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## Applying the Model of Human Occupation in the Development of Consistent Ethical Behavior

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# Applying the Model of Human Occupation in the Development of Consistent Ethical Behavior

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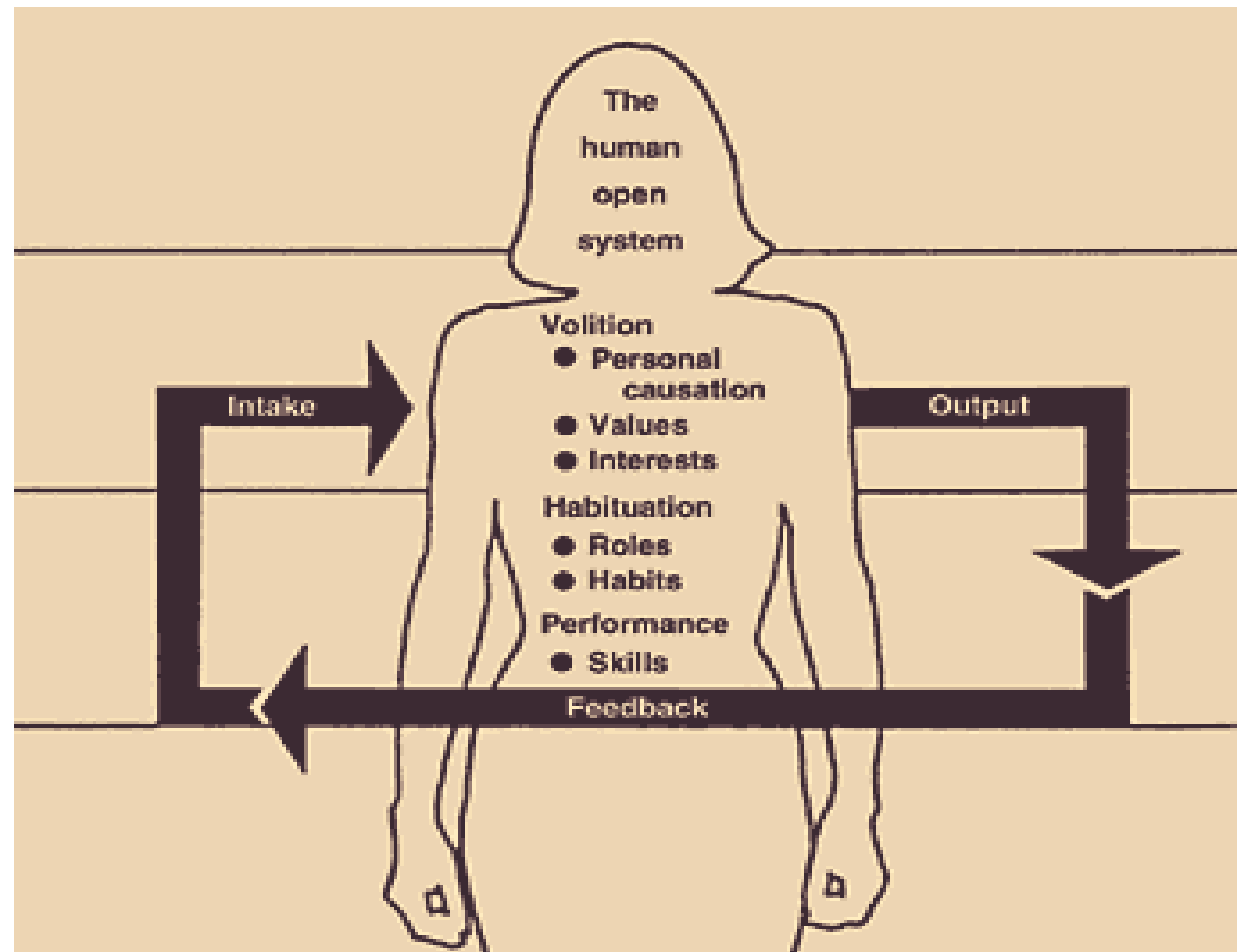
## Introduction

Educational programs that prepare health care clinicians are expressing ever increasing concerns about their struggle in preparing future graduates for ethical, professional practice. Graduates that understand ethics are crucial to future quality care, but “understanding” is only the first step in the process. Ethics need to be valued if they are to be consistently practiced and students need to learn to regularly self-evaluate their progress in becoming ethical practitioners.

To begin this process it is imperative that health care educators explore new ways to assist students in seeing the value and purpose behind ethical training. Then, ethical thinking and practice opportunities need to be imbedded in all program classes and, ultimately, woven throughout the curriculums. By incorporating opportunities for repeated “habitual” practice of ethical behaviors, through this consistent laboratory practice, the programs have a better chance of graduating students who are competent, ethical clinicians, with the ability to consistently maintain successful ethical practice. This poster discusses the use of occupational therapy’s Model of Human Occupation (MOHO) as a framework for helping students understand the need to develop consistent habits of ethical performance.

## MOHO

First published in 1980, the Model of Human Occupation offers a broad and integrative view of human occupation. It seeks to explain how human occupation is motivated, patterned and performed. According to MOHO, humans are conceptualized as being made up of three interrelated subsystems: volition, habituation, and performance capacity.



