

STUDENT EVALUATION IN OCCUPATIONAL THERAPY AND PROFESSIONAL DEVELOPMENT PORTFOLIO

Threading the Professional Development Portfolio Through the OTD Curriculum

Professional Development Portfolio

Creating a Professional Development Portfolio can serve as a valuable tool as you progress through the academic coursework and into entry-level practice. The American Occupational Therapy Association (AOTA) states that continuing professional development is imperative for each practitioner's professional growth but also necessary for the advancement of the profession (AOTA, 2017). The habits you establish now in keeping your plan current will better prepare you in the future when you are a busy practitioner. The portfolio will be established in the first semester and will be embedded throughout the OTD curriculum. The purpose of the Professional Development Portfolio is two-fold: (1) to assist in tracking your professional development from professional student to entry-level practitioner; and (2) create habits of tracking and maintaining your documentation of professional involvement. The portfolio will contain your professional development plan along with appendices that include your semester evaluations, Level I and II fieldwork evaluations, and your Doctoral Experiential Placement documentation.

Each semester you will update both your evaluation documentation for your portfolio appendices and your professional development plan in the Professional Development Portfolio. Your portfolio is maintained in the OT Advisement Site in Blackboard, which you will see on your home page in Blackboard. All documents in your Professional Development Portfolio should be updated in Blackboard a week prior to your faculty advisor/student meeting. At that time, you and your faculty advisor will review your documents and your advisor will score your performance on a rubric provided. The points received will be awarded in a designated course each semester. A Professional Development Portfolio electronic template is provided in Blackboard.

Professional Development Plan

A professional development plan is an effective way to outline identified needs, set parameters, and establish goals. The plan is developed by using self-assessment including reflection and discovery of one's current and future professional needs (AOTA, 2017). The plan will follow you throughout the course of your OT education. It will be updated and revised each semester based on the following:

- Your perceptions and insights
- Faculty feedback in integration classes
- Feedback from applicable fieldwork experiences
- Feedback from advisor meetings
- Additional feedback from peers, faculty, or other professionals you have worked with as applicable to each semester

The professional development plan will consist of an introduction of self and three parts which are updated each semester:

Introduction to Self

Write a paragraph introducing yourself to the reader of your professional portfolio. What would you want faculty members and future employers to know about you?

Part One – Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes (20 points).

Part one is the completion of your semester self-evaluation paper. Please refer to the Semester-by-Semester Self-Evaluation for specific prompts for writing your paper each semester. Before you answer the semester evaluation questions, you will internally reflect on the curricular threads, macro-concepts, and the broad ability-based outcomes to consider current performance and areas of growth. It is expected that you will provide thorough reflection and examples as indicated on the PDP rubric. Be sure to complete the Summary of Progress at the end of the evaluation paper, during Semesters 2 through 8. Papers submitted for Semesters 1 through 5 should be written in full sentences and narrative form. Papers submitted for Semesters 6 through 8 may be written in bulleted or narrative form. If bulleted form is used, full sentences are still expected.

Part Two – Goal Setting (15 points)

Part two is your opportunity to create personal goals for yourself reflecting the areas you identified in Part one as areas in which you want to improve. Goals must be written in SMART format and identify the corresponding curricular thread. This section will also require specific strategies and methods to measure goal achievement. At least one goal must be created each semester, except for Semester 7. Goals created in Semester 7 will focus on completing the Semester 8 Doctoral Experiential Placement and the Scholarly Project and be identified in the Memorandum of Understanding. Semester 8 goals should be related to future practice. Unmet goals will continue to be addressed in future semesters until the goal is met, modified, or discontinued. We anticipate you will have approximately 3-5 goals that are being addressed at any given time. It would be helpful to have goals that you can target for next semester and goals for a few semesters in the future. Starting in Semester 2 you will complete goal reflection, which is Part three.

Part Three – Goal Reflection (5 points)

Part three involves the reflection on your previously set goals. After reflecting and writing the semester evaluation paper, complete column 4 of the goal table. Please indicate when your goal has been met including a date and provide a goal update describing how you determined the goal was met. In Semester 1 students will receive 5 free points as goal reflection is not possible until Semester 2.

