

**University of Minnesota
Occupational Therapy Program
Professional Development Inventory (PDI)
QUALTRICS version 2 (July 2024)**

Directions: Rate yourself in each competency described below and answer the associated question for each competency.

Rate your competency using this scale:

1 –Needs practice and coaching skilled and self-initiated

10-Performance is consistent,

Section 1: Fundamentals of Practice

Competency	Rate (1 to 10)	Comments /My plan for improving (1 - 3 sentences)
Adheres to ethics (e.g. maintains confidentiality; follows AOTA Code of Ethics and student Code of Conduct)		
Uses sound judgment (e.g. makes appropriate choices in the moment; considers impact of actions)		
Behaves respectfully towards others, valuing dignity (e.g. asks permission to engage with clients/families; uses age appropriate vocal tone)		
Embraces cultural differences (e.g. seeks information to honor cultural norms; asks culturally related questions to gain understanding rather than making assumptions)		
Accurately critiques own limitations and strengths in skills, knowledge, and attitude and adjusts behavior accordingly (e.g. reflects on experiences and ask for feedback from others)		

Shows initiative and is prepared for work (e.g. starts work on time with proper planning completed ahead of the task)		
Follows through with responsibilities and commitments in timely and complete manner (e.g. rarely changes commitments; in rare cases, does so with viable justification)		
Self-organizes to manage competing demands (e.g. demonstrates ability to prioritize tasks and to meet the challenges of the situation)		
Is aware of and adjusts behavior in response to changing situations (i.e. 'think on the spot')		
Demonstrates openness to feedback (e.g. takes in feedback and manages emotional responses to it; cultivates a growth vs. defensive mindset).		

Section 2: Teamwork and Collaboration

Recognizes and maintains boundaries (e.g. understands limitations in sharing about self and asking personal questions of others)		
Makes a contribution to the groups goals and outcomes in a timely and effective manner (e.g. is present for group meetings and/or makes a planned contribution ahead of the meeting; guides group process by including all members and refocusing the group toward the task)		
Constructively manages disagreements with others (e.g. does not avoid conflict; guides interactions toward resolution)		
Shares accountability for group/team performance (e.g. takes on responsibility for the group not only when things are going well but also when the group is in conflict)		
Performs effectively in different group/team roles (e.g. shifts roles dependent on the changing needs of the group)		

Section 3: Leadership

Verbalizes 'possibility thinking' and embraces change (e.g., asks "what if" questions; sees positive potential in change vs. assuming a negative outcome)		
Actively seeks opportunities to improve by challenging the status quo and identifying areas of needed improvement (e.g., asks thoughtful questions that challenge assumptions; avoids falling into negative 'group think' about problems/areas of needed improvement.		

Sets an example for others (e.g., rises to a challenge; moves out of comfort zone; admits when own actions did not contribute to a desired outcome and how they could have been improved)		
Fosters the collaboration of others with encouragement and by recognizing their contributions as well as celebrating their success on team.		

Section 4: Professional Communication

Empathizes with others (e.g. offers support and understanding; honors the other person's perspective)		
Listens actively and demonstrates body language and affect that encourages ideas and opinions from others (e.g. maintains eye contact; facial expressions indicate interest in what others are saying, etc.).		
Chooses communication tools and techniques that are appropriate for the intended audience and situation (e.g., makes a phone call instead of sending an email for an urgent matter; discerns when a face-to-face conversation is needed, etc.)		
Effectively expresses knowledge and opinions with clarity and respect and works to ensure common understanding (e.g. asks clarifying questions; ask for feedback from the listener to ensure communication was clear)		
Uses tactful, respectful language appropriate to the given situations (e.g. when giving constructive feedback)		
Recognizes own communication strengths and areas for growth (e.g. communicates personal style that works best however also recognizes when personal preferences cannot be accommodated and is able to make changes as needed).		
Articulates OT effectively to others (e.g. defines OT practice in various settings; contributes to explanations around practice approaches)		

Section 5: Personal Well-being

Directions: Complete the University of Minnesota approved, [Wellbeing Assessment Tool](#). The tool has you rate your wellness on 13 areas with how you are currently (today) feeling. From the outcome of your tool, pick **one item / area** of well-being you want to improve on over a given timeframe (i.e., end of a term or academic year). This goal will be the **personal wellbeing goal** you note on your **individual professional development plan**. You will identify strategies and resources to meet this goal and share this goal in your 1:1 faculty advising meeting that occurs at midterm (Week 8 or 9) in Semester 1, 2, 4, 5.