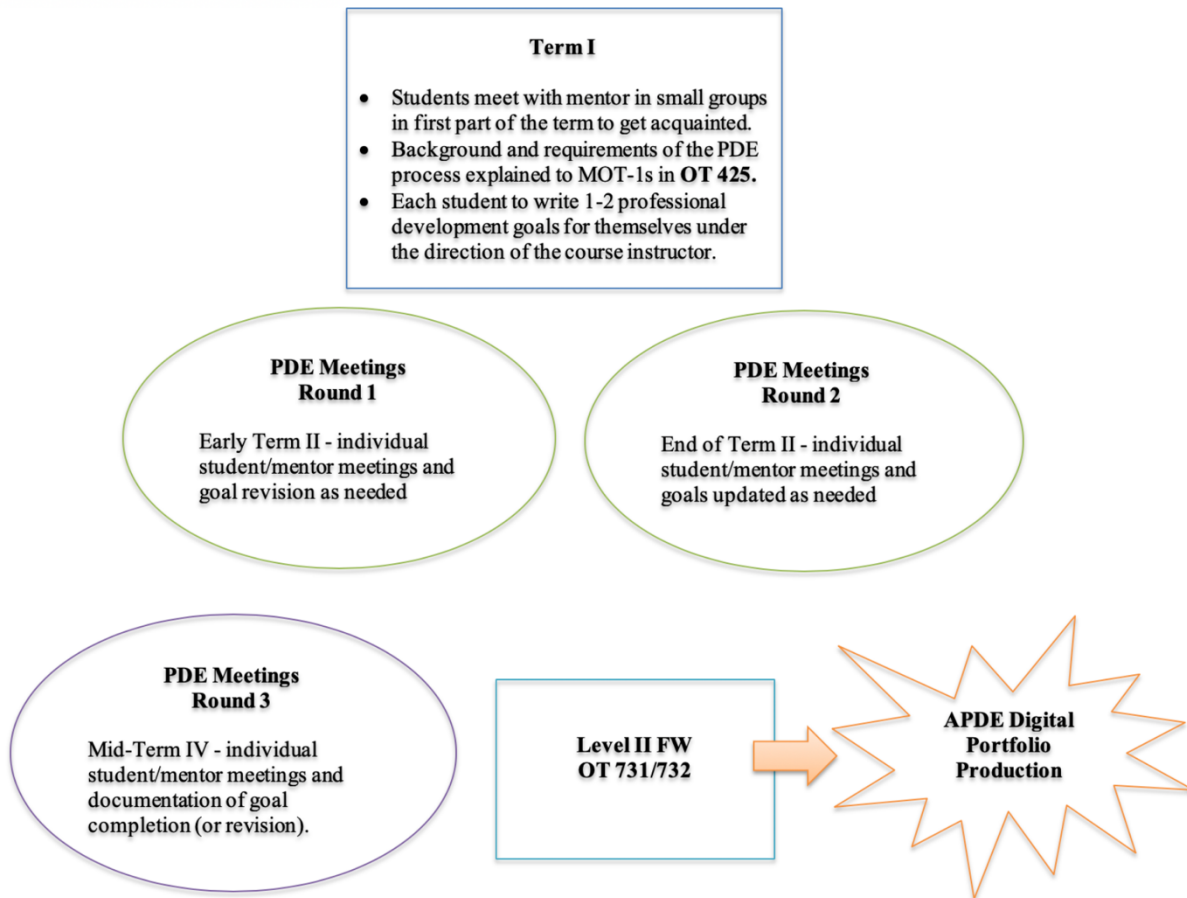


UTHSC Program in Occupational Therapy

Professional Development Evaluation (PDE) Procedure and Guidelines

Professional Development Evaluation Process



Background

The Professional Development Evaluation (PDE) is a process designed to assist the MOT student in developing professional behaviors required as a practicing occupational therapist. Upon completion of the academic and clinical phases of the OT curriculum, the student is expected to demonstrate the characteristics of a/an:

- Occupation-Centered Practitioner
- Evidenced based/Scholarly Clinician
- Ethically Grounded Professional with a Strong OT Identity
- Leader Change Agent

While the graduation is the sum total of all the experiences, knowledge, and training of a student, the PDE process assists in identifying important building blocks required in achieving the desired curriculum outcomes. The student is responsible for providing evidence of specified behaviors and through doing so participates in self-assessment and reflective process that help to both cement the learning and growth that has occurred as a graduate student and serve as a catalyst for the self-directed professional development that is required of all OT practitioners. Documentation by each student of professional growth and development as accountability is required for NBCOT certification and in some states also for licensure renewal.

