

Revision and Study of the Professional Development Monitor (PDM)

Jackson Miller, OT/s; Meredith Grinnell, OT, OTD, OTR

Introduction

- Professionalism & professional behavior has been discussed in the literature, however defining & measuring these constructs poses challenges
- Professionalism:** Baseline behavioral expectations for students & practitioners to promote well-being & prevent harm to others¹
- Professional behavior:** client safety, practitioner wellbeing & retention, positive standing of occupational therapy / assistants (OT/A) profession^{2, 3, 4, 5}
- Unprofessional behavior:** poorer care outcomes, patient dissatisfaction, higher rates of litigation, decreased practitioner satisfaction & job retention^{3, 4}
- Professional Development Monitor (PDM)**⁶: Rubric developed by Barnes & Evenson in the 90's to identify professional strengths & growth areas in OT/A students
- Harmful uses of professionalism:** force conformity, suppress cultural expression, inhibit authenticity^{1, 7, 8}

Guiding question

How to revise and study the PDM to ensure inclusivity, non-harm, usability, validity, & reliability for measurement of professionalism in OT students?

Aims

Phase 1: PDM revision

- Determine face validity
- Ensure inclusivity
- Eliminate redundancy
- Capture essential elements of professionalism
- Determine major themes for header organization

Phase 2: Psychometrics

- Determine internal consistency
- Inter-rater reliability (IRR)
- Usability of rubric

Methods

- CDC's Nominal Group Technique (modified) focus groups

- Tufts faculty group (n=3)
- Tufts OT student group (n=5)
- 2 hours each
- Discuss, provide opinions, individually vote on importance of each item to determine group consensus

- Create 4 videos of OT students simulating client-therapist interaction (2-5 min)
- Participants rate level of professionalism using PDM administered via Qualtrics
- intra-class correlation coefficient (ICC) for IRR
- Cronbach's alpha for internal consistency
- Non-Tufts OT/A educators (n=18 recruited; n=14 completed Qualtrics)

Results

Phase 1: Revision

See revised vs original PDM:



PDM Development Dilemmas

Equity and justice: how best to incorporate?

Dress code: sometimes non-inclusive

Conciseness vs specificity

Phase 2: Psychometrics

Inter-rater reliability

Revised PDM Header	ICC	Interpretation ⁹
Ethics and safety	-0.340	Poor
Knowledge and clinical reasoning	-0.032	Poor to fair
Communication	-0.300	Poor
Site policies and procedures	0.057	Poor to fair
Professional growth and self-awareness	-0.183	Poor
ICC estimates and 95% confidence intervals calculated in SPSS: single-rating, consistent-agreement, 1-way random-effects model		

