“A challenge;
all over the
world!”**

The Netherlands

**ZU
YD**

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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!

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I just finished
High school,
Yippee



What now...?

? OT ?

YES...
...OT!!

working
with
simulated
clients

Realistic
practical
OT issues

Working
together in
small groups,
skills training,
tutor groups

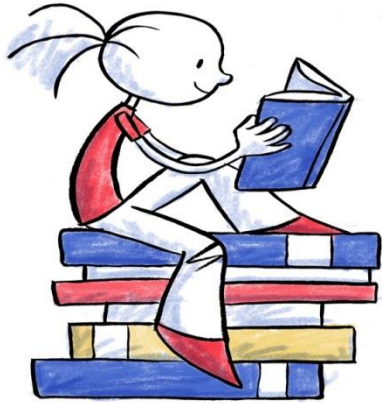
Knowledge,
Skills,

.....professional
behavior.....



Reflection

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Knowledge



Critical reflection



Skills



**Receive and
give feedback**

PRIORITY

3 key steps:

1. Set your goals effectively
2. Create a plan of action
3. Commit to achieving your goal



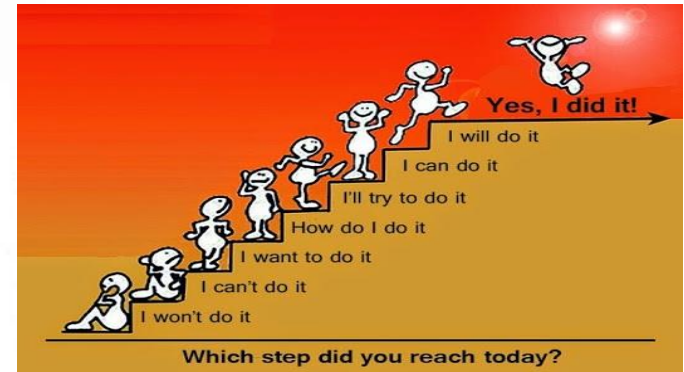
Dealing with work

Dealing with others

Four domains of Professional Behavior

Dealing with personal performance

Dealing with clients



.....Anna.....

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Thank
you !!!



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!

.....10 years.....

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....

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**

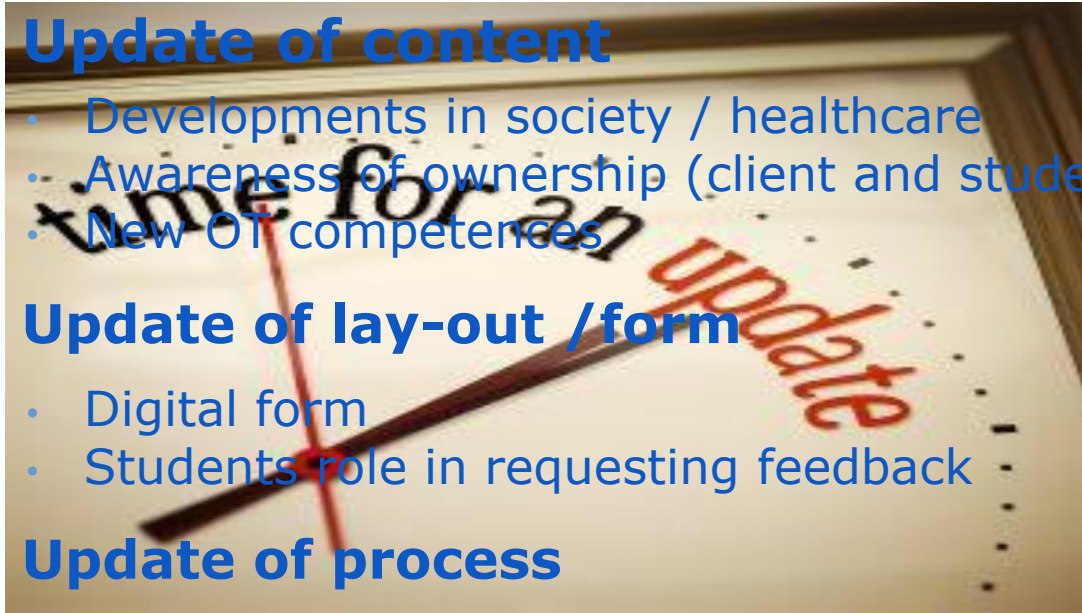
- Developments in society / healthcare
- Awareness of ownership (client and student)
- New OT competences

✓ **Update of lay-out / form**

- Digital form
- Students role in requesting feedback

✓ **Update of process**

- Formative instrument
- Student is the owner





FEEDBACK LIST ON PROFESSIONAL BEHAVIOR

Name of student: _____
 Student number: _____
 Context/situation: _____
 Date of feedback : _____
 Feedback form completed by: _____
 Relation to student: _____

For guidance see the "Guidance" tab

Demonstrated behavior does not meet the expected standard (red)	Behavior at expected level (green)	Behavior shown is above the expected level (gold)	
1. poor, still many learning points	3. sufficient, some points require attention	5. good	
2. insufficient, clear learning points	4. sufficient	6. excellent	
	I request feedback on:	Feedback Score	Explanation / illustrative examples
1. Dealing with work: Student demonstrates			
1.1 Confidence/self-esteem. Aspects include: A critical attitude; asking critical questions; requesting clarification; demonstrating confidence and insight into one's own knowledge and skills; demonstrating decisiveness; relying on (one's own) experience and scientific evidence when assessing a question from a client; being confident when imparting information; taking initiative to explain and substantiate one's own vision/opinion.	-	-	
1.2 Independence. Aspects include: Being proactive; taking on/organizing/handling tasks without too many instructions; making and adhering to a realistic planning; applying knowledge in new situations; separating main issues from side issues.	-	-	
1.3 Precision in work. Aspects include: Thorough preparation; responsible behavior regarding agreements / tasks; using knowledge when reasoning; help in time.	-	-	
1.4 Taking responsibility. Aspects include: Showing initiative; actively using relevant information from reliable sources to ensure substantive quality; feeling responsibility for work/tasks; making an active and relevant contribution; desire to obtain a deeper understanding; commitment to/responsibility for processes.	-	-	
1.5 Efficiency in performing tasks/work. Aspects include: Efficient organization of activities: planning/ preparing/ delegating and monitoring; making efficient use of resources and time; coping with work pressure; setting priorities.	-	-	
1.6 Entrepreneurial qualities. Aspects include: Creative thinking and acting; prepared to venture from the beaten track; determining one's own direction; exploring opportunities in the market; being inquisitive and eager to learn; taking into consideration social and political developments; independent identification of questions and requirements in the surroundings.	-	-	

-
- 1. poor
- 2. insufficient
- 3. sufficient, attention!
- 4. sufficient
- 5. good
- 6. excellent

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

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 - Our focus on competent OT professionals
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 - Experiences with monitoring Professional Behavior at Zuyd University
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 - A (renewed) feedback form for Professional Behavior
- 
 - Our recommendations

Questions ?

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Questions? Send to Inge.speth@zuyd.nl

The End ?

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