

**“Becoming a True Professional:
How do we teach professional values”**

*Paula Kramer, Ph.D., OTR, FAOTA
Charlotte Brasic Royeen, Ph.D., OTR, FAOTA
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REFLECTION

- Where did you learn your professional values?

Moving from student to professional

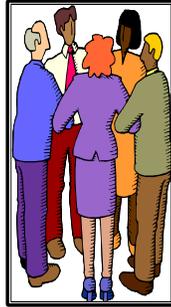
STUDENTS

PROFESSIONALS

GRADUATES

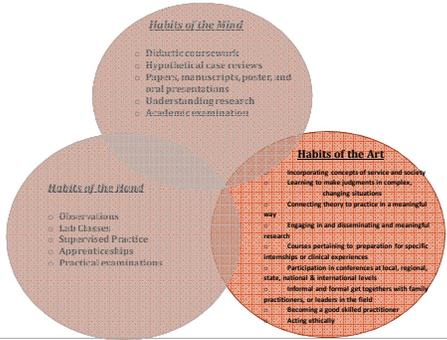
It Takes a Village....

- Educators
- Clinicians
- Positive Role Models



A Model of Professional Preparation for Practice

(Royeen & Kramer, 2013, based on Sullivan & Rosin, 2008) copyright 2013
THIS IS OUR CONCEPTUAL MODEL



Habits of the Mind

- Didactic Coursework
- Hypothetical Case Review
- Oral presentations, papers, posters, manuscripts
- Understanding research and academic examinations



Habits of the Hand

- Observations
- Lab classes
- Supervised practice
- Apprenticeships
- Practical examinations



Habits of the Art



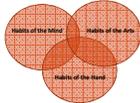
- Understanding concept of service to society
- Learning to make judgments in complex situations
- Connecting theory to practice in a meaningful way
- Courses related to preparation for internships/clinical experiences
- Engaging in and disseminating meaningful research
- Formal and informal get-togethers with other practitioners, leaders in the field
- Becoming a good skilled practitioner
- Acting ethically

Becoming a true professional

- Incorporate all three habit areas
- All three habit areas incorporate values
- Habits of the Art are the primary center of values

Note that these Circles Overlap

- Note all three circles overlap
- Habits of the Mind may be primarily in the classroom
- Habits of the Hand are a combination of the classroom and the clinic
- Theoretically, the Habits of the Art start in school, but can take a lifetime to develop
- But where do we actually learn Habits of the Art???



What does the literature say?

- Hooper et al (2013) state “educational science in occupational therapy remains in an early phase of development,”(p. 17) the focus of our education literature has been on teaching, curriculum and outcomes based on student perceptions. The literature surveyed focused primarily on knowledge and skills (not on the art).
- Wright (2012) identifies a need for the development of a professional education paradigm (conceptual model) for OT and suggests a specific design for one



What does the literature say?

- Parham (1987) discusses the importance of learning and understanding theory as a way to problem solve and communicate with others about occupational therapy.
- Wright (2012) in her proposed paradigm discusses the need for “adaptive thinking, reflection and the creation of meaning.” (p.5)
- This is what Schaber referred to as relational learning



Three potential conceptual models

- Schaber - the keynote yesterday – 3 levels
- Wright (2012) – OT PEP
- Royeen & Kramer (2013) – Habits Educational Model (a working title)

None are right or wrong

All are meant to stimulate thinking and generate research and scholarship

The literature reveals the need for the development of Habits of the Art

- Yesterday's presentations illuminated that most literature is on knowledge and skills
- Yet we are not focusing on what may be most important in occupational therapy education.
- OT Profession's focus is more on the development of knowledge and skills, habits of the mind and habits of the hand.
- And we leave much of the development of habits of the art, to Fieldwork, and the experience that occurs over time.

How can we change education for learning the habits of the art?

- We assume that it can be taught
- Experience tells us that students also learning from environmental context (identified yesterday)
- Increase problem solving, providing more complex situations in the classroom, "adaptive thinking" (Wright, 2012)
- Experts state - Model professional behaviors
- Practice "be this" and not just "do this" (Royeen, 2013)
- Active mentoring



Fieldwork

- Need to find a way to have educators collaborate more closely with fieldwork supervisors, so that student education can be mutual action
- Consider changes in fieldwork, especially given the emphasis on productivity in the clinic that puts so much stress on clinicians and on makes student education an additional demand on time
- Do we need residencies? Look to models of other professions
- Work together to become role models

Reflections

- How did you learn values?
- Who does what in terms of teaching values?
- How can we do this better?
- How do environments affect values?
- How can we collaborate more between the academic and clinical environments?
- How can we improve the development of habits of the art?

Our Point is:

- We need to work together and collaborate more to ensure that we mentor our students and beginning professionals to reach their full potential
- Which means that all of us need to be the best professionals that we can be in order to set good examples and mentor the next generation
- We need to investigate all these questions!

Mentoring

- We continually can learn from others!
- Think about from whom you learned
- Who you consider your mentors?
- What made them an important mentor to you?

The Habits Education Model

The diagram illustrates the 'Habits Education Model' as a 'Triangle of Experience'. The three vertices of the triangle are 'Habits of the Art' (top), 'Habits of the mind' (bottom left), and 'Habits of the Hand' (bottom right). The edges connecting these vertices are labeled: 'Mentorship' on the left edge, 'Interaction with Practice' on the right edge, and 'Reflection / Reflexivity' on the bottom edge. To the right of the triangle is a vertical orange arrow pointing upwards, representing a progression from 'Student' at the bottom to 'Expert' at the top, with 'Novice' in the middle.



Reflect on your own development as a professional

If you would consider

Email your thoughts to us at either:

p.kramer@uscience.edu

Croyeen@gmail.com

Thank you!

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