

Masters' Comprehensive Self-Assessment
&
Guidelines for the Professional Development Portfolio
Master of Science Program in Occupational Therapy
Division of Occupational Science and Occupational Therapy
University of North Carolina at Chapel Hill

Purpose: A professional portfolio developed by students in the UNC-CH occupational therapy program over the course of the Master of Science curriculum serves a threefold purpose:

- 1) structures an opportunity for the student to plan, construct and submit a digital professional portfolio that portrays core knowledge in occupational therapy and scholarly development over the course of graduate education
- 2) prompts reflection on two years of coursework, fieldwork and related learning opportunities as part of a trajectory of lifelong learning and professional contributions
- 3) serves as the final culminating document (substitute for comprehensive examination) for completion of the MS degree in Occupational Therapy as well as a beginning digital professional presence for the student

Structure:

There are two components to the professional portfolio required for successful completion of the MSOT program in occupational therapy:

- I. A Digital Professional Portfolio constructed using the free online LinkedIn™ format (www.Linkedin.com) consisting of:
 - a. Your education from undergraduate through graduate school – in Linked In EDUCATION section
 - b. A professional resume – place in the LinkedIn™ SUMMARY section
 - c. Fieldwork experiences, both I and II – listed in the LinkedIn™ EXPERIENCE section
 - d. A summary of your coursework in the LinkedIn™ COURSES section, as well as artifacts from courses that the student feels best represents the UNC MSOT curriculum themes
 - e. Research project and other evidence of scholarship – listed in the LinkedIn™ PROJECTS section
 - f. Volunteer/service involvement – listed in the LinkedIn™ VOLUNTEERING section
 - g. Any special training or certifications obtained in graduate school - listed in the LinkedIn™ CERTIFICATION section if a certification, in the LinkedIn™ INTERESTS section if a training or exposure to an area of special interest
 - h. Please also use the sections for HONORS and AWARDS and PUBLICATIONS as indicated

- II. A reflective essay and professional development plan
- a. The essay should synthesize two years of coursework, fieldwork and related professional development using the MSOT curriculum themes (found in the Student Handbook) to integrate the artifacts presented in the portfolio with the philosophical framework of the curriculum and the student's own professional goals
 - b. The essay should consist of no more than 10 typed double-spaced pages in a standard word processing program and saved in PDF format
 - c. The Professional Development Plan should follow the guidelines provided on the Professional Development Plan document, and should make use of the AOTA Standards for Continuing Competence (posted on the Sakai Community Site).
 - d. Both the essay and the Professional Development Plan should be uploaded to the student's LinkedIn™ portfolio under SUMMARY and should be set to restrict access to the student's advisor and secondary faculty reader at the time of submission of the portfolio. Once the portfolio has been approved for graduation, the student may choose to delete these items from the LinkedIn™ site.

Evaluation:

The student's professional digital portfolio will be evaluated on a pass/fail basis according to the graduate school criteria, based on the following factors:

REFLECTIVE ESSAY AND PROFESSIONAL DEVELOPMENT PLAN:

The student synthesizes artifacts in the portfolio with curriculum themes to present a cohesive summary of two years of professional development to become an entry-level occupational therapist, and documents plans for potential next steps of professional development. 60%

EVIDENCE OF SCHOLARLY WORK:

The student's research project is well-documented within the portfolio, and relevant artifacts from coursework, fieldwork and related professional development serve to illustrate the reflective essay. 20%

PRESENCE OF REQUIRED PORTFOLIO COMPONENTS:

The student's resume, education, fieldwork experience, volunteer service and related interests are all present within the portfolio 10%

PROFESSIONAL APPEARANCE OF THE PORTFOLIO:

The student has chosen visual design elements that reflect professionalism and included documents and images that portray a digital presence appropriate for use in seeking professional employment. 10%