Procedural Guidelines and Timeline

Students will be introduced to the PDE process in their first term. Each student will meet with their faculty mentor during Term I to get acquainted. Information about the PDE process will be provided to the students along with support for each student in developing initial PDE goals for the student's professional development. The role of the faculty mentor in the PDE process is as a resource to support the student in the acquisition of behaviors and as a collaborator and monitor in terms of the goals set and behaviors met.

While enrolled in the OT program at UTHSC, each student is evaluated on professional development as well as academic achievement, and data from the professional development evaluation (PDE) is considered each term by the Progress & Promotions Committee. Guidelines for progress and promotion are outlined as follows under the **General Information section** in the catalog for the College of Health Professions:

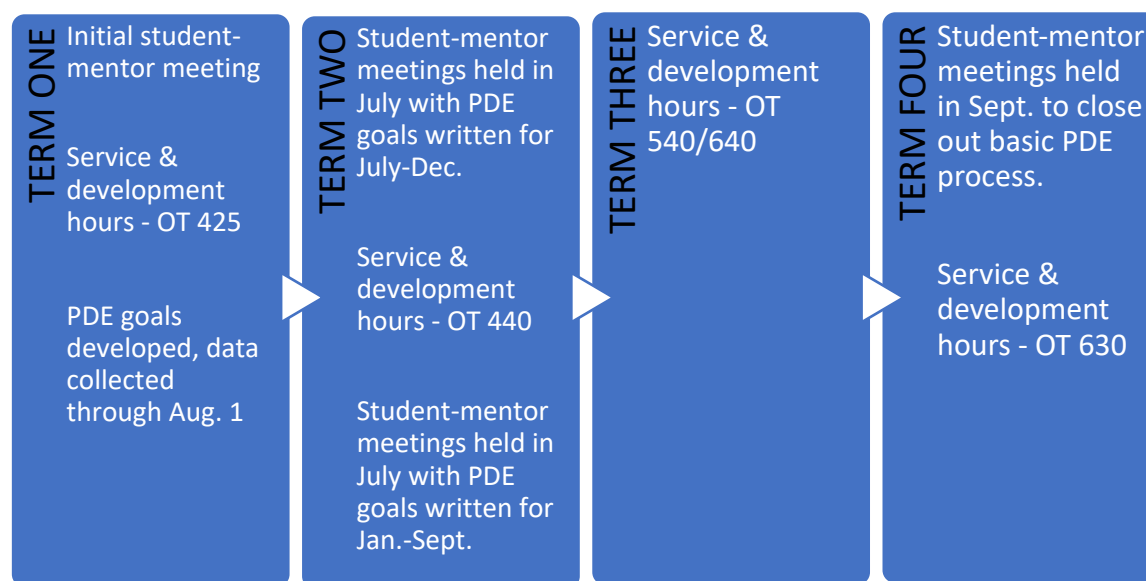
1. A student must demonstrate satisfactory behavior in personal and professional characteristics deemed by faculty as being necessary for academic success and competency in clinical practice. Such areas may include ability to establish rapport with clients, ability to work effectively with members of the health care team, dependability, judgment, integrity, initiative, and interest.
2. Students must meet the College and program technical standards to continue in the various curricula and graduate. Copies of these standards are provided to students by their respective programs.

