Professional Development and Professional Competency

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OTH 5721 – Professional Development in OT
Purpose: To guide the process of professional development: self-reflection and self-assessment, identification of specific individual competencies for development, goal setting, and selection of educational, professional development and growth activities
Professional Development is:

- focus on career development;
- achieving and maintaining excellence and gaining expertise;
- assuming new and more complex roles;
- implementing new information into practice (continuing competence).

Professional Development is **Self-Directed**.
“No one, at any given time in his or her career, has the entire breadth and scope of knowledge, skills, and attitudes to carry out chosen goals. Professional growth, like human development, flows along a continuum that is not linear but bumpy, at times convoluted and unpredictable, and certainly only partially planned. Many choose to go with the flow, content to make the best of what befalls them. On the other hand, some may prefer to take a stronger role in shaping their career path. Nevertheless, professional growth merely begins at entry-level education and fieldwork and then extends throughout a “career-time.”

**Prerequisite** knowledge, skills and attitudes to:
- perform the processes of evaluation, intervention planning and implementation, and outcome measurement as they relate to occupation and participation.

**Threshold:** education based competencies; evaluation of fieldwork performance and NBCOT performance
“Tip of the Iceberg”

Content and Process:
OT theory & knowledge
OT skills & techniques

Personal Reflection:
- learning style
- communication style
- personality traits
- beliefs & perceptions
- biases
- life experiences
- values
- philosophy of education
- philosophy of illness
- philosophy of caring
Ability to:
- Transfer new knowledge to practice.
- Responsibility to implement “best practice”.

Ineffective practice can be an ethical problem.

Threshold: Current skills; job-specific abilities; client outcomes, client satisfaction, adherence to company policies and protocols, behaviors, etc.
Triggers:

- What are the new expectations?
- What are the new responsibilities?
- What knowledge, interpersonal and personal skills are required?
- What types of critical thinking and reasoning skills are needed?
- What expectations do others have?
- Are there changes in technology, professional expectations, personal expectations that will effect my performance?

“What do I need to do to meet these changes?”
Reflection

Self Assessment

Identify goals

Develop plan

Implement plan

Document performance

Demonstrate change
Development Planning

- Start with **self-reflection and self-assessment**
Development of a Professional

- Student
- Entry-level therapist
  - Novice (1 – 3 years)
  - Advanced beginner (~5 years)
- Competent
- Proficient
- Expert
Where will you be in 3 years?

Where will you be in 5 years?
Self-Assessment:

- Establish a baseline for developing goals and a plan; internal and external feedback
- Internal: OTAS; formal method of self-assessment
- External or 360 degree approach: feedback from peers (colleagues), supervisors, instructors, mentors, and others.
- Self-Reflection on experiences; what did I learn, what more do I need to know, etc.
According to Self-Assessment

Reflect on:

- Strengths and weaknesses
- Personal attributes
- Assess obligations to family
- Job responsibilities and requirements
Reflection

Self Assessment

Identify goals

Develop plan

Implement plan

Document performance

Demonstrate change

Trigger
“Vision Statement”

Summarizes aspirations and desires

Five Year Plan: entry-level years
- 1 to 3 year
- 3 to 5 year

Type of job, level of responsibility, level of training or education, type of environment, level of specialization.
What additional knowledge do I need?

How will I develop critical reasoning for use in my practice?

What additional interpersonal abilities do I need?

Will I need to develop particular performance skills?
Professional Goals:

- How will I know have achieved (or made progress) meeting each goal?
- Gained a new attitude, values or perspectives?
- Gained experience, new strategies, knowledge or techniques?
- Gained a new level of expertise, new level of competence?
Where to put your effort to achieve vision:

1. **Specific and measurable**; identify specific behaviors, skills, attitudes and actions.
2. **Important** both personally and professionally.
3. **Consistent** with your mission statement.
4. **Attainable**.
5. **Feasible**; consider your personal, professional and institutional resources.
6. **Performance focused**.
7. **Observable**.
8. **Measurable**.
9. **Verifiable**.
Possible Vision Statement:

In 3 years I will be practicing in a rehabilitation setting. I will feel confident performing client-centered evaluations and designing appropriate intervention plans. I will study leadership and supervision skills for an eventual leadership/supervisory role. I will begin pursuing a board certification in Gerontology.
“3 year” vision & plan: Goal one

I will feel confident performing client-centered evaluations and designing appropriate intervention plans.

