

**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 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. Tipton (2017, p. 17-18) provides several strategies for determining what you will include on your personal and professional growth plan. This 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 by responding to the prompts. Please refer to the Semester-by-Semester Evaluation Information 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.

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. Semester 7 goals will focus on completing the Doctoral Experiential Placement and the Scholarly Project and be identified in the Memorandum of Understanding. Semester 8 goals should be related to future practice. 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 two 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 completing the semester evaluation paper, update your progress on the goals you previously identified and are working on by completing 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.

Professional Development Portfolio Appendices

The appendices of your portfolio will be as follows:

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. Together, you and your advisor will write a brief summary of the meeting on your semester evaluation form. Your advisor will also share with you the grading rubric used to score your performance on your professional development plan. At the conclusion of the meeting, your advisor will sign and date the semester evaluation form and email you a copy for your signature. After signing, you will email the copy back to your advisor and upload a copy for your records to Appendix A.

Appendix B. Documentation of Level I Student Performance

During semesters one, two, four, and five, 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 six and seven, 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 eight, 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.

(example) Part 2: Goal Setting

Name:

Date Established: 11/5/20

Date Revised: 7/15/21

Color Code: yellow highlight – goal met

Goal (SMART format) Curricular Thread (include date established).	Detailed strategies to meet the goal. (Who or what will you need?)	How will you objectively 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.
Semester One			
<p>I will create a personal definition for “occupational therapy”, “occupation”, and the distinct value of occupational therapy and be confident communicating them with others.</p> <p>Professional Identify and Collaboration</p> <p>Written on 10/23/20</p>	<p>I will practice writing out my definitions for each term at least 5 times this semester. I will use my semester textbooks and the content covered in classes to help develop my personal definitions. I will also have a peer review my definitions and provide feedback.</p> <p>I will practice communicating my definitions to friends, family member, and classmates at least 5 times as well as ask for them to provide me with feedback.</p>	<p>I will be able to recite my definitions for each term to someone outside of this profession. My definitions will be clear, and the person will be able to fully understand what occupations are, what occupational therapy does and what its distinct value as a profession is. I will internally reflect on my definitions after I write them out as well as after I verbally communicate them with others and receive their feedback.</p>	<p>I have created my definitions for each of the terms, had a peer review them, and practiced writing them out; however, I still need to practice communicating my definitions to others and receiving their feedback on my oral presentation of the definitions.</p> <p>Progress written on 3.29.21</p> <p>I believe I have met this goal. Since I last updated this goal, I have had fieldwork simulations and practical’s that allowed me to practice communicating my definitions to “clients” as well as opportunities to communicate what I am going to school for to friends and family members. I have received positive feedback from my professors, “clients,” and friends/family that my definitions are clear and easy to understand.</p> <p>Goal met on 7.2.21</p>
Semester Two			
<p>I will give feedback that fosters an individual’s growth and improvement as an occupational therapy student.</p>	<p>I will find at least two resources from the internet or YouTube that provide tips and strategies on how to provide effective feedback to others.</p>	<p>I will know I met the first part of this goal when I review at least two resources on providing effective feedback from the internet.</p>	<p>I believe I have partially met this goal since I have reviewed at least two resources on providing effective feedback, but I have yet to use what I have learned to provide</p>

<p>Written on 2.12.21</p>	<p>I will use the strategies and tips I learned from the online resources and provide effective feedback to at least ten classmates or future clients.</p>	<p>I will utilize the tips and strategies I learned from the online resources and provide feedback to at least ten people. I will keep track of what resources I review with a spreadsheet and after providing feedback, I will ask the person who received my feedback for their feedback on how I performed. For example, I could ask their opinion on if they thought my feedback was useful and if I provided it in a way that empowered them instead of a way that made them feel insecure or offended.</p>	<p>constructive feedback to others. However, I know I will have the opportunity to give constructive feedback to my peers in the near future after they lead a group session in OT 444. Progress written on 7.6.21</p> <p>I believe I have officially met this goal. I think this because I have reviewed at least two resources on providing effective feedback and have had multiple opportunities to use what I learned and provide constructive feedback to my peers in a variety of classes. I was able to give constructive feedback in OT 444, OT 503, OT 501, OT 500 to at least ten people so far. Furthermore, everyone I have provided constructive feedback to has received it well and thought I delivered it in an appropriate way. Goal met on 10.10.21</p>
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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) 				