The timeline for the professional development evaluation process is as follows:

Term I		
Jan. - Feb. (Year 1)	Students meet with mentor to get acquainted.	<ul style="list-style-type: none"> Individual or small group meetings will be scheduled by the faculty mentor.
Jan. - Feb. (Year 1)	Information about <i>service & development hours requirement</i> and forms for documentation of service hours provided to students in OT 425 .	<ul style="list-style-type: none"> Opportunities for service hours will be shared through SOTA and/or through faculty members. Students may also pursue opportunities on their own. Students to submit documentation of service & development hours in OT 425.
Feb.- March (Year 1)	Background and requirements of the PDE process explained to MOT-1s in OT 425 .	<ul style="list-style-type: none"> Each student will write initial professional development goals for themselves under the direction of the course instructor for OT 425. These goals to be addressed through Aug. 15.
Term II		
July (Year 1)	Individual student/mentor meetings held. Faculty feedback will be provided to student during meeting.	<ul style="list-style-type: none"> PDE goals updated by each student with advisement from faculty mentor. Revised goals to be addressed through Dec. 15.
Dec. (Year 1)	Individual student/mentor meetings held. Faculty feedback will be provided to student during meeting.	<ul style="list-style-type: none"> PDE goals updated by each student with advisement from faculty mentor. Revised goals to be addressed through Sept. 30.
	Information about <i>service & development hours requirement</i> and forms for documentation of service hours provided to students in OT 440 .	<ul style="list-style-type: none"> Students to submit documentation for service & development hours for term in OT 440.
Term III		
June (Year 2)		<ul style="list-style-type: none"> Students to submit documentation for service & development hours for term in OT 540/640.
Term IV		
July - Aug. (Year 2)	Requirements of the APDE process explained to students in OT 630 .	
Sept. (Year 2)		<ul style="list-style-type: none"> Students to submit documentation for service & development hours for term in OT 630.
	Individual student/mentor meetings held.	<ul style="list-style-type: none"> Documentation of goal completion submitted by each student to mentor.
Term V - Advanced Professional Development Evaluation		

Oct. - May (Year 3)	See information below on the APDE Process, which replaces the basic PDE process during Level II fieldwork.	<ul style="list-style-type: none"> Students to submit link to APDE portfolio (i.e. Weebly site) to faculty mentor at end of Level II fieldwork.
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Overview of Basic PDE Process



Tentative Plan for Student-Mentor PDE Meetings*

1. The faculty mentor will contact the student to set up the PDE meeting.
2. Prior to the meeting the student will complete PDE Form 1.
3. The mentor and the student will meet to address the following agenda items:
 - a. Any specific student or faculty concerns regarding professional behaviors and/or student's progress in the program, using most recent data on PDE Form 1 and PDE Form 2.
 - b. Discuss progress towards student's PDE goals.
 - c. Establish new (or revised) PDE goals for student.

**For advisory PDE meetings held in July and Dec. of Year One and Sept. of Year Two*

Related forms and documents for basic PDE process:

- PDE Form 1 - previously referred to as Student Self-Assessment Form or Student Self-rating Form and PDE Goal Sheet, ***to be completed/updated by student***
- Service & Development Log - previously called Service Hours Log, ***completed by student***
- PDE Form 2 - previously called Faculty Feedback form 2020, ***completed/updated by faculty***

Example PDE Goals

PDE Area	Competency Skill	Example PDE Goal
Occupation- and Client-Centered Practitioner	1.3: Focuses on the client's beliefs, values, and goals	<i>I will developed a written plan for an OT intervention that incorporates client beliefs, values, and/or goals based on information from a real client or case study by [insert date], based on feedback from an instructor/FW educator.</i>
Ethically Grounded with a Strong OT Identity	2.1: Respects faculty and classmates by arriving punctually for class, meetings, and fieldwork assignments,	<i>I will demonstrate improved time management skills by logging a maximum of 2 late arrivals or absences for all class meetings, group and</i>

	including communicating when circumstances prevent attendance or in making up missed assignments.	<i>volunteer work, and fieldwork duties between [insert date] and [insert date].</i>
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University of Tennessee Health Science Center
Department of Occupational Therapy
Basic Professional Development Evaluation (PDE) Form 1
Student's Self-Assessment Component

Rating Scale:

- [S] satisfactory/area of strength
- [E] emerging/meeting expectations
- [N] needs improvement/not meeting expectations