Appendix A. Documentation of Student/Advisor Meetings

Each semester you will meet with your academic advisor for the purpose of ongoing student evaluation. A week prior to the meeting you will have completed Part 1, 2 and 3 of your Professional Development Plan and uploaded the materials to your Blackboard Portfolio site. At the meeting, you will review your full portfolio with your advisor. In Semesters 1 through 5, your advisor will share comments with you provided by other faculty. The bottom of the semester evaluation document will be filled out collaboratively between student and faculty advisor. Faculty advisor will either print or email a copy of the evaluation document to the student. The student will then upload a copy of the semester evaluation document to Appendix A of their professional development portfolio (PDP).

Appendix B. Documentation of Level I Student Performance

During Semesters 1, 2, 4, and 5, you will be completing Level I fieldworks in practice settings that match the semester content focus. During each experience, an on-site supervisor will evaluate and provide feedback to you on your performance related to the objectives of the fieldwork. Your Level I fieldwork performance evaluations will be placed in Appendix B of your Professional

Development Portfolio.

Appendix C. Documentation of Level II Student Performance

During Semesters 6 and 7, you will be completing Level II fieldworks. During each experience, an on-site fieldwork educator will evaluate and provide feedback to you on your performance related to the objectives of the fieldwork. You will be evaluated at midterm and final during each experience. A copy of the evaluations will be uploaded to Appendix C of your Professional Development Portfolio.

Appendix D. Documentation of Experiential Student Performance

During Semester 8, you will be completing your 14-week doctoral experiential placement. During your experience, an on-site supervisor and/or your faculty advisor will evaluate and provide feedback to you on your performance related to your objectives for your placement. You will be evaluated at midterm and final. The evaluations will be uploaded to your Professional Development Portfolio. You may also upload other documents related to your DEP including finalized topic proposal, memorandum of understanding, and literature review matrix.

Appendix E. Documentation of Professional Engagement

Part of being a professional and a member of a profession is participating and contributing to the profession. One way to do that is by joining and participating in local, regional, state, national, and international organizations. Throughout the occupational therapy program, you will be required to obtain and keep current membership in the national organization, American Occupational Therapy Association (AOTA). It is also required that in addition to membership in the national organization, you select one state, of your choice, in which you also obtain membership (North Dakota, Minnesota, Wyoming, South Dakota, etc.). You will be required to submit proof of your membership each year and by organizing your membership in your Professional Development Portfolio, you will always have easy access to your membership information when it is needed.

Throughout your time in the occupational therapy program, you will have the opportunity to participate in student occupational therapy organizations and participate in continuing education and service events. Documents you obtain verifying your membership and participation in events will also be organized and placed in your Professional Development Portfolio. Again, this is a helpful habit to begin forming while in the academic program because as a practitioner, you will be required to document and record continuing education you have completed. Further details about professional engagement as a student can be found elsewhere in the student manual.

Lastly, Appendix E provides a place for students to share academic assignments that they are particularly proud of the outcome. Much of the grading throughout the occupational therapy program will occur online therefore it is recommended that students download their graded papers and take screen shots of grading as examples of work and to include these examples within Appendix E.

American Occupational Therapy Association. (2017). Continuing professional development in occupational therapy. *American Journal of Occupational Therapy*, 71, 7112411017.
<https://doi.org/10.5014/ajot.2017.716S13>

Goal Setting Template

Name:

Date Established:

Date Revised:

Key: = goal met = goal in progress = new goal

Goals and related Broad Ability-Based Outcome (include date established).	Strategies to meet the goal. (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress (Semesters 2-8 provide a statement on progress and include a date.) Indicate when goal is met.
Goals Established in Semester 1			

(example to show formatting) Part 2: Goal Setting

Name:

Date Established: 11/07/2019

Date Revised: 03/26/2022

Key: = goal met = goal in progress = new goal

Goals and related Broad Ability-Based Outcome (include date established).	Strategies to meet the goal. (Who or what will you need?)	How will you measure your success or failure in this effort?	Progress (Semesters 2-8 provide a statement on progress and include a date.) Indicate when goal is met.
Goals Established in Semester One			
Implement the OT process in the practice areas evaluation, intervention, and outcomes. Broad Ability-Based Outcome: The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes. (11/07/19)	I will need to start asking more questions when there is something I do not fully understand. The questions will mainly be asked to my professors and my fellow students who already understand the concept. Utilizing my resources is important and something I have to try to use more.	I will measure this success in how confident I feel in explaining the OT process to someone else as well as implement it in the different areas – evaluation, intervention and outcome.	Goal met 04/04/2020 Note: The OT process will be fine-tuned throughout the next semesters as we go through each stage more thoroughly, but the goal has been met in terms of explaining the OT process to someone else.
Goals Establish in Semester Two			
Be confident in explaining the roles of OTs and OTAs to better collaborate in a team-setting. Broad Ability-Based	I will need to study the roles of OTAs and compare it to the role of OTs. I would also like to reach out and interact with some OTAs to hear from them what their distinct values is.	The goal will be measured by if I can accurately explain the difference between OTs and OTAs 5/7 times by July.	Goal met 07/08/2020 I feel more confident in explaining the roles of OTAs and OTs if anyone asks about the difference or how we collaborate. I also

<p>Outcome: The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice. (04/04/2020)</p>			<p>downloaded an NBCOT prep app which has helped me gain a better understanding of the differences</p>
<p>Goals Established in Semester III</p>			
<p>Be confident in my work, my abilities, and my decisions when working with other people, completing an assignment, or taking an exam.</p> <p>Broad Ability-Based Outcome: The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process (06/19/2020)</p>	<p>I will have to stop doubting myself and my abilities and believe that what I know is good enough, especially when an assignment allows for multiple submission attempts.</p>	<p>During the Summer and Fall semester, I will not ask to resubmit any assignments even if there is still time to do so.</p> <p>Revised goal (10/30/21): For the remainder of my time in the occupational therapy program, I will not ask to resubmit any assignments, and I will not resubmit an assignment more than twice if multiple submissions are available.</p>	<p>Note created 10/30/21: This is a goal I believe I will be working on for the remainder of my time in the OT program, and most likely after that as well, as I continue to work on myself and become a more confident and capable student and future practitioner. However, I remember how I felt when I wrote this goal and I know I have grown and become more confident over the past year compared to semester three.</p>
<p>Goals Established in Semester IV</p>			
<p>Demonstrate professional behavior by attending professional networking events on- or off-campus.</p> <p>Broad Ability-Based Outcome: The student will actively participate in profession-specific and formal educational</p>	<p>I will make sure to research at the beginning of each semester what professional developmental opportunities there are and plan accordingly.</p>	<p>The goal will be met when I have attended three (3) professional events related to occupational therapy or healthcare in general.</p>	<p>Goal met 03/23/22: The goal was met early Spring of 2022 by having attended a networking event in early February for Choice Therapy in which I was able to talk to and meet the staff at Choice therapy and further build on my small-talk skills, an in-service presentation by an</p>

<p>activities in a variety of contexts that enhance the role and awareness of occupational therapy demonstrating professional engagement (11/30/21)</p>			<p>OT, PT, and SLP about sensory integration and how they utilize it in practice, and an in-service presentation about OT and sexual education in March of 2022. Note Created 03/26/22: Although I met my goal, I will keep including this goal for the remainder of my semesters in the OT program.</p>
Goals Established in Semester V			
<p>When working in a group, I will not look too far ahead and get ahead of myself. I will take two weeks at the time</p> <p>Broad Ability-Based Outcome: The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice (03/26/22)</p>	<p>This goal was made in collaboration with my OT516 group during our midterm evaluation. As a person I like to get things done and work ahead on projects and assignments. In life, that is not always feasible and/or possible. In group settings it tends to make other group members anxious which is something I would like to prevent in the future. Therefore, I will be relying on my classmates to hold me accountable for the remainder of the semester as well as potential group assignments in any of the remaining semesters of the OT program.</p>	<p>The goal will be met when I get through the Spring 2022 semester without bringing up assignments that are due in MORE than 2 weeks. I can only talk about assignments that are due in 2 weeks or less.</p>	

Professional Development Plan Rubric

Student Name:

Semester:

Faculty Advisor:

Quality of Content (20) <i>Part One: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes</i> <i>*Reflective Writing*</i>	20 - 19 (A) Meets all criteria at exceptional level; clear and easy follow	18 - 17 (B) Meets most criteria; has occasional lapses in clarity or development	16 (C) Meets some criteria; has some lapses in clarity or development	15 or less (D) Meets few criteria; often unclear or under developed
<ul style="list-style-type: none"> • Thorough self-reflection included <ul style="list-style-type: none"> • Responses provide great detail including answering all prompts (12) • Provide update on goals in area identified as summary of progress (Semester 2 and after) (3) • Supporting examples are provided as indicated (5) 				
Quality of Content (15) <i>Part Two: Goal Setting</i>	15 - 14 (A) Meets all criteria at exceptional level; clear and easy follow	13 (B) Meets most criteria; has occasional lapses in clarity or development	12 (C) Meets some criteria; has some lapses in clarity or development	11 or less (D) Meets few criteria; often unclear or under developed
<ul style="list-style-type: none"> • Used areas of growth identified in reflection paper (Part One) to create goals (5) • Strategies are clearly identified (5) 				

<ul style="list-style-type: none"> Method of measurement is identified (5) 				
Quality of Content (5) <i>Part Three: Goal Reflection</i> <i>*first semester students receive points even though they did not update goals.</i> <i>*Reflective Writing*</i>	5 (A) Meets all criteria at exceptional level; clear and easy follow	4.5 (B) Meets most criteria; has occasional lapses in clarity or development	4 (C) Meets some criteria; has some lapses in clarity or development	3.5 or less (D) Meets few criteria; often unclear or under developed
<ul style="list-style-type: none"> Thoroughly completed column 4 on goal table (5) 				
Effectiveness of Writing (5) <i>**automatic 5-point deduction if materials are not uploaded from previous semester</i>	5 (A) Meets all criteria; few errors	4.5 (B) Meets most criteria; occasional errors	4 (C) Meets some criteria; errors throughout	3.5 or less (D) Meets few criteria; poor quality
<ul style="list-style-type: none"> Mechanics of style (punctuation, spelling, etc.) Grammar Writing engages reader All current semester documents included 				
Final Score: _____ / 45				

Semester-by-Semester Self-Evaluation

Step 1: Locate Curricular Threads and Broad Ability-Based Outcomes (BABO) addressed in your current semester.

Step 2: Reflect on your current performance and areas of growth for each BABO addressed in your current semester.

Step 3: Locate template for your current semester and write your paper (Part One) by answering questions posed.

Broad Ability-Based Outcomes	Semesters							
	1	2	3	4	5	6	7	8
Art and Science of Occupational Therapy								
1. The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.	X	X	X	X	X	X	X	X
2. The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.	X	X	X	X	X	X	X	X
3. The student will develop and maintain a therapeutic relationship with clients in order to collaborate during the OT process that would benefit the client’s health and well-being.	X	X	X	X	X	X	X	X
4. The student will act as a research user in planning and modifying intervention in light of evidence.		X	X	X	X	X	X	X
5. The student will design, construct, and implement the process for building evidence to act as a research builder .	X	X		X	X	X	X	X
Professional Identity and Collaboration								
6. The student will analyze and articulate the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans .	X	X	X	X	X	X	X	X
7. The student will articulate an understanding of the history, values, and ethics of occupational therapy and advocate with confidence what occupational therapy can offer society.	X	X	X	X	X	X	X	X
8. The student will apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.	X	X	X	X	X	X	X	X
9. The student will actively participate in profession-specific and formal educational activities in a variety of contexts that enhance the role and awareness of occupational therapy demonstrating professional engagement .	X	X	X	X	X	X	X	X
10. The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.	X	X	X	X	X	X	X	X

Innovative and Intentional Leadership	1	2	3	4	5	6	7	8
11. The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.				X	X	X	X	X
12. The student will make use of management skills to create occupational therapy services for individuals and organizations.				X	X	X	X	X
13. The student will utilize leadership skills and strategies in preparation for innovative practice.		X	X	X	X	X	X	X
Diversity and Inclusive Participation	1	2	3	4	5	6	7	8
14. The student will develop and practice relevant and culturally sensitive strategies and skills when interacting with consumers across occupational therapy practice to demonstrate cultural competence .	X	X	X	X	X	X	X	X
15. The student will analyze the effects of health disparities and inequalities and will advocate to increase occupational engagement for all occupational beings to promote justice .	X	X		X	X	X	X	X

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 1, Semester 1 (Fall)
Occupational Therapy Department
University of North Dakota
Transition to the Role of Professional Student

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You will develop your initial personal and professional development plan in OT 405. The American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 1, the emphasis has been on stage 1 of the learning process, understanding foundational concepts inherent to the profession of occupational therapy. Please write your reflection using the following questions organized by the Curricular Threads present within Semester 1.

