Instructor: Joanne J. Foss, PhD., OTR and department of OT faculty as assigned
Contact: 273-6098 or jfoss@phhp.ufl.edu

Class Meeting Times: Class will meet as an entire group; individual faculty mentors will
meet with assigned mentees as a group and with each mentee individually.

Course Website: http://ot.phhp.ufl.edu/students/portfolio/

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.

General Description: With a faculty mentor, students will meet in a combination of
group and individual sessions to generate a list of professional, educational and
personal growth goals, plan and document (artifacts) participation in identified
professional development and growth activities, and construct a professional
development portfolio.

Course Learning Objectives: correspond to ACOTE Accreditation Standard B.9.0 (1-7
and 13).

Primary Goals: *
1. To monitor and document progress toward successful professional growth and
toward a successful transition to clinical roles; to identify areas of strength and
weakness, and devise a plan of educational and professional growth.
2. To assess additional learning needs and organize professional growth activities
toward self-identified educational, professional or career outcomes.
3. To plan entry into the profession; to identify and pursue professional
development opportunities that will increase education and practice
opportunities.
4. To fulfill one’s ethical responsibility for continuing self learning, competence and
professional service.

Secondary Goals: *
1. To develop specialty areas of interest.
2. To reflect on career plans; and, cultivate interest in additional intervention
systems, clientele, policies, strategies, and technology.
3. To identify and document skills transferable to clinical settings or practice areas.
4. To appreciate that learning can be achieved through multiple pathways.
5. To become aware of professional development requirements of state regulatory
agencies or certification boards, and learn to plan and implement activities to
ensure learning and professional competence.

*adapted from AOTA Professional Development Tool (PDT)
**Grading:** This course is graded on a pass/fail basis. The portfolio will be graded by the assigned mentor based on the mentee having met the goals of the course and the individually identified professional development goals. The depth and breadth of the contents of each section of the portfolio will used to determine satisfactory completion. For more information about the university’s grading policies see: [https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx](https://catalog.ufl.edu/ugrad/current/regulations/info/grades.aspx)

The portfolio contents must contain the following:

- Statement of purpose and identification of professional goals
- Self, peer and faculty (including, Clinical Educators) evaluations using OTAS, and Level 1 performance evaluations.
- Membership in professional organizations – student, local, state and national.

Documentation of a representative sample of participation in professional development and growth activities from each of the following categories

- Professional educational and growth activities (attending or participating in lectures, presentations, conferences, workshops, etc.)
- Professional service (college, university, local, state or national committees, etc.)
- Community Service (community volunteer activities)

**Required reading and web resources:**

AOTA Standards for Continuing Competence available at: [http://www1.aota.org/pdt/docs/StandardsForContComp.pdf](http://www1.aota.org/pdt/docs/StandardsForContComp.pdf)


**Portfolio Project Construction:** Students will submit completed portfolio to faculty mentor before beginning their fieldwork. After generating a statement of purpose and a list of professional goals, student will plan and document participation in identified professional growth and development activities. Student will be assigned a faculty member for the purpose mentoring student’s development; identification of student specific professional goals, development of a professional development plan and portfolio production.
I. Statement of purpose and identification of professional goals

Professional development goals are learner oriented statements that delineate expected performance, that are readily understood, action oriented and measurable.

- 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?

Goals should identify:
- Strategy: What is the best way(s) to achieve this competency?
- Resources: What do I need to help me achieve it?
- Success Indicators: How will I know I have achieved it?
- Target date: By what date or time period do I plan to achieve it?

II. Developmental Plan:

In general contents will include:
- Statement of purpose and identification of professional goals
- Documentation of participation in professional development activities from each of the following categories
  - Learning activities
  - Professional service
  - Community Service
- Self, peer and faculty (including, Clinical Educators) evaluations using OTAS, and performance evaluations.
- Professional Memberships – student, local, state and national

III. Possible activities to document in Developmental Plan:

- 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 and incidents outside the formal classroom (attending or participating in lectures, presentations, conferences, workshops, etc.)
- Community volunteer activities: community service and volunteer activities.

Academic honesty: In this professional program we are particularly sensitive to students submitting independent work and to using complete and accurate referencing in complying with the University of Florida Rules - 6CI-4.017 Student Affairs: Academic

Honesty Guidelines. Further details regarding the University of Florida honesty policy is available at: www.dso.ufl.edu/judicial/procedures/academicguide. All students are required to abide by the Academic Honesty Guidelines; the following pledge has been accepted by the University and is expected of all students:

“I understand that the University of Florida expects its students to be honest in all of their academic work. I agree to adhere to this commitment to academic honesty and understand that my failure to comply with this commitment may result in disciplinary action, up to and including expulsion from the University.”