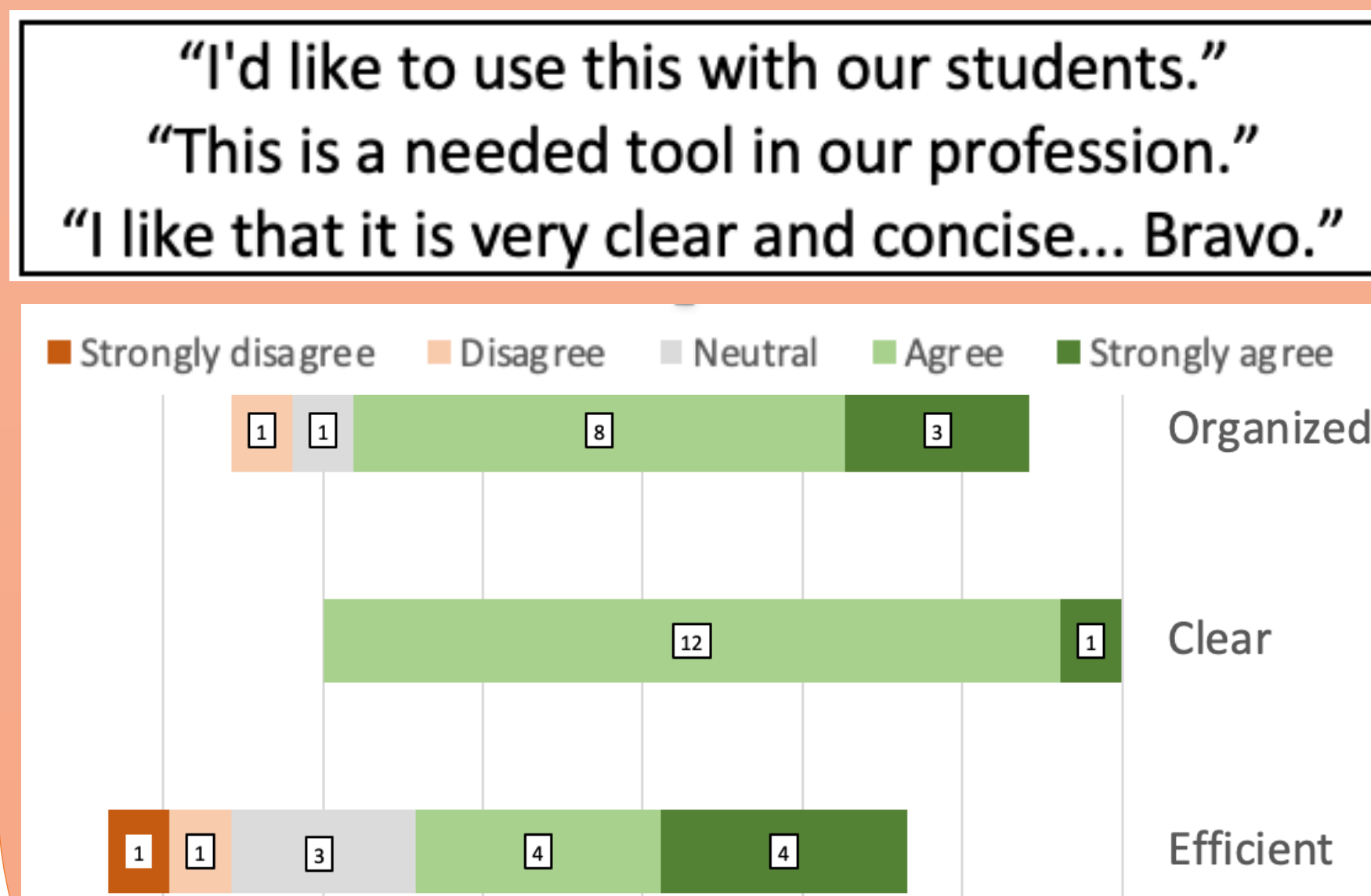
Did raters agree (+1) or disagree (-1) with other raters?

Did raters give similar (> 0.7) but not identical (1.0) ratings across PDM categories?