Area 1: Occupation and Client-Centered Practitioner			
	Rating	Date	Evidence/student statement (with date)
1.1 Openly and actively listens utilizing non-verbal communication in a way that demonstrates a caring, empathetic, and non-judgmental attitude			
1.2 Remains open to differences and recognizes own biases while appreciating the uniqueness of individuals			
1.3 Focuses on client's beliefs, values and goals			
1.4 Appreciates that clients may have desired and undesired roles; understands the importance of balancing pleasurable, productive, and restful occupations to promote health and well-being.			
1.5 Recognizes the influence of social conditions and the context in which people choose to engage			
1.6 Uses occupation-based terminology in documentation to articulate the role of occupational therapy			

Area 2: Evidence-Based/ Scholarly Clinician			
	Rating	Date	Evidence/student statement (with date)
2.1 Demonstrates a positive attitude toward learning by focusing on lecture and presentations and offering questions for clarification and comments that facilitate class discussion			
2.2 Uses APA or appropriate guidelines in all scholarly work, utilizing a comprehensive list of publications and other sources			

2.3 Demonstrates a working knowledge of scholarly writing terminology by identifying the difference between reference and bibliography and between quantitative and qualitative research			
2.4 Gathers information from multiple sources, using search engines, texts, observations and professional journals to locate information in international OT and related healthcare journals			
2.5 Uses critical thinking and evaluation in scholarly writing when discerning relevant from irrelevant information, accepting that there may be more than one answer to a problem, and drawing conclusions			

Area 3: Ethically Grounded Professional with a Strong OT Identity			
	Rating	Date	Evidence/student statement (with date)
3.1 Respects faculty and classmates by arriving punctually for class, meetings and fieldwork, including communicating when circumstances prevent attendance or in making up missed work			
3.2 Displays altruism in day-to-day situations			
3.3 Demonstrates pride in the profession of occupational therapy by articulating the benefit of OT to potential consumers			
3.4 Integrates the AOTA Code of Ethics in day-to-day situations			

Area 4: Leader Change Agent			
	Rating	Date	Evidence/student statement (with date)
4.1 Effectively uses both verbal and written communication in all learning settings as shown by- <ul style="list-style-type: none"> • seeking out and providing constructive feedback to enhance the learning environment • exhibiting professional demeanor through posture, body language, tone of voice, and general appearance • maintaining two-way communication with instructors, utilizing appropriate lines of authority for conflict resolution 			
4.2 Takes responsibility for growth, to include timeliness, preparation for, and participation in all OT learning			

4.3 Demonstrates a “can-do” attitude by being proactive and solution oriented including flexibility in unexpected situations, acting as a self-starter, and keeping a positive mindset in the face of adversity or when facing a challenge			
4.4 Takes responsibility for professional and personal growth by - <ul style="list-style-type: none"> • self-monitoring behavior to become aware of personal and professional strengths and limitations • assuming responsibility for one’s own actions and behaviors • practicing a balanced and healthy lifestyle 			
4.5 Enhances effectiveness of the team/small group by - <ul style="list-style-type: none"> • promoting a positive, caring environment while building trust • showing respect to others by openly accepting different ideas • motivating others to work towards a common goal 			

Rating Scale:

- [S] satisfactory/area of strength
- [E] emerging/meeting expectations
- [N] needs improvement/not meeting expectations

Professional Development (PDE) Goals

<i>Competency Skill</i>	<i>Measurable goal, including target end date and criteria</i>	<i>Start date for goal</i>	<i>Assessment, with date</i>

Example PDE Goals:

<i>Competency Skill</i>	<i>Measurable goal, including target end date and criteria</i>	<i>Start date for goal</i>	<i>Assessment, with date</i>
3.1	<i>I will demonstrate improved time management skills by logging no more than 2 late arrivals or absences for all class meetings, group and volunteer work, and fieldwork duties by 12/15/20.</i>	<i>7/20/20</i>	<i>Goal met, 12/1/20</i>

4.2	<i>Complete and journal about my experiences in at least five professional development/community service activities related to OT by Sept. 30, 2021.</i>	12/8/20	
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- ******Use the following codes to indicate the type(s) of hours contributed for each activity. Note that you may use more than one code for a single activity if indicated.
 - P=public service
 - D=professional development
 - L=leadership & advocacy
- *******In this column, note what you contributed and/or gained through participating in each activity. Then note in the next column which PDE Competency Skill most closely relates to the activity (example: You'd list "3.3" for running an OT Awareness Booth).