Art and Science of Occupational Therapy:

- a. Describe progress and potential areas of growth related to understanding professional reasoning, each stage of the OT process, and the therapeutic relationship.
- b. Describe your progress and potential growth areas for developing research skills.

Professional Identity and Collaboration:

- a. Describe your understanding of occupation and its influence on health and wellness. Describe your progress and areas of growth for understanding occupation-based models.
- b. Describe what it means to be a professional student. Describe your progress in developing professional behaviors and any positive and constructive feedback you have received about professional behaviors.
- c. How have you begun engaging in professional organizations and associated activities at a campus, state, and national level? What ideas do you have for increasing your professional engagement?

Diversity and Inclusive Participation:

- a. Describe progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.

- b. Describe strategies you have developed to be culturally sensitive in your interactions with others. What challenges do you continue to address?
-

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed Appendix for required documents
- Reviewed fieldwork evaluation(s) (*if applicable*)
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 1, Semester 2 (Spring)
Occupational Therapy Department
University of North Dakota
Transition to Critical Thinking about Occupation

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You have developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 441. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 2, the emphasis has been on the transition from stage 1 of the learning process, understanding foundational concepts inherent to the profession of occupational therapy, to stage 2, critical thinking about occupation and applying foundational concepts to the OT process. Please write your reflection using following question organized by the Curricular Threads present within Semester 2.

Art and Science of Occupational Therapy:

- a. Describe your progress and potential areas of growth related to understanding professional reasoning and the evaluation stage of the OT process.
 - b. Describe your progress and potential growth areas for developing research skills.
-

Professional Identity and Collaboration:

- a. Describe your progress and areas of growth for applying occupational-based theories.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
 - c. How have you begun engaging in professional organizations and associated activities at a campus, state, and national level? What ideas do you have for increasing your professional engagement?
-

Innovative and Intentional Leadership:

- a. Describe your progress and areas of growth for demonstrating leadership skills to prepare you for innovative practice.

- b. Reflecting on what you have learned in the leadership foundations course, develop a goal addressing innovative and intentional leadership that you will work toward over the next semester. Be sure to add this goal to your goal table.
-

Diversity and Inclusive Participation:

- a. Describe the progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
- b. Describe how you have employed strategies to be culturally sensitive in your interactions with others, but especially in the evaluation process. What challenges do you continue to address?
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals since the last evaluation.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed Appendix for required documents
- Reviewed fieldwork evaluation(s) (*if applicable*)
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 1, Semester 3 (Summer)
Occupational Therapy Department
University of North Dakota

Transition to Critical Thinking about Occupational Performance

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You have developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 444. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 3, the emphasis has been on stage 2 of the learning process: critical thinking. It is here that you are asked to continue to engage in critically thinking about occupational performance. Please write your reflection using the following questions organized by the Curricular Threads present within Semester 3.

Art and Science of Occupational Therapy:

- a. Describe your progress and potential areas of growth related to understanding professional reasoning and the evaluation component of the OT process (especially as you transition to intervention).
 - b. What progress have you made regarding therapeutic use of self?
-

Professional Identity and Collaboration:

- a. Describe how you have applied occupation-based models this semester.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
-

Innovative and Intentional Leadership:

- a. Reflecting on your leadership goal you created last semester, describe your progress and continued areas of growth related to leadership skills.
- b. How do these areas relate to your experience of learning and demonstrating leadership in groups? What strategies have you used during group leadership? What strengths and areas of growth do you recognize related to group leadership?

Diversity and Inclusive Participation:

- a. Describe the progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
- b. Describe how you have applied cultural competence and justice principles during this semester.

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed Appendix for required documents
- Reviewed fieldwork evaluation(s) (*if applicable*)
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 2, Semester 4 (Fall)
Occupational Therapy Department
University of North Dakota

Critical Thinking about Occupational Performance: Intervention

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 510. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 4, the emphasis continues in stage 2 of the learning process: critical thinking. In this semester, the focus of study transitions from evaluation to the intervention component of the OT process. Please write your reflection using following questions organized by the Curricular Threads present within Semester 4.

