

**University of Florida**  
**College of Public Health & Health Professions Syllabus**  
OTH 5722 - Professional Development in Occupational Therapy  
Delivery Format: On-Campus/E-Learning

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### **PURPOSE AND OUTCOME**

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. 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 participation in identified professional development and growth activities, and construct a professional development portfolio.

**Course Objectives and/or Goals:** correspond to ACOTE Accreditation Standard B.9.0 (1-7 and 13)\* and B.5.21

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 continued self-learning, continuing competence and professional service.\*
5. **Effectively work and communicate interprofessionally with those that provide services to individuals, organizations, and/or populations in order to clarify each member's responsibility in executing an intervention plan.**

\*adapted from AOTA Professional Development Tool (PDT)

### **Instructional Methods**

Students will meet in class and engage in workshop-like activities to prepare for their roles as professional health students. Students will be assigned a faculty member for the purpose mentoring student's development; identification of specific professional goals, development of a professional development plan and portfolio production. Students will meet each semester with a faculty mentor in a group or individual meeting.

### **Required Course Materials:**

AOTA Membership\* (\$75 per year for student membership): [www.aota.org](http://www.aota.org)

\* Throughout this course and in other courses you will be accessing member-only documents from the American Occupational Therapy Association's website

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## DESCRIPTION OF COURSE CONTENT

### Topical Outline/Course Schedule

Summer Semester	
<b>May 15</b>	<p>8:30-11:30 (G-312)</p> <ul style="list-style-type: none"> <li>• Course introduction</li> <li>• Professional and educational development; introduction to portfolio</li> <li>• Identification of professional development activities</li> <li>• Self-administration of the <i>Occupational Therapy Attribute Scale</i></li> </ul>
<b>May 16</b>	<p>NCFOT Forum event "Speed Dating with an OT" 6:00-8:00 pm (1107 and first floor Atrium)</p>
<b>May 22</b>	<p><i>Online</i> Review the following webpages/websites:</p> <ul style="list-style-type: none"> <li>• Using AOTA's Professional Development Tool: <a href="http://www1.aota.org/pdt/index.asp">http://www1.aota.org/pdt/index.asp</a></li> <li>• AOTA's Residency Program: <a href="http://www.aota.org/Education-Careers/Advance-Career/Residency.aspx">http://www.aota.org/Education-Careers/Advance-Career/Residency.aspx</a></li> <li>• AOTA Emerging Leaders Development Program: <a href="http://www.aota.org/Education-Careers/Advance-Career/ELDP.aspx">http://www.aota.org/Education-Careers/Advance-Career/ELDP.aspx</a></li> <li>• AOTA Board Certification and Specialty Certification: <a href="http://www.aota.org/Education-Careers/Advance-Career/Board-Specialty-Certifications.aspx">http://www.aota.org/Education-Careers/Advance-Career/Board-Specialty-Certifications.aspx</a></li> </ul> <p><i>Dr. Sandy Winter- Faculty Candidate Presentation</i> 10:30 – 11:30 (room TBA)</p> <p><i>Poster Training- Jason Rogers (All students attend)</i> 11:15-12:15 (G-103)</p> <p><i>Literature Searching- HSC Library</i> <b>1- 2:30 Anderson-Martell</b> (22 students) &amp; <b>2:30-4 McDonald-West</b> (23 students) (C 2-3 Teaching Classroom- Communicore Building)</p>
<b>May 29</b>	HOLIDAY: Memorial Day
<b>June/July</b>	Mentors to schedule group or individual meeting with mentees
<b>June 19-23</b>	BREAK
<b>July 3</b>	<p><i>Online</i> Readings</p> <ul style="list-style-type: none"> <li>• Laverdure (2016) <i>Using Reflection to Advance Professional Expertise: A Novice-to Expert Trajectory</i>: <a href="http://www.aota.org/Publications-News/otp/Archive/2017/03-13-17-reflective-practice/Reflection-to-Advance-Professional-Expertise-Novice-to-Expert-Trajectory.aspx">http://www.aota.org/Publications-News/otp/Archive/2017/03-13-17-reflective-practice/Reflection-to-Advance-Professional-Expertise-Novice-to-Expert-Trajectory.aspx</a></li> <li>• Wong (n.d.) <i>How to Use Social Media as a Professional Development Tool</i>: <a href="http://www.aota.org/Education-Careers/Students/Pulse/Archive/career-advice/Social-Media.aspx">http://www.aota.org/Education-Careers/Students/Pulse/Archive/career-advice/Social-Media.aspx</a></li> </ul> <p>Review the following webpages/websites:</p> <ul style="list-style-type: none"> <li>• AOTA Career Advice Articles: <a href="http://www.aota.org/Education-Careers/Students/Pulse/Archive/career-advice.aspx">http://www.aota.org/Education-Careers/Students/Pulse/Archive/career-advice.aspx</a></li> <li>• NBCOT Navigator: <a href="http://www.nbcot.org/navigator">http://www.nbcot.org/navigator</a></li> <li>• NBCOT Certification Renewal Activities: <a href="http://www.nbcot.org/chart">http://www.nbcot.org/chart</a></li> <li>• State of Florida Continuing Education Requirements for OT (click on the "CE" tab in the box) : <a href="http://floridasoccupationaltherapy.gov/renewals/">http://floridasoccupationaltherapy.gov/renewals/</a></li> </ul>
<b>July 4</b>	HOLIDAY
<b>July 17</b>	<p>8:30-11:30 (G 312)</p> <ul style="list-style-type: none"> <li>• Continuing Competence Research: Applications to Professional Development</li> <li>• <b>DUE: Portfolio Created and includes table of contents, resume, vision, professional development goals, artifacts (as completed)- bring to class</b></li> <li>• Group activity: Share vision and goals</li> </ul>
<b>July 31</b>	<p>Personal Safety Workshop (UFPD) 10:00-11:00 (G 312)</p>