University of Tennessee Health Science Center
Department of Occupational Therapy
Basic Professional Development Evaluation (PDE) Form 2
Faculty Feedback Component

Rating Scale:

- [S] satisfactory/area of strength
- [E] emerging/meeting expectations
- [N] needs improvement/not meeting expectations

Area 1: Occupation and Client-Centered Practitioner		
	Rating	Faculty feedback, with date
1.1 Openly and actively listens utilizing non-verbal communication in a way that demonstrates a caring, empathetic, and non-judgmental attitude		
1.2 Remains open to differences and recognizes own biases while appreciating the uniqueness of individuals		
1.3 Focuses on client's beliefs, values and goals		
1.4 Appreciates that clients may have desired and undesired roles; understands the importance of balancing pleasurable, productive, and restful occupations to promote health and well-being.		
1.5 Recognizes the influence of social conditions and the context in which people choose to engage		
1.6 Uses occupation-based terminology in documentation to articulate the role of occupational therapy		

Area 2: Evidence-Based/ Scholarly Clinician		
	Rating	Faculty feedback, with date
2.1 Demonstrates a positive attitude toward learning by focusing on lecture and presentations and offering questions for clarification and comments that facilitate class discussion		
2.2 Uses APA or appropriate guidelines in all scholarly work, utilizing a comprehensive list of publications and other sources		
2.3 Demonstrates a working knowledge of scholarly writing terminology by identifying the difference between reference and bibliography and between quantitative and qualitative research		
2.4 Gathers information from multiple sources, using search engines, texts, observations and professional journals to locate information in international OT and related healthcare journals		
2.5 Uses critical thinking and evaluation in scholarly writing when discerning relevant from irrelevant information, accepting that there may be more than one answer to a problem, and drawing conclusions		

Area 3: Ethically Grounded Professional with a Strong OT Identity		
	Rating	Faculty feedback, with date
3.1 Respects faculty and classmates by arriving punctually for class, meetings and fieldwork, including communicating when circumstances prevent attendance or in making up missed work		
3.2 Displays altruism in day-to-day situations		
3.3 Demonstrates pride in the profession of occupational therapy by articulating the benefit of OT to potential consumers		
3.4 Integrates the AOTA Code of Ethics in day-to-day situations		

Area 4: Leader Change Agent		
	Rating	Faculty feedback, with date
4.1 Effectively uses both verbal and written communication in all learning settings as shown by - <ul style="list-style-type: none"> • seeking out and providing constructive feedback to enhance the learning environment • exhibiting professional demeanor through posture, body language, tone of voice, and general appearance • maintaining two-way communication with instructors, utilizing appropriate lines of authority for conflict resolution 		
4.2 Takes responsibility for growth, to include timeliness, preparation for, and participation in all OT learning		
4.3 Demonstrates a “can-do” attitude by being proactive and solution oriented including flexibility in unexpected situations, acting as a self-starter, and keeping a positive mindset in the face of adversity or when facing a challenge		
4.4 Takes responsibility for professional and personal growth by - <ul style="list-style-type: none"> • self-monitoring behavior to become aware of personal and professional strengths and limitations • assuming responsibility for one’s own actions and behaviors • practicing a balanced and healthy lifestyle 		
4.5 Enhances effectiveness of the team/small group by - <ul style="list-style-type: none"> • promoting a positive, caring environment while building trust • showing respect to others by openly accepting different ideas • motivating others to work towards a common goal 		

Term V: Reflection & Self-Evaluation -- Advanced PDE Process

As part of the professional development expectations for students during Level II fieldwork, each student will create a digital portfolio centered on the APDE objectives to submit as a hyperlink to the faculty mentor no earlier than two weeks prior to the end of the student's final Level II Fieldwork rotation and no later than one week after the end of the rotation. Each student is required to complete all requirements of the APDE process as per the discretion of the faculty mentor and the Progress and Promotions Committee in order to graduate from the program.

