



**University of Minnesota
Occupational Therapy Department
Professional Development Plan (PDP)**

Student Name:

Class of:

Assigned Faculty Advisor:

ACOTE 2023 Standards:

- B.2.11. Demonstrate knowledge of effective leadership styles. Identify personal and professional strengths and areas for growth to become an effective leader.
- B.2.9. Create and implement a plan to address individualized personal and professional responsibilities that are consistent with current accepted standards and long-term professional goals. The plan must address the following: Personal well-being; alignment with current accepted norms in occupational therapy practice; advocacy related to clients, occupational therapy, or the role of the occupational therapist; long-term career objectives; a strategy to evaluate and refine.
- B.2.10. Demonstrate knowledge of the currently published American Occupational Therapy Association (AOTA) Occupational Therapy Code of Ethics and AOTA Standards of Practice and use them as a guide for ethical decision making in professional interactions, client interventions, employment settings, and when confronted with personal and organizational ethical conflicts.

Purpose:

The individual professional development plan (IPDP) provides students with an individualized, faculty guided approach for graduate occupational therapy students to develop and meet **professional and personal goals** throughout the program. **Goals should be set with the expectations for entry-level occupational therapy practice.**

The focus for each Professional Development course in the four course series is:

- Semester 1 = Fundamentals of Practice
- Semester 2 = Teamwork and Collaboration
- Semester 4 = Leadership
- Semester 5 = Professional Communication



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Directions:

- 1) Complete the section of the paper form of the **Professional Development Inventory (PDI)** section that aligns with each professional development course. In all professional development courses, you will complete Section 5 (Personal Wellbeing) [UMN Wellbeing Assessment](#)
- 2) Input your PDI section scores into Qualtrics ([Qualtrics UMN Occupational Therapy Professional Development Inventory](#)). You do not need to enter in Section 5 (Personal WellBeing)
- 3) Complete the **Professional Development Plan** form entering in:
 - a) 1-2 top performance areas and 1-2 lowest scoring performance areas on the semester assigned section
 - b) Identify 1 wellbeing item as your most needed area for improvement from the UMN Wellbeing Assessment tool outcome.
 - c) Develop 1 professional goal and 1 personal wellbeing goal based on your area of needed growth. (Use COAST format). Timeframes for goal completion should aim to be accomplished / met by the end of a term or academic year.
 - d) Articulate 2 strategies and 2 resources to help you achieve your goal.
- 4) Upload your individual Professional Development Plan form in your assigned student electronic folder in BOX.
- 5) During Week 8 or 9 of the Fall or Spring terms, you are required to meet with your assigned faculty advisor to share semester PDI scores, your professional and personal wellbeing goals, and strategies/resources to meet your goals. Your faculty advisor will provide you with further guidance, suggestions, or strategies to assist you in meeting your goals. Please note any additional resources the faculty provide you.
- 6) In each advising meeting with your faculty, please update status or your professional and personal wellbeing goals from the prior term to articulate the goal progress or accomplishment.



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Professional Development Inventory Rating Considerations	Goal Writing
<p>When rating your level of competence with each section of the Professional Development Inventory, the rating is on a scale of 1 through 10, with 1 being of low competence and experience and 10 being attainment of the competency.</p> <p>Rate your competence based on an occupational therapy vantage point and experience. Hence, it is not uncommon to have ratings between 1 and 2 in your first semester, 3 to 4 in your second semester, 5 to 6 in your fourth semester, and 7 to 8 in your fifth semester.</p> <p>Scores might be slightly higher for those students with previous OT experience, such as being an OTA or OTR. There should be a progression in your ratings from the first semester to the fifth semester as you develop these competencies through simulations, fieldwork level 1 experiences, and community-engaged learning experiences.</p> <p>Keep in mind that most faculty and clinicians are not at a score of 10 as we are all a work in progress with a growth mindset of continual competency growth and improvement.</p>	<p>For your professional development AND personal wellbeing goal, use the COAST format to develop the goals.</p> <p>C=Client (you) O= Occupation (what you will do) A= Assistance Level S= Specific Conditions (a measure) T=Timeline</p> <p>Example: I (C) will initiate a conversation with a client (O) without prompts (A) during one Level 1 Fieldwork (S) by 10/1/2024 (T)</p> <p>You can double check your goal with using the SMART Format</p> <p>S =Specific M = Measurable A =Attainable R = Relevant T = Timely</p> <p>:</p>



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YEAR 1

Timeframe	Course	PDI Top Score Item	PDI Low Score Item	Professional Goal <i>(Based on Low Item Score)</i>	Professional Goal Status	Personal Well-being Goal <i>(Identified on UMN Well-being Assessment)</i>	Self-Care Goal Status
Semester 1 (Week 8 or 9)	OT 7111 PDI Section Completed: Fundamentals of Practice						
Strategies to <i>Meet</i> Semester Goals	1) 2)						
Resources used to <i>Meet</i> Semester Goals:	1) 2)						

Faculty Comments	
Date of Faculty Advisor Meeting:	



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YEAR 1

Timeframe	Course	PDI Top Score Item	PDI LowScore Item	Professional Goal <i>(Based on Low Item Score)</i>	Professi onal Goal Status	Personal Wellbeing Goal <i>(Identified on UMN Wellbeing Assessment)</i>	Self-Care Goal Status
Semester 2 (Week 8 or 9)	OT 7211 Section Completed: Teamwork & Collaboration						
Strategies to <i>Meet</i> Semester Goals	1) 2)						
Resources used to <i>Meet</i> Semester Goals:	1) 2)						

Faculty Comments	
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YEAR 2

Timeframe	Course	PDI Top Score Item	PDI Low Score Item	Professional Goal <i>(Based on Low Item Score)</i>	Professi onal Goal Status	Personal Wellbeing Goal <i>(Identified on UMN Wellbeing Assessment)</i>	Self- Care Goal Status
Semester 4 (Week 8 or 9)	OT 7411 Section Completed: Leadership						
Strategies to <i>Meet</i> Semester Goals	1) 2)						
Resources used to <i>Meet</i> Semester Goals:	1) 2)						

Faculty Comments	
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YEAR 2

Timeframe	Course	PDI Top Score Item	PDI Low Score Item	Professional Goal <i>(Based on Low Item Score)</i>	Professional Goal Status	Personal Wellbeing Goal <i>(Identified on UMN Wellbeing Assessment)</i>	Self-Care Goal Status
Semester 5 (Week 8 or 9)	OT 7511 Section Completed: Professional Communication						
Strategies to <i>Meet</i> Semester Goals	1) 2)						
Resources used to <i>Meet</i> Semester Goals:	1) 2)						

Faculty Comments	
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YEAR 3

Professional Development Plan During Experiential Learning

Fieldwork Level IIA and Level IIB (Semesters 7 & 8)	The Level II Fieldwork Performance Evaluation is used for each Level II Fieldwork Experience to measure progress on knowledge, abilities, and professional behaviors by the fieldwork educator(s) for each student's fieldwork experience. Furthermore, all graduate occupational therapy students complete a Level I fieldwork Evaluation form that also assesses their professional behaviors in Semester 1,2,4,5. Students will identify wellbeing goal/s in a week 1 discussion AND will reassess their goal/s at week 6 and 12.
Capstone (Semester 9)	Students complete the full PDI in OT 7754 and use it to create their 3 personal professional development goals for Capstone Experience and Project. In OT 8995 (Capstone Experience and Project) students write 1 long term professional development goal and identify resources to support their development toward that goal.