<b>Fall Semester</b>	
<b>Thursday, October 12 1:00 – 4:00 PM</b>	Interprofessional Health Education Seminar #1
<b>After Fieldwork- As scheduled by mentor</b>	Students revise of goals based on clinical experience and performance feedback Mentors to schedule group or individual meeting with mentees after Level 1 Fieldwork: <ul style="list-style-type: none"> <li>• Discussion of (OTH 5816) Fieldwork Level 1 Clinical Performance Evaluation</li> </ul>
<b>Spring Semester</b>	
<b>Thursday, January 11 1:00 – 4:00 PM</b>	Interprofessional Health Education Seminar #2
<b>Thursday, February 8 1:00 – 4:00 PM</b>	Interprofessional Health Education Seminar #3
<b>TBA Before spring break</b>	Class Group: <ul style="list-style-type: none"> <li>• Discussion of portfolio construction and identification of “artifacts” for inclusion in portfolios; discuss MOT program Student Learning Objectives</li> </ul>
<b>After Fieldwork/ Before end of semester</b>	Students revise goals based on clinical experience and performance feedback Mentors to schedule group or individual meeting with mentees: <ul style="list-style-type: none"> <li>• Discussion of (OTH 5812) Fieldwork Level 1 Clinical Performance Evaluation</li> <li>• Review and critique of portfolio product</li> </ul>

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## ACADEMIC REQUIREMENTS AND GRADING

### Assignments

Students will submit completed portfolio to faculty mentor before beginning their fieldwork. After generating a vision statement and a list of professional goals, student will plan and document participation in identified professional growth and development activities.

### Grading

This course is graded on a pass/fail basis. Each student will attend 3 Interprofessional Education Seminars (IPE). Students can expect to receive an IPE Certificate if they participate in all 3 seminars and receiving passing scores of 73% or better in each of the individually and group scored knowledge based assessment.

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.

### Policy Related to Make up Work

The portfolio and all in class work is due on the date assigned unless otherwise instructed. Late assignments are subject to a grade reduction if accepted. See the *MOT Student Handbook* for policies related to late or made up assignments.

### Policy Related to Required Class Attendance

Masters in OT students are required to attend all class activities. See the *MOT Student Handbook* for policies related to attendance.

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## STUDENT EXPECTATIONS, ROLES, AND OPPORTUNITIES FOR INPUT

### Expectations Regarding Course Behavior

For further information about the material provided below see the relevant sections of the *MOT Student Handbook*.