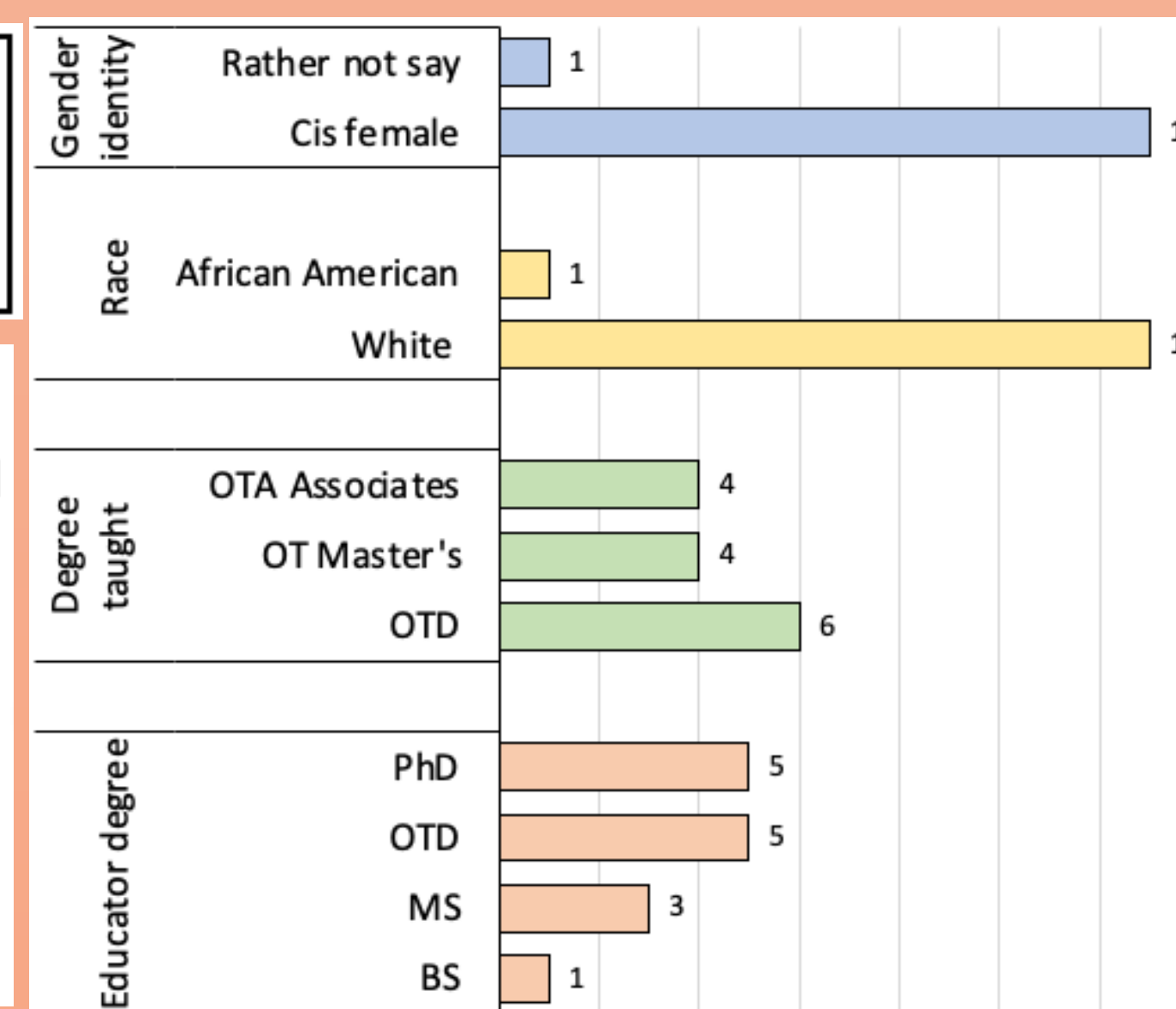
Internal-consistency

Cronbach's alpha	Acceptable range ¹⁰
0.929	0.70 – 0.90

Usability



Demographics



Discussion

- High Cronbach's alpha suggests headers are internally-consistent. However, not enough differentiation to reliably capture different elements of professionalism.
- Low ICC's suggest ratings at header level not reliably capturing professionalism across raters.
- Participants on average agreed that the PDM accurately represents how they see professionalism, is efficient to use, is clear and easy to understand, and is organized in a way that has a logical flow.
- Qualitative feedback from phase 2 participants indicate some need for minor adjustments to overall rubric.

Conclusion

Preliminary evidence from this study suggests:

- Rating solely at the level of PDM headers is not reliable.
- The headers are internally consistent.
- The revised PDM is clear, organized, captures professionalism, & efficient to use.

Recommendations

Students should not be ranked solely at the level of PDM headers.

Sub-bullets under PDM headers should be studied for reliability in ranking student performance.

Continue to make minor adjustments to PDM.

Limitations

- Small sample size, n=14 completed Qualtrics
- Lack of diversity of phase 2 participants
- Some assumptions in statistical models were not met

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Contact

Jackson Miller: Jackson.Miller@tufts.edu
Meredith Grinnell: Meredith.Grinnell@tufts.edu

References