Plan:

- Seek out opportunities to learn from more experienced colleagues by soliciting feedback on performance.
- Attend professional presentations available on site and at conferences.
- Organize self-study program to strengthen an area of weakness (dysphagia); specific readings and CE workshops.
Goal two:

I will study leadership and supervision skills for an eventual leadership/supervisory role.

Plan:
- Apply to AOTAs Emerging Leaders Development program.
- Attend a comprehensive workshop on leadership, and CE courses and training programs in supervision.
- Be active in my community; using these opportunities to build my confidence and practice leadership and organizational skills.
Goal three:

I will begin pursuing a board certification in Gerontology.

Plan:
- Investigate required activities and experience needed to gain certificate
- Form a comprehensive plan, with deadlines, for the activities needed
- Organize and build my portfolio to document my expertise in Gerontology.
Five Year Vision:

- I will be proficient in the OT process. Measures of patient outcomes will reflect my growing expertise.
- I will be supervising students, techs and aids. I will have obtained a leadership position in my state OT association.
- I will accomplish my Board certification by the end of my 5th year in the profession.
5 year Goals:

- I will be proficient in the OT process. Measures of patient outcomes will reflect my expertise.
  - Be evaluated by an OT with 5 more years experience.
  - Conduct an “audit” of the D/C patient reports.
  - I will give an interdisciplinary presentation at my facility in Adult Dysphagia.

- I will be supervising students, techs and aids.
  - Conduct an “audit” of student feedback.
  - Complete AOTAs fieldwork educators training program.

- I will have obtained a leadership position in my state OT association.
  - Volunteer for task force or ad hoc committees in FOTA and/or the local OT forum.
  - Run for elected office in AOTA.
  - Volunteer for task force or committee with AOTA or NBCOT.

- I will accomplish my Board certification by the end of my 5th year in the profession.
  - Submit documentation to AOTA.
  - Revise resume and employment documents to reflect certification.
**Aim:** To facilitate my transition from **Student** to **Novice OT Professional**

**GOAL:** I WILL HAVE a portfolio to document my professional development activities.

**Specific:** I will create a portfolio with documented activities in learning and growth, education and scholarly activities, and professional and community service.

**Measurable:** I’ll know this goal is completed when I have submitted my portfolio to my mentor.

**Attainable:** I have taken some classes, I have a mentor and web resources available, so I will easily be able to construct a portfolio.

**Relevant:** This is important in order to document the professional development activities I engage in outside of the classroom, and to assist me to direct me career development.

**Timely:** I will complete the first phase of this project and submit it by the due date in April, 2013.
Plan:

- To attend activities with a variety of health professionals; learn about the differing perspectives on health care issues.
- To meet and network with OTs that have more experience than me.
- Make a presentation to a professional audience.
- To gain experience working people that are different than me; race, religion & disability.
- Take a leadership role in an activity or activities that contribute to the potential clients or the OT profession.
Clinical Rotations:

I will feel confident performing client-centered evaluations and designing appropriate intervention plans.

- OTAS items?

Plan:
Portfolio Construction

- Vision Statement (purpose statement)
- Identification of professional goals
- Self, peer and faculty evaluations using OTAS
- Performance evaluations by Clinical Educators
- Documentation of participation:
  - Learning and growth activities
  - Professional service
  - Community Service
Documentation of participation in activities from each category:

- **Credentials**: education, certifications, licenses, professional memberships

- **Honors, Recognitions, Awards, and Achievements**: student awards and scholarships, residencies, fellowships, etc.

- **Professional Service**: national, state, university, college, local and community leadership and service activities.

- **Scholarly Activities**: publications, research activities, grants, presentation activities, performance evaluations, etc.

- **Educational Activities**: learning opportunities outside the formal classroom (attending or participating in lectures, presentations, conferences, workshops, etc.)

- **Community Volunteer Activities**: professional volunteer activities and community service.
Identify one step you can take this semester that will move you toward your long term goal. Once you have that step identified, put together a plan for how you will make it happen.

- **Master something new.** Growth is what you and your career are all about. Growth only comes from learning something new.

- Take responsibility for something everyone else is avoiding. When a person takes responsibility it is displaying a form of leadership. This is especially true when you solve a problem no one wants to tackle.

- **Add value to one thing.** Exceed your (an everyone else's) expectations on one thing this month.

- Network and get to know others. Meet a student or professional from another discipline, and gain at least one new perspective on health care. Only good things will happen with new attitudes and perspectives.

- Find a new person in your class to get to know, and learn a least one new thing from that person. You not only make new friends but can become aware of new opportunities for learning.