

UNIVERSITY OF NORTH CAROLINA AT CHAPEL HILL
DEPARTMENT OF HEALTH SCIENCES
DIVISION OF OCCUPATIONAL SCIENCE & OCCUPATIONAL THERAPY
PROFESSIONAL BEHAVIOR AND DEVELOPMENT PASSPORT
Description and Instructions

Purpose: The Professional Behavior and Development Passport is designed to give students the opportunity to begin a habit of life-long learning and growth as an occupational therapy practitioner. This habit of life-long learning and growth incorporates skills in reflection, self-awareness, self-assessment, and the ability to accept and use constructive feedback from others. It also includes an ongoing commitment to cultural humility, or the willingness to be open to others and see them as experts on their own cultures and identities. In addition, curating an awareness of issues of social justice, inequity, oppression, and/or exclusion helps us to have greater empathy for the life experiences of both our clients and our colleagues, and opens the door to advocacy and other ways of addressing the injustices we see.

Process: Around mid-term of the first semester of the first year, each student will meet with their advisor in the OT program. The student should come to that meeting having reviewed their status relative to the standards on the Professional Behavior Checklist and in the other four areas of Professional Development. Each student will work with the academic advisor to receive feedback, set goals, and develop action plans. Feedback will represent input from faculty, instructors, fieldwork coordinator, and fieldwork supervisors, as appropriate. Students will meet again with their advisors in the spring semester of the first year to review goals, note progress, and modify goals and/or action plans, and in the final semester to reflect on and document progress relative to the goals set; this documentation will then be included in the student's Master's Comprehensive Self-Assessment (MCSA) portfolio, which is submitted during the final Level 2 fieldwork. More frequent meetings may occur at the advisor's or student's request, or if deemed warranted because of other concerns that arise during the student's time in the program

Targeted Areas: The focus of the Passport is on five areas of professional growth that are consistent with Curriculum Themes of the MSOT program and run throughout academic course and fieldwork content.

- *Professional Behavior and Communication* focuses on the knowledge and skills one needs to use multiple forms of communication efficiently, to be an effective team member, to attend to and complete work in a responsible and timely manner, and to work in a way that is both physically and emotionally safe to oneself and to others.
- *Professional Writing* focuses on the ability to use written communication effectively in multiple professional situations, from sending emails to clinical documentation to disseminating knowledge through writing blogs, client education materials, or articles for publication, to name a few. Professional writing includes not only creating clear, accurate content but also using appropriate formatting, grammar, punctuation, sentence structure, and citation style.
- *Teaching and Presentation* focuses on the ability to create learning materials and activities and to deliver oral presentations that are engaging and effective. This includes fluency in the topic, considering the nature and needs of one's audience, the setting in which the presentation will occur, time limits, and other factors such as learning styles and adaptations/modifications for those who learn in different ways.
- *Self-Care* focuses on one's ability to reflect on one's current mental and physical health, identify needs and potential stressors, learn/use habits and activities that optimize one's health and wellness, including coping strategies and social support systems, and seek help as needed. Self-care is an important habit for those in professions in which caring for others is the primary work. It is difficult to care well for others when you are not caring well for yourself.
- *Issues of Justice and Equity* focuses on developing more depth and breadth in one's knowledge and understanding of how individuals, groups, and entire populations are marginalized or disenfranchised, and the effect of these inequities and injustices on their health, occupations and occupational opportunities, and quality of life. Development in this area is an ongoing process with multiple possible foci or paths, starting with where you are in your knowledge and understanding, and proceeding from there...regardless of your own intersectional identities, there is always more to learn about others.

PROFESSIONAL DEVELOPMENT PLAN

First draft (for meeting with advisor, at around the midterm point of the first semester):

- Rate yourself on each item on the Professional Behavior and Communication Checklist.
- Reflect on your current knowledge, abilities, and performance in each of the target areas and identify a goal for growth/development in each (except for Issues of Justice and Equity which is handled differently).
- Goals may be worded generally, but identify specific, behaviorally measurable ways you will know that you have succeeded.
- For each goal, consider two or more strategies or activities that you will use to meet your goal with success by your identified target date.
- Target dates may be between 6 months and the end of the MSOT program.
- Consider the resources that you have or need in order to implement your strategies or meet your goal.

In your meeting with your advisor, you will review your self-ratings and draft of goals, strategies, etc. and edit/modify as needed. After that, you will meet with your advisor at least once per semester to review your progress. In your 4th academic semester, you and your advisor will document your progress and you will include this in your Master's Comprehensive Self-Assessment portfolio. Each area will have a table like the following in which to document your goals and plans:

Target Area:		
	GOAL	
PLAN	Strategy	
	Resources	
	Success	
	Target Date	

Target Area: Issues of Justice and Equity

Select 3 of the communities or populations listed below to explore in more depth through webinars, in-person classes or workshops, or other continuing education activities offered outside of the MSOT curriculum.

- These activities must include other learners and have some content related to how that community or population experiences marginalization, discrimination, injustice, inequities, or disenfranchisement.
- You should have a total of 8 hours of learning/educational activities by the end of your last semester in the program.
- Keep in mind that the purpose is to learn specifically about the population or community, not necessarily to connect it directly to OT.
- Keep a record of your learning activities on this Passport document, including one or two statements reflecting on key things you learned by participating in the activity.

Communities/Populations (in alphabetical order; not exclusive)

- Black/African American
- Hispanic, Latino, Latina, Latinx
- LGBTQ+ communities
- Native/indigenous populations
- Older adults
- People living in poverty/homeless
- People living with disabilities of any kind
- People living with mental illness
- Refugees
- Women

Keep in mind that:

- These are broad categories and that educating yourself about smaller subsets or contexts around that group may be helpful. For instance, people who identify as trans (or transgender) are included in the LGBTQ+ group and learning specifically about their experiences may interest you.
- Intersectionality, or the reality of people having many simultaneous identities, means that what you learn about any one community or population must still be considered in the context of the “whole person” when talking to or working with people.

The Learning Activities Record for this area will look similar to this:

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

Advisors:

- First Meeting:
 - Meet with advisee around mid-term of the first (fall) semester to review their draft plan, provide feedback and possible resources, and revise the plan as needed.
 - Get the student’s signature attesting to having read and understood the Professional Behavior & Communication Plan and having read and understood the UNC-CH Honor Code
 - Also, sign and date the Passport document and get the student’s signature as well.
- Subsequent Meetings:
 - Meet with advisee in *Year 1 Spring and Year 2 Spring* semesters to review and document progress/success in goal areas and learning activities.
 - Continue to use the same document, noting the date of the meeting at the top of the first page. Note there are more blocks than semesters in case there is a need for a meeting related to professional behavior and communication at other times.
 - Note progress in “Progress/Success” line under each goal, and if goals or plans are modified, make note of that under “Comments.”
 - When saving the document to the student’s folder on the J drive, include the date so that while it is the same document each time, there is a progressive record of meetings and progress.
 - Send the student a copy of the document after each meeting, for their own records.
 - After the final meeting in the last semester, sign and date the Passport document and get the student’s signature as well.