Instructor: Joanne J. Foss, PhD., OTR and department of OT faculty as assigned
Contact: 273-6017 jfoss@phhp.ufl.edu
Office Hours: TBA
Office: HPNP building 2111

Class Meeting Times: Class will meet as an entire group twice for 50 minutes each; individual faculty mentors will meet with assigned mentees as a group and with each mentee individually. There will be a minimum of 15 class, mentee group or individual meetings.

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

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.

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)


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 - 6Cl-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>
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<tr>
<th>Meeting</th>
<th>Mentor/mentee Activity</th>
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| 1       | Class group – all mentors and mentees  
Course introduction  
Professional and educational development; introduction of portfolio concepts  
Identification of sources professional development activities |
| 2       | Class group – all mentors and mentees  
Introduction of the *Occupational Therapy Attribute Scale*  
Discussion of writing development purpose, goals and objectives |
| 3       | Individual mentee/mentor  
Discussion of individual career (educational and professional) goals |
| 4       | Individual mentee/mentor  
Self-administration of *Occupational Therapy Attribute Scale*  
Development of professional development goals and objectives |
| 5       | Individual mentee/mentor  
Discussion of performance on the initial administration of the OTAS; revision of goals based on evaluation results |
| 6       | Mentor/mentee group  
Discussion of faculty-rated *Occupational Therapy Attribute Scale* ratings  
Identification of sources of developmental activities for revised OTAS related goals |
| 7       | Individual mentee/mentor  
Discussion of (OTH 5812)Fieldwork Level 1 Clinical Performance Evaluation  
Revision of goals based on clinical experience and performance feedback |
| 8       | Individual mentee/mentor  
Review of current goals and identification of development activities for revised clinically based goals |
| 9       | Individual mentee/mentor discussion  
Discussion of self-scored OTAS; revision of goals and identification of developmental activities based on results |
| 10      | Mentor/mentee group  
Discussion of portfolio construction and identification of “artifacts” for inclusion in portfolios |
| 11      | Individual mentee/mentor |
|   | Discussion of faculty-rated *Occupational Therapy Attribute Scale* ratings  
|   | Identification of sources activities for OTAS related goals  
| **12** | Individual mentee/mentor  
|   | Discussion of (OTH 5816) Fieldwork Level 1 Clinical Performance Evaluation  
|   | Revision of goals based on clinical experience and performance feedback  
| **13** | Class group – all mentors and mentees  
|   | Continuing professional development on Fieldwork Level II and beyond  
|   | AOTA Professional Development Tool  
| **14** | Mentor/mentee group  
|   | Peer review of Individual Portfolios delivered to mentor  
| **15** | Mentee/mentor  
|   | Review and critique of portfolio product |