PROFESSIONAL DEVELOPMENT PASSPORT OVERVIEW

Purpose: The Professional 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 incorporates skills in reflection, self-awareness, self-assessment, and the ability to provide, accept, and use constructive feedback. 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, creating an awareness of issues of social justice, inequity, oppression, and/or exclusion helps us to have greater understanding of the life experiences of both our clients and our colleagues.

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.

- *Communication and Teamwork* focuses on the knowledge and skills one needs to use multiple forms of communication efficiently and to be an effective group and/or team member, whether in the classroom, on fieldwork, or in other program-related or professional venues.
- *Time- and Self-Management* focuses on