<ul style="list-style-type: none"> Strategies are clearly identified (5) 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				

Faculty Advisor Feedback on Portfolio:

**Semester-by-Semester
Evaluation Information**

Semester One: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the concepts and related outcomes in semester one. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Initial Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 1, Semester 1 (Fall)
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. Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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, and more specifically the foundations of the Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using the following questions:

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, the therapeutic relationship, and understanding contexts for practice.
 - b. Describe your progress and potential growth areas for developing research skills.
-

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.

Semester Two: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the concepts in semester two. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*

- Professional Engagement
 - *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 1, Semester 2 (Spring)
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, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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. Evaluation is the primary emphasis of the OT process in this semester. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. Please see the attached specific learning objectives. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

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.
-

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?
-

Professional Identity and Collaboration:

- a. Describe your progress and areas of growth for applying occupational performance theories of practice.
 - 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 goal do you have for increasing your professional engagement?
-

Innovative and Intentional Leadership:

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.

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Three: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the concepts in semester three. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
 - Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 1, Semester 3 (Summer)
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, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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. The primary emphasis of this semester is completing the evaluation portion of the OT process and beginning to engage in intervention. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using the following questions:

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 with regard to the therapeutic use of self?
-

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.
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Professional Identity and Collaboration:

- a. Describe how you have applied occupational performance theories of practice this semester.
 - b. Describe your progress in exhibiting professional behaviors and expectations. Describe any positive and constructive feedback you have received regarding professional behaviors.
 - c. What progress have you made in engaging in professional organizations and associated activities at a campus, state, and national level?
-

Innovative and Intentional Leadership:

Reflecting on your leadership goals, what progress have you made toward reaching these goals? How do these relate to your knowledge regarding leadership in groups?

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Four: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester four. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*

- Professional Engagement
 - *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations.*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 2, Semester 4 (Fall)
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 502. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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. It is here you apply interventions in the areas of mental functions as well as neuromusculoskeletal and movement functions. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

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?
-

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.
-

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. How have you begun engaging in professional organizations and associated activities at a campus, state, and national level? What goal do you have for increasing your professional engagement?
-

Innovative and Intentional Leadership:

- a. Describe an opportunity where you either engaged in advocacy or could have engaged in advocacy.
 - b. What skills do you hope to continue to develop for the role of manager?
-

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Five: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester five. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*

- Professional Engagement
 - *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations.*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota

Student Evaluation – Year 2, Semester 5 (Spring)

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 510. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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. It is here you apply interventions in the areas of sensory functions as applied to occupational performance as well as community based practice interventions. You are asked to further integrate concepts from our curricular threads: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

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?
-

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 this semester. What challenges do you continue to address?
-

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:

Describe how you will be innovative in your Level II fieldwork and experiential semesters.

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Six: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester six. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*

- Professional Engagement
 - *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations.*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota

Student Evaluation – Year 2, Semester 6 (Summer)

Critical Thinking about Occupational Performance: Engaging in Entry-Level 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 518. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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. In this semester, you are engaged in your first Level II fieldwork along with an Advanced Integration course. You are again asked to respond to progress you are making in each thread: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

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?
-

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.
-

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:

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

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Seven: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester seven. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*
 - Professional Engagement

- *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.*
 - Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 3, Semester 7 (Fall)
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 as part of OT 520. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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 7, the student is transitioning to stage 3—synthesis, where students use critical thinking for innovative practice, becoming agents of change. In this semester, you are engaged in your second Level II fieldwork along with an Advanced Integration course. You are again asked to respond to progress you are making in each thread: The Art and Science of Occupational Therapy, Professional Identity and Collaboration, Innovative and Intentional Leadership, and Diversity and Inclusive Participation. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

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?
-

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.
-

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:

Describe one way that you have been innovative during your Level II fieldwork.

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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

Semester Eight: Professional Development Portfolio Process

Step One: Reflect on Curricular Threads, Macro Concepts, and Broad Ability-Based Outcomes

Step Two: Semester Evaluation Paper completed by Reflecting on Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Curricular Threads, Macro Concepts, & Broad Ability-Based Outcomes

Broad ability-based outcomes are outcomes we expect students to meet by the end of the UND OTD program. Review the 15 concepts in semester eight. Use these concepts and outcomes to guide your responses in answering the questions for your semester evaluation paper.

- **Art and Science of Occupational Therapy (Curricular Thread)**
 - Therapeutic Relationship (Macro Concept)
 - *The student will develop and maintain a therapeutic relationship that would benefit the client's health and well-being in order to collaborate during the OT process. (Broad Ability-Based Outcome)*
 - Professional Reasoning
 - *The student will utilize professional reasoning strategies to provide rationale for decisions made during the occupational therapy process.*
 - OT Process
 - *The student will demonstrate the ability to accurately implement the OT process in all potential practice areas including evaluation, intervention, and outcomes.*
 - Research Builder
 - *The student will design, construct, and implement the process for building evidence to act as a researcher builder.*
 - Research User
 - *The student will act as a research user in planning and modifying intervention in light of evidence.*
- **Professional Identity and Collaboration**
 - Occupational Nature of Humans
 - *The student will analyze the role of occupation and its influence on health and wellness in the examination of the occupational nature of humans.*
 - Occupational Therapy
 - *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.*
 - Occupational Performance Theories of Practice
 - *The student will be able to apply occupational based theories and models of practice in order to construct, modify, and evaluate occupational performance related to the OT process.*

- Professional Engagement
 - *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.*
- Intraprofessional/Interprofessional
 - *The student will apply skills necessary to effectively take part in intra/interprofessional collaborative practice.*
- **Innovative and Intentional Leadership**
 - Public policy
 - *The student will evaluate factors influencing public policy and create a course of action for improving access to occupational therapy services.*
 - Management
 - *The student will make use of management skills to create occupational therapy services for individuals and organizations*
 - Leadership
 - *The student will utilize leadership skills and strategies in preparation for innovative practice.*
- **Diversity and Inclusive Participation**
 - Cultural Competence
 - *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.*
 - Justice
 - *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.*

Current Student Status:

- Satisfactory
- Academic Probation
- Professional Probation

Student Self-Evaluation
Occupational Therapy Department
University of North Dakota
Student Evaluation – Year 3, Semester 8 (Spring)
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 594. As a reminder, Tipton (2017) suggests several methods for developing a personal and professional development plan. All of the methods suggested involve reflecting upon your performance. 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 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. It is also an opportunity for you to update your Professional Development Portfolio for the first year of practice. *Preparation in forming and generating your responses will assist you in updating the goals in your personal and professional development plan.* Please see the attached specific learning outcomes. For Part 1 of your professional development plan reflect upon your progress academically and your progress interpersonally and intrapersonally. Please write your reflection using following questions:

Art and Science of Occupational Therapy:

Describe your progress on each broad ability-based objective related to the thread. Do you have any feedback related to the Art and Science of Occupational Therapy and how it is addressed in the curriculum?

Diversity and Inclusive Participation:

Describe your progress on each broad ability-based objective related to the thread. Do you have any feedback related to the Diversity and Inclusive Participation and how it is addressed in the

curriculum?

Professional Identity and Collaboration:

Describe your progress on each broad ability-based objective related to the thread. Do you have any feedback related to the Professional Identity and Collaboration and how it is addressed in the curriculum?

Innovative and Intentional Leadership:

Describe your progress on each broad ability-based objective related to the thread. Do you have any feedback related to the Innovative and Intentional Leadership and how it is addressed in the curriculum?

Summary of Progress:

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

Faculty Evaluation: Faculty members' feedback will be solicited following general observation of the OT student's academic performance and skills as a professional student in the context of preparing for transition to the roles of fieldwork student and occupational therapy practitioner.

Faculty Interviewer

Signature of Faculty

Date

Signature of Student

Date

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