**Professional Behavior is expected at all times, and can be defined as:**

- Personal responsibility for prompt arrival, and regular participation and attendance all course activities; with appropriate and judicious use of class and lab time.
- Assumption of responsibility in keeping classroom in order and laboratory materials properly utilized and stored.
- Treatment of peers, professors, teaching assistants, guest lecturers, clinical personnel, with consideration, confidentiality, and respect.
- Students are expected to be thoroughly prepared for class. Students are expected to read and study assigned readings in text and course syllabus prior to coming to class. Students are expected to bring all materials necessary to effectively participate or those specifically designated by the instructor to class or lab.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off your cellular phone; not reading other material during class (such as the newspaper, crossword puzzles, etc.); meeting deadlines; arranging with instructor or peer to get handouts or announcements if you cannot attend class; arranging with the instructor in advance if you cannot meet scheduled tests and assignments.
- Professional work habits also include: being on time for class and staying until class is dismissed; being courteous in lecture and lab by refraining from chatter or other distracting behaviors; turning off all electronic devices; not reading other material during class; meeting deadlines; arranging with instructor or peer to get handouts or announcements if unable to attend class; arranging with the instructor in advance if unable to meet scheduled tests and assignments.
- Students are expected to actively participate in discussions and lab activities. Participation assists students to develop knowledge and skill in interpersonal relationships and communication by relating to patients and families with various backgrounds and performance deficits, by relating to other students, therapists and supervisors, students gain an understanding of relationships in professional role.
- Professional attire in lectures and labs when there are guests, in all clinics and site visits.
  - Clean long khaki or black pants that remain fitted when moving and bending.
  - Standard OT Polo that is adequately fitting; neither clingy nor revealing and remains discretely tucked into pants when reaching and moving.
  - Clean, closed toe shoes with adequate base of support.
  - Jewelry & make-up kept to a minimum. No hats. No fragrances. Tattoos must be covered.
- Lecture notes and/or PowerPoint slides are provided solely at the discretion of the presenter. Regardless of the provision of lecture notes/PowerPoint slides, students are responsible for all materials assigned and covered in class, labs, and site visits.
- Phones/Laptops/Tablets/Electronic Devices may be used in class for taking notes, viewing slides, or accessing websites associated with ongoing class activities. Students are not allowed to use these devices in class for any other reason. Topic instructors may further limit or prohibit the use of electronic devices during their presentations. Do NOT take photos in class. You must inform and obtain the instructor's permission to audio record in class.

**Academic Integrity**

Students are expected to act in accordance with the University of Florida policy on academic integrity. As a student at the University of Florida, you have committed yourself to uphold the Honor Code, which includes the following pledge:

**“We, the members of the University of Florida community, pledge to hold ourselves and our peers to the highest standards of honesty and integrity.”**

You are expected to exhibit behavior consistent with this commitment to the UF academic community, and on all work submitted for credit at the University of Florida, the following pledge is either required or implied:

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

It is your individual responsibility to know and comply with all university policies and procedures regarding academic integrity and the Student Honor Code. Violations of the Honor Code at the University of Florida will not be tolerated. Violations will be reported to the Dean of Students Office for consideration of disciplinary action. For additional information regarding Academic Integrity, please see Student Conduct and Honor Code or the Graduate Student Website for additional details:

<https://www.dso.ufl.edu/sccr/process/student-conduct-honor-code/>  
<http://gradschool.ufl.edu/students/introduction.html>

Please remember cheating, lying, misrepresentation, or plagiarism in any form is unacceptable and inexcusable behavior.

### **Online Faculty Course Evaluation Process**

Students are expected to provide feedback on the quality of instruction in this course by completing online evaluations at <https://evaluations.ufl.edu>. Evaluations are typically open during the last two or three weeks of the semester, but students will be given specific times when they are open. Summary results of these assessments are available to students at <https://evaluations.ufl.edu/results/>.

## **SUPPORT SERVICES**

### **Accommodations for Students with Disabilities**

If you require classroom accommodation because of a disability, you must register with the Dean of Students Office <http://www.dso.ufl.edu> within the first week of class. The Dean of Students Office will provide documentation of accommodations to you, which you then give to me as the instructor of the course to receive accommodations. Please make sure you provide this letter to me by the end of the second week of the course. The College is committed to providing reasonable accommodations to assist students in their coursework.

### **Counseling and Student Health**

Students sometimes experience stress from academic expectations and/or personal and interpersonal issues that may interfere with their academic performance. If you find yourself facing issues that have the potential to or are already negatively affecting your coursework, you are encouraged to talk with an instructor and/or seek help through University resources available to you.

- The Counseling and Wellness Center 352-392-1575 offers a variety of support services such as psychological assessment and intervention and assistance for math and test anxiety. Visit their web site for more information: <http://www.counseling.ufl.edu>. On line and in person assistance is available.
- You Matter We Care website: <http://www.umatter.ufl.edu/>. If you are feeling overwhelmed or stressed, you can reach out for help through the You Matter We Care website, which is staffed by Dean of Students and Counseling Center personnel.
- 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. 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: <https://shcc.ufl.edu/>
- Crisis intervention is always available 24/7 from: Alachua County Crisis Center (352) 264-6789; <http://www.alachuacounty.us/DEPTS/CSS/CRISISCENTER/Pages/CrisisCenter.aspx>

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.