Art and Science of Occupational Therapy:

- a. As you begin your trajectory to developing your experiential experience what areas of professional reasoning, theory application, and research are you most competent in and what areas do you need to continue to develop?
- b. In Interventions for Neuromusculoskeletal and Movement Related and Mental Functions, what areas are you most competent and in what areas do you need to continue to develop?

Professional Identity and Collaboration:

- a. Describe your understanding of occupation in intervention.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
 - c. Over the past few semesters, how have you engaged in professional organizations and associated activities at a campus, state, and national level? Describe the benefits you have noticed by participating in professional organizations?
-

Innovative and Intentional Leadership:

- a. Describe an opportunity, either in class or outside of class, where you engaged in advocacy. What leadership skills did you utilize to participate in advocacy? How would you describe your effectiveness?
 - b. What skills do you hope to continue to develop for the role of manager?
-

Diversity and Inclusive Participation:

- a. Describe progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
 - b. Describe how you have employed culturally specific strategies to the intervention process.
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed Appendix for required documents
- Reviewed fieldwork evaluation(s) (*if applicable*)
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 2, Semester 5 (Spring)
Occupational Therapy Department
University of North Dakota

Critical Thinking about Occupational Performance: Continued Emphasis on Intervention

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 511. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices.

During Semester 5, the emphasis continues in stage 2 of the learning process: critical thinking. In this semester, the focus of study remains on the intervention component of the OT process. Please write your reflection using following questions organized by the Curricular Threads present within Semester 5.

Art and Science of Occupational Therapy:

- a. Describe progress and potential areas of growth related to understanding professional reasoning, the intervention element of the OT Process, and your understanding of practice related to intervention.
 - b. What progress are you making with regard to the experiential experience?
-

Professional Identity and Collaboration:

- a. Describe your progress and areas of growth for understanding occupational performance theories of practice; especially related to community-based practice.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
 - c. Describe your progress with regard to how you will communicate the role of occupational therapy in your Level II fieldwork and experiential experience with specific emphasis on occupation.
-

Innovative and Intentional Leadership:

- a. Describe how knowledge gained this semester regarding product development has or will

- inform your steps when planning for your doctoral experiential placement.
- b. Describe how you will be innovative in your Level II fieldwork and experiential semesters.
-

Diversity and Inclusive Participation:

- a. Describe an example of applying cultural competence and occupational justice during your Level II fieldwork experience.
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed Appendix for required documents
- Reviewed fieldwork evaluation(s) (*if applicable*)
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 2, Semester 6 (Summer)
Occupational Therapy Department
University of North Dakota
Critical Thinking about Occupational Performance

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 518. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. During this semester, you will meet with your Occupational Therapy Department Experiential Advisor either in person or via alternative technologies.

During Semester 6, the emphasis continues in stage 2 of the learning process: critical thinking. Please write your reflection using following questions organized by the Curricular Threads present within Semester 6.

Art and Science of Occupational Therapy:

- a. Describe how you have employed professional reasoning as you completed the occupational therapy process in your Level II context.
 - b. What progress are you making with regard to the experiential experience?
-

Professional Identity and Collaboration:

- a. Describe how you have employed occupational performance theories and used occupation on your Level II fieldwork.
 - b. Describe your progress in exhibiting professional behaviors and expectations on Level II fieldwork. Describe any positive and constructive feedback you have received regarding professional behaviors.
 - c. Describe how you have communicated the role of occupational therapy in your Level II fieldwork with specific emphasis on occupation.
-

Innovative and Intentional Leadership:

- a. Describe one time you demonstrated the leadership skill of advocacy during your Level II fieldwork.

- b. Describe ways you have seen innovation or been innovative during your Level II fieldwork.
-

Diversity and Inclusive Participation:

- a. Describe progress and areas of growth you have made in your own self-exploration and self-awareness of culture and its influence on you.
- b. Describe culturally specific strategies you have employed while on Level II fieldwork.
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed fieldwork evaluation(s) (*if applicable*)
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 3, Semester 7 (Fall)
Occupational Therapy Department
University of North Dakota
Transition to Synthesis for Innovative Practice

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 520. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. New goals will not be added this semester as your MOU goals will be your focus during Semester 8.

During Semester 7, the student is transitioning to stage 3—synthesis, where students use critical thinking for innovative practice, becoming agents of change. Please write your reflection using following questions organized by the Curricular Threads present within Semester 7.