From Kuehner, G. (1985). A Model of Human Occupation: Theory and Application. Baltimore, MD: Williams and Wilkins.

## OPEN SYSTEMS THEORY

Occupational therapy conceptualizes the human being as an open system that constantly grows and changes through interaction with the surrounding context. Contexts is a broad term that includes more than just the physical environment, but also the social, economic, political, etc.

## 3 SUBSYSTEMS

### VOLITION

- Governs overall operation of the human system
- Responsible for choosing and initiating occupational behavior
- Incorporates the motivation for occupation

### HABITUATION

- Organizes occupational behavior into patterns and routines

### PERFORMANCE CAPACITY

- Responsible for producing the occupational behavior

## Application

The Occupational Therapy Program at Allen College, in an effort to proactively address fieldwork professional behavior issues, has put into place a process that requires the students to regularly self-assess professional behavior, including ethical performance. Students discuss their progress towards goals with the assigned advisor and share examples of progress made. Imbedded clinical experiences in the coursework serve to provide new and greater challenges and the students are able to build the habit of regular, self-evaluation (each semester) as they incorporate progressively developing skills in all areas, including ethical professional behavior. The use of this OT model, emphasizing habitual skill practice, supports the student in building ethical behavior skills for successful future practice. Below is a copy of the format currently in use.

### Professional Development Assessment

Student:	Evaluator:	Date:			
Instructions: For each professional behavior, review the descriptors and rate 1 through 4 by circling the selected number.					
Rating Scale: 1. Rarely (50% or less of the time) 2. Occasionally (50% to 75% of the time) 3. Frequently (75% to 90% of the time) 4. Consistently (90% or more of the time) NO = No Opportunity to Observe					
1. Dependability as demonstrated by:					
a) Being on time for classes	1	2	3	4	NO
b) Handling assignments and papers when due	1	2	3	4	NO
c) Following through with commitments and responsibilities	1	2	3	4	NO
Examples and Comments:					
2. Professional Presentation as demonstrated by:					
a) Behaving and presenting oneself in a manner that is accepted by peers, clients, and employers	1	2	3	4	NO
b) Using body posture that communicates interest or engagement	1	2	3	4	NO
c) Displaying behaviors which are positive, sensitive, considerate, polite, and tolerant towards others	1	2	3	4	NO
Examples and Comments:					
3. Initiative as demonstrated by:					
a) Showing an energetic, positive, and motivated manner	1	2	3	4	NO
b) Self-starting projects	1	2	3	4	NO
c) Taking initiative to direct own learning	1	2	3	4	NO
Examples and Comments:					
4. Empathy as demonstrated by:					
a) Being sensitive and responding to the feelings and behaviors of others	1	2	3	4	NO
b) Listening to and considering the ideas and opinions of others	1	2	3	4	NO
c) Providing assistance as appropriate	1	2	3	4	NO
Examples and Comments:					
5. Cooperation as demonstrated by:					
a) Working effectively with others	1	2	3	4	NO
b) Showing consideration for the needs of the group	1	2	3	4	NO
c) Developing group cohesiveness by assisting in the development of knowledge and awareness of others	1	2	3	4	NO
Examples and Comments:					
6. Organization as demonstrated by:					
a) Prioritizing self and tasks	1	2	3	4	NO
b) Managing time and materials to meet program requirements	1	2	3	4	NO
c) Assisting in maintaining classroom/lab organization	1	2	3	4	NO
d) Preparing for class	1	2	3	4	NO
Examples and Comments:					
7. Ethical Clinical Reasoning as demonstrated by:					
a) Analyzing, synthesizing, and interpreting information	1	2	3	4	NO
b) Utilizing resources to explore ethical and practical solutions	1	2	3	4	NO
c) Recognizing and responding to safety needs of self and others	1	2	3	4	NO
d) Applying an ethical principle in decision-making	1	2	3	4	NO
Examples and Comments:					
8. Supervisory Process as demonstrated by:					
a) Giving and receiving constructive feedback related to performance	1	2	3	4	NO
b) Modifying performance in response to feedback	1	2	3	4	NO
c) Operating within the limits of student role and skills	1	2	3	4	NO
Examples and Comments:					
9. Verbal Communication as demonstrated by:					
a) Verbally interacting in class and lab	1	2	3	4	NO
b) Sharing perceptions and opinions with clarity and quality of content	1	2	3	4	NO
c) Verbalizing opposing opinions in a professional manner	1	2	3	4	NO
Examples and Comments:					
10. Written Communication as demonstrated by:					
a) Writing legibly and neatly	1	2	3	4	NO
b) Communicating ideas and opinions clearly and concisely in writing	1	2	3	4	NO
c) Communicating complex subject matter clearly and concisely	1	2	3	4	NO
Examples and Comments:					
Additional Comments or Discussion:		Total Score:	/128	Grade:	%
Student Signature _____		Faculty Signature _____			
PROFESSIONAL GOALS					
Date: _____					
GOAL #1 _____					
GOAL #2 _____					
GOAL #3 _____					
Identified supports needed to achieve goals _____					
Planned Strategies _____					
Date of Next Review _____					
Student Signature _____		Faculty Signature _____			