Overview

The final phase of the Professional Development Evaluation (PDE) is the chronicling of Advanced PDE (APDE) Criteria which coincides with your Level II Fieldwork Experience. While this qualitative reflective paper is not due until the end of fieldwork, case examples and application of the criteria should be gleaned from your experience over time in various settings with a wide variety of clients. It is your responsibility to reflect on and if possible proactively seek opportunities to fulfill the APDE criteria. To adequately address each of the four domains, which are the outcomes of the curriculum, you will provide specific examples or scanned-in evidence/artifacts **in the body of the document** that shows how others observed you meeting the criteria under each heading. For example, "How do you know you inspire confidence in clients and team members?" If the question asks about a theory, articulate how and why it was used in the scenario you describe. If you have not met a certain criterion, provide a plan of how this criterion will be met in the future. Some evidence-based/scholarly clinician and leader change agent criteria may realistically go beyond the time frame of your Level II Fieldwork Experience. Always consider the domain in answering the criterion and avoid using the same example for multiple criteria.

For you to be approved to graduate and take the certification exam, the Advanced PDE must be received by your faculty mentor **no later than two weeks before you have completed your final fieldwork**. Follow up your submission with an email to make sure your advisor received the document. Your faculty mentor takes a great deal of time to review your APDE and provide you with feedback. Be certain to clearly link your evidence to a criterion by using subheadings or in-text notations. If each item is not addressed to his/her satisfaction, you may be required to redo those criteria. Remember, this is your capstone reflective paper which affirms your transformation to an **occupation- and client-centered practitioner, an ethically grounded professional with a strong OT identity, an evidenced based scholarly clinician, and a leader change agent**.

Advanced PDE Criteria

Occupation and Client-Centered Practitioner

1. Appreciates the influence of socio-cultural, socioeconomic, political, diversity factors, and lifestyle choices on engagement in occupation throughout the lifespan.
2. Communicates effectively with a wide range of clients, peers, and professionals both verbally and non-verbally.
3. Collaborates with clients and caregivers in establishing and maintain a balance of pleasurable, productive, and restful occupations to promote health and prevent disease and disability.
4. Inspires confidence in clients and team members.
5. Considers client motivation when using occupation based intervention to maximize functional independence.
6. Applies theory regarding the therapeutic use of occupation and adaptation to screen and evaluate, plan, and implement intervention, while establishing and maintaining a therapeutic relationship with the client.

Evidence Based/Scholarly Clinician

1. Invests in the acquisition of evidence through participation in workshops, continued education and pursuit of additional degrees.
2. Is a knowledgeable consumer of global research related to occupational therapy and utilizes an evidence based approach to practice.
3. Integrates individual clinical expertise and patient values with the best available external clinical evidence.
4. Applies the domain of occupational therapy in gathering, evaluating, setting goals, planning and implementing occupational therapy.
5. Contributes to the knowledge base of OT practice by mentoring students, performing research, publishing, presenting and/or teaching.
6. Incorporates continued education as a lifelong practice with the commitment to remain up-to-date and well-informed.

Ethically Grounded Professional with Strong OT Identity

1. Advocates for clients who have been neglected or underrepresented in the system.
2. Fulfills commitments to the professional community.
3. Represents the unique perspective of occupational therapy when participating in inter-professional situations.
4. Assumes responsibility for professional behavior and growth, in accordance with AOTA standards.
5. Functions autonomously and effectively in a broad array of service models.
6. Upholds the AOTA Code of Ethics in practice.
7. Serves as a role model for honesty, integrity, and morally grounded decision-making.