Art and Science of Occupational Therapy:

- a. Describe how you have employed ethical reasoning as you completed the occupational therapy process in your Level II context.
- b. What progress are you making with regard to the experiential experience? What areas are you still needing to complete prior to your start date?

Professional Identity and Collaboration:

- a. Describe how you have employed occupational performance theories and used occupation on your Level II fieldwork.
- b. Describe your progress in exhibiting professional behaviors and expectations on Level II fieldwork. Describe any positive and constructive feedback you have received regarding professional behaviors.
- c. Describe how you have collaborated in inter/intraprofessional opportunities.

Innovative and Intentional Leadership:

- a. Describe one way that you have been innovative during your Level II fieldwork.
- b. Describe one way in which you advocated for the occupational therapy profession during your Level II fieldwork.

Diversity and Inclusive Participation:

- a. Describe an example of applying cultural competence and occupational justice during your Level II fieldwork experience.
-

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed Appendix for required documents
- Reviewed fieldwork evaluation(s) (*if applicable*)
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Evaluation – Year 3, Semester 8 (Spring)
Occupational Therapy Department
University of North Dakota
Synthesis for Innovative Practice

As a professional, you are often called to examine your own needs for personal and professional growth. Naturally, this is an on-going and ever-evolving process. Intentionally reflecting on skills and attributes you consider as strengths as well as those you wish to continue working on, is a step in outlining goals that assist you in meeting your personal and professional goals. You developed your initial personal and professional development plan in OT 405 and are now updating your plan as part of OT 594. As a reminder, the American Occupational Therapy Association (AOTA) suggests that professional development occurs by participating in self-assessment including reflection to identify current and future professional needs (AOTA 2017). Reflection on performance includes academic performance; interpersonal interactions with peers, faculty, and clients; and interactions with self (intrapersonal). The semester evaluation process is an opportunity for you to reflect upon these areas of performance with your faculty advisor and is to be used to update your professional development portfolio. Your portfolio should be updated one week prior to your meeting with your advisor. The update includes your semester reflection paper, goals, and appendices. New goals created will focus on your first year of practice.

During Semester 8, the student is engaged in stage 3—synthesis, where students use critical thinking for innovative practice, becoming agents of change. During this semester you are engaged in the Doctoral Experiential Placement. This is your final self-evaluation, and we ask that you reflect on how you have achieved the objectives associated with each curriculum thread. We also appreciate your feedback on how each thread was addressed in the curriculum. Please write your reflection using following prompts organized by the Curricular Threads present within Semester 8.

Art and Science of Occupational Therapy:

Describe your progress on each broad ability-based objective related to the thread of Art and Science of Occupational Therapy. Please provide feedback related to this thread and how it is addressed in the curriculum? Specific examples are helpful.

Professional Identity and Collaboration:

Describe your progress on each broad ability-based objective related to the thread of Professional Identity and Collaboration. Please provide feedback related to this thread and how it is addressed in the curriculum? Specific examples are helpful.

Innovative and Intentional Leadership:

Describe your progress on each broad ability-based objective related to the thread of Innovative and Intentional Leadership. Please provide feedback related to this thread and how it is addressed in the curriculum? Specific examples are helpful.

Diversity and Inclusive Participation:

Describe your progress on each broad ability-based objective related to the thread of Diversity and Inclusive Participation. Please provide feedback related to this thread how it is addressed in the curriculum? Specific examples are helpful.

Summary of Progress:

Provide a brief summary of progress made on your personal and professional development goals.

To be completed by Faculty Advisor and Student Advisee at time of meeting

This meeting was completed on *mm/dd/year*. The completion of this form indicates the meeting was conducted in collaboration between faculty advisor and student advisee. The following tasks were completed (*check all that apply*):

- Discussed Part One: Semester Evaluation Paper
- Discussed Part Two: Goal Setting Table
- Discussed Part Three: Goal Reflection
- Reviewed Appendix for required documents
- Reviewed DEP evaluation(s) (*if applicable*)
- Reviewed feedback on oral comprehensive exams
- Discussed feedback received by faculty and fieldwork educators
- Discussed any resources needed for continued student professional development
- Other:

**A student who receives an unsatisfactory professional evaluation and/or academic probation for two (2) semesters may be terminated from the professional program.*