



# Developing Professional Identity: A Strengths- Based Approach

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## OCCUPATIONAL THERAPY

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# Learning Outcomes Review

## PROGRAM GRADUATES WILL:

- Implement the occupational therapy process using theory, evidence, reasoned clinical judgment, effective oral and written communication skills, and appropriate technology.
- Demonstrate behaviors consistent with the legal and ethical standards, values, and attitudes of the occupational therapy profession.
- Demonstrate sensitivity and respect to cultural, social, geographic, economic, and ethnic diversity during professional practice and personal interactions.
- Engage in life-long learning through ongoing self-assessment and reflection, continuing education, and scholarship.
- Provide leadership in interprofessional education and practice to improve patient safety and quality of care.
- Utilize professional knowledge and skills to support the three pillars of the University's Public Affairs Mission, cultural competence, ethical leadership, and community engagement



# Data Discussed

- Professional Behavior Checklist and Professional Behavior Point distribution throughout courses in curriculum through use of **SWOT analysis**.
- Assessment of professional behaviors related to **program accreditation standards**
- Completion of **Clifton Strengths Finder assessment** during first semester of curriculum.
- **Professional behavior goal development** each semester
- **Student perspectives** of Professional Behavior Checklist process



# Conclusions Reached

- **Current process** is tedious, lack of efficiency, and not consistent across advisors, can be interpreted as punitive
- Need for **strengths-based approach** to reflect positivity and meaning
- **Progression** of behaviors to reflect **growth/development** of professional behaviors throughout curriculum
- Inclusion of **student reflection** component



# Item(s) Chosen for Action

1. Identification of **expected and developing behaviors** throughout progression of curriculum.
2. Integrating **student strengths** with **Professional Identity Evaluation (PIE)** items
3. **Collaboration between course instructors and advisors** re: allocation of professional identity points throughout the semester.



# Follow-up Plans & Next Steps

- Revise/develop an **efficient process** to promote professional identity development which is **reflective and strengths-based**.
- Development of **electronic tool in eValue platform**.
- Discussion re: professional identity points during semester.
- **Faculty and student** training on new tool and process.



# Items that Need Action at Higher Levels than the Department

- Coordinate with eValue customer representative about electronic version of evaluation.
- Locate funding for all faculty to take CliftonStrengths Finder assessment.