We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity. On all work submitted for credit by UF students, the following pledge is either required or implied:

"On my honor, I have neither given nor received unauthorized aid in doing this assignment."

Accommodations for students with disabilities: Students requesting classroom accommodations must first register with the Dean of Students Office. The Dean of Students Office will provide documentation to the student who must then provide this documentation to the Instructor when requesting accommodation. The website for this office is: http://www.dso.ufl.edu/drc/.

Counseling and Student Health: Students may occasionally have personal issues that arise in the course of pursuing higher education or that may interfere with their academic performance. If you find yourself facing problems affecting your coursework, you are encouraged to talk with an instructor and to seek confidential assistance at the University of Florida Counseling Center, 352-392-1575, or Student Mental Health Services, 352-392-1171. Visit their web sites for more information: http://www.counsel.ufl.edu or http://www.health.ufl.edu/shcc/smhs/index.htm#urgent

The Student Health Care Center at Shands is a satellite clinic of the main Student Health Care Center located on Fletcher Drive on campus. Student Health at Shands offers a variety of clinical services, including primary care, women's health care, immunizations, mental health care, and pharmacy services. The clinic is located on the second floor of the Dental Tower in the Health Science Center. For more information, contact the clinic at 392-0627 or check out the web site at: www.health.ufl.edu/shcc

Crisis intervention is always available 24/7 from: Alachua County Crisis Center: (352) 264-6789. BUT – Do not wait until you reach a crisis to come in and talk with us. We have helped many students through stressful situations impacting their academic performance. You are not alone so do not be afraid to ask for assistance.

Attendance: Students are expected to attend all mentor/mentee group sessions, and individual mentee appointments with faculty mentor. Attendance to all professional development and growth activities should be documented using appropriate forms on the course website. Should an emergency prevent you from attending a class session you are expected to inform your mentor well in advance.
Course schedule:

<table>
<thead>
<tr>
<th>Meeting</th>
<th>**Mentor/mentee Activity</th>
</tr>
</thead>
<tbody>
<tr>
<td>Monday June 11</td>
<td>Personal Safety Workshop</td>
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<tr>
<td>9:30 – 11:00</td>
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<tr>
<td>Monday July 9</td>
<td>Class group</td>
</tr>
<tr>
<td>8:30 – 11:00</td>
<td>Course introduction</td>
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<tr>
<td></td>
<td>Professional and educational development; introduction of portfolio concepts</td>
</tr>
<tr>
<td></td>
<td>Identification of professional development activities</td>
</tr>
<tr>
<td>Friday July 20</td>
<td>Library Visit</td>
</tr>
<tr>
<td>C2-3</td>
<td>Students last names A-J at 8:30 and K-Z at 9:45</td>
</tr>
<tr>
<td>Monday July 30</td>
<td>Class group</td>
</tr>
<tr>
<td>8:30 – 11:30</td>
<td>Self-administration of the <em>Occupational Therapy Attribute Scale</em></td>
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<tr>
<td></td>
<td>Discussion of individual career (educational and professional) goals</td>
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<tr>
<td>Monday August 6</td>
<td>Class group</td>
</tr>
<tr>
<td>8:30 – 11:30</td>
<td>Writing development purpose, goals and objectives</td>
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<tr>
<td>Fall semester</td>
<td>mentee/mentor group or individual</td>
</tr>
<tr>
<td></td>
<td>Self-administration of <em>Occupational Therapy Attribute Scale</em></td>
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<tr>
<td></td>
<td>Development of professional development goals and objectives</td>
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<tr>
<td>After Practicum I</td>
<td>Individual mentee/mentor</td>
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<td></td>
<td>Discussion of (OTH 5812) Fieldwork Level 1 Clinical Performance Evaluation</td>
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<tr>
<td></td>
<td>Revision of goals based on clinical experience and performance feedback</td>
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<tr>
<td>TBA Before spring break</td>
<td>Class Group</td>
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<tr>
<td></td>
<td>Discussion of portfolio construction and identification of “artifacts” for inclusion in portfolios</td>
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<tr>
<td>After Practicum II</td>
<td>Individual mentee/mentor</td>
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<tr>
<td></td>
<td>Discussion of (OTH 5816) Fieldwork Level 1 Clinical Performance Evaluation</td>
</tr>
<tr>
<td></td>
<td>Revision of goals based on clinical experience and performance feedback</td>
</tr>
<tr>
<td>April 13</td>
<td>Mentee/mentor group or individual</td>
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<td></td>
<td>Review and critique of portfolio product</td>
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</tbody>
</table>

** Individual Mentors may schedule additional meetings with mentees; mentees may schedule additional meetings with mentors.