**UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL**

**DEPARTMENT OF ALLIED HEALTH SCIENCES**

**DIVISION OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY**

**PROFESSIONAL BEHAVIOR AND DEVELOPMENT PASSPORT**

Student: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ Advisor: \_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**SECTION 1: PROFESSIONAL BEHAVIOR AND COMMUNICATION CHECKLIST**

Rate each item using the following:

 MS = Meets standards in this area NI = Needs Improvement UN = Unacceptable

Professional behaviors are core features of any graduate program that seeks to educate practitioners in a discipline. In the Master of Science curriculum in occupational therapy at UNC-CH, the following standards have been adopted as expectations for successful completion of the program. Standards for professional behaviors and conduct address fundamental skills inherent in ethical and competent practice. In addition to these standards, students must abide by all applicable University policies (e.g., Policy on Prohibited Discrimination, Harassment and Related Misconduct) and must comply with the American Occupational Therapy Association Code of Ethics.

The evaluation level of Meets Standard (MS) is the expected outcome for all standards. Students who score UN on any standard, have more than 25% of all standards with scores of NI, or persist with a score of NI or UN across a semester will be referred to the Division’s Promotion and Retention Review Committee, which will determine the course of action. The Committee consists of the student’s advisor, the Fieldwork Coordinator, and the director of the Division of Occupational Science & Occupational Therapy. Failure to meet these expectations, as well as violations of University policies or Honor Code, will result in probation and may lead to dismissal of an enrolled student.

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Communication Standards** | Date: | Date: | Date: | Date: |
| Communicates to relevant others in a timely manner regarding changes in established plans. |  |  |  |  |
| Speaks and writes effectively and clearly.  |  |  |  |  |
| Respects others’ points of view, opinions, and feelings. |  |  |  |  |
| Actively and meaningfully contributes to professional conversations and discussions. |  |  |  |  |
| Expresses disagreement, concerns and/or dissatisfaction in a respectful manner and time. |  |  |  |  |
| Refers to syllabi, policies, manuals and other documents before inquiring about included material. |  |  |  |  |
| Makes timely and appropriate contact with fieldwork sites in advance of and during FW and returns required documentation to FW Coordinator. |  |  |  |  |
| Informs key faculty (advisor, FW Coordinator) of issues affecting performance, as possible. |  |  |  |  |

Comments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **TEAMWORK STANDARDS** | Date: | Date: | Date: | Date: |
| Is open to constructive feedback and makes adjustments accordingly. |  |  |  |  |
| Provides constructive feedback to others. |  |  |  |  |
| Seeks guidance relative to professional behaviors when needed. |  |  |  |  |
| Demonstrates flexibility with schedule changes and meetings outside usual class times. |  |  |  |  |
| Contributes equitably to class, group, and community efforts. |  |  |  |  |

Comments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **WORK BEHAVIOR STANDARDS** | Date: | Date: | Date: | Date: |
| Displays professional appearance including dress, body language, and posture appropriate to context. |  |  |  |  |
| Completes all student requirements for fieldwork by deadlines, including special contract requirements.  |  |  |  |  |
| Informs faculty of changes in contact information and utilizes UNC email address.  |  |  |  |  |
| Arrives on time for class, meetings, and appointments. |  |  |  |  |
| Meets assignment, project, and documentation deadlines. |  |  |  |  |
| Proposes reasonable solutions when facing problems. |  |  |  |  |
| Assumes responsibility for behavior. |  |  |  |  |
| Demonstrates flexibility when faced with unexpected situations. |  |  |  |  |
| Applies professional skills consistently across learning environments. |  |  |  |  |
| Demonstrates responsible use of social media and technology. |  |  |  |  |
| Adheres to the Health Insurance Portability and Accountability Act (HIPAA) policy |  |  |  |  |

Comments:

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **SAFETY STANDARDS** | Date: | Date: | Date: | Date: |
| Carries out therapeutic procedures and handles equipment safely and responsibly. |  |  |  |  |
| Acts in ways that promote the safety , health and well-being of self and others |  |  |  |  |

Comments:

**I have read and understand the information provided here about the Professional Behavior and Communication Standards. I also have read and understand the UNC-Chapel Hill Honor Code (**[**https://studentconduct.unc.edu**](https://studentconduct.unc.edu)**).**

Student signature: Date:

**SECTION 2: PROFESSIONAL DEVELOPMENT GOALS AND PLANS**

|  |
| --- |
| **Target Area: Professional Behavior and Communication** (use Professional Behavior Checklist as starting point) |
|  | GOAL |  |
| PLAN | Strategy |  |
| Resources |  |
| Progress/Success |  |
| Target Date |  |

**Comments:**

|  |
| --- |
| **Target Area: Writing** |
|  | GOAL |  |
| PLAN | Strategy |  |
| Resources |  |
| Progress/Success |  |
| Target Date |  |

**Comments:**

|  |
| --- |
| **Target Area: Teaching/Presentation** |
|  | GOAL |  |
| PLAN | Strategy |  |
| Resources |  |
| Progress/Success |  |
| Target Date |  |

**Comments**:

|  |
| --- |
| **Target Area: Self-Care** |
|  | GOAL |  |
| PLAN | Strategy |  |
| Resources |  |
| Progress/Success |  |
| Target Date |  |

**Comments:**

**Target Area: Issues of Justice and Equity**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| **Date** | **Topic**  | **Type of Learning Activity** | **Location** | **# Hours** |
|  |  |  |  |  |
| **Reflection on key point of learning:** |
|  |  |  |  |  |
| **Reflection on key point of learning:** |
|  |  |  |  |  |
| **Reflection on key point of learning:** |
|  |  |  |  |  |
| **Reflection on key point of learning:** |
|  |  |  |  |  |
| **Reflection on key point of learning:** |

**Comments:**

**Following first meeting:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Advisor Signature Date

**Following final meeting:**

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Student Signature Date

\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_\_ \_\_\_\_\_\_\_\_\_\_\_

Advisor Signature Date