Leader Change Agent

1. Demonstrates the ability to give constructive and timely feedback.
 2. Modifies behavior in response to feedback; seeks opportunities to apply feedback.
 3. Productively uses knowledge of own strengths and weaknesses.
 4. Maintains balance in personal and professional life while prioritizing professional responsibilities and commitments.
 5. Demonstrates functional level of confidence and self-assurance.
 6. Uses humor to diffuse tension.
 7. Maintains professional behavior, regardless of problem or situation.
 8. Takes risks to maximize outcomes.
 9. Uses knowledge and information in an innovative way.
 10. Empowers clients and team members.
 11. Actively participates in leadership or supportive roles in local, state, and/or national associations.
 12. Maintains values over self-promotion or profit.
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Tips for Fulfilling the APDE Requirements as an MOT Student

As part of the fulfillment of the requirements for graduation from the UTHSC MOT Program, each student is required to demonstrate competency in specific areas of professional behavior through documentation of professional learning and growth, insights, and reflections derived from Level II fieldwork experiences.

When generating documentation of your professional growth and development, which is to be submitted electronically via a link to your Weebly site to your faculty mentor no later than two weeks prior to the end of your final Level II fieldwork rotation, use the headings and subheadings that go along with each of the APDE competency skills as a guide. Each competency area will need to be accompanied by a narrative passage in which the competency skill is *linked to occupational therapy in terms of significance or relevance*. Your writing should clearly answer the question *"Why is it important for an entry-level OT to possess this quality/ability/knowledge?"* An artifact or other specific evidence such as a written anecdote demonstrating your competence must be included with the passage you write about each competency skill. Reflection is an essential part of the learning process, and your faculty mentor is looking for evidence of that in the way you convey your thoughts and feelings, share about the "ah-ha" moments you have encountered, and relate about the experiences you have had or the things that you have done to show you have met the criterion.

Throughout the Level II fieldwork experience, you will need to gather and organize as many artifacts as possible so that you will have one for each of the goals under all four domains of professional behavior identified in the list of Advanced PDE Criteria. These materials will need to be embedded within the APDE paper that you will be writing as proof of your competence in the corresponding areas of professional behaviors. Think of these items as tangible evidence and specific examples that demonstrate your skills in each of the four major areas. To document your accomplishments, take advantage of the opportunities you have throughout the Level II fieldwork process to produce and collect materials and data, such as –

- A photo of a project for a clinic or a specific client that you created
- A screenshot of a narrative about a patient interaction that you wrote about (while maintaining patient confidentiality according to HIPPA guidelines) in a Discussion Board exchange with your classmates and/or the AFWC
- A photo of you giving a presentation to a facility's staff at one of your sites
- An informational flyer or handout you created and distributed
- A list of journal articles you read when learning about a diagnosis or other topic
- A photo of you administering an assessment for practice on a coworker or friend
- A journal entry you wrote (or part of one) about an ethical situation or another clinical experience
- An excerpt from an email or other document in the form of a scanned copy or screenshot of feedback from your AFWE, your fieldwork educator or a coworker
- A photo or a copy of the table of contents for a notebook of community resources you created for a site
- A photo of a membership card
- A copy of a sign-in sheet at an in-service or demonstration you gave at a site

There are many other options for things you can use to demonstrate your competency for each of the 31 competencies, including relating specific stories about events and interactions that occurred during your Level II fieldwork experience, as long as that specific thing serves as evidence of your competency in the corresponding area.

Proof of proficiency in a competency area that does not have a specific artifact like the ones listed above (or similar) to go along with it will need to be shown through a high quality reflective narrative. *Be sure to use correct APA formatting and to cite every source - including images - either in-text (or underneath the image) OR at the bottom of the webpage where the resource/image is listed. Pay close attention to spelling, grammar, and punctuation as well because this is to be submitted as a capstone project indicating competence in professional writing skills as well as in the areas identified in the APDE requirements. Proofread!*

After you have submitted your APDE documentation, your faculty mentor will email feedback to you and, if needed, you will be allowed to resubmit it for further review.

The reflective piece is an essential part of this process, one through which a great deal of transformative learning can occur. It is advisable to schedule a time in your schedule to update, organize, plan, and reflect throughout your Level II Fieldwork experience rather than waiting until just before the PDE documentation is due.

Reach out to others for support and feedback as needed along the way. This project will serve as evidence of all that you have learned and accomplished in the final phase of your journey in becoming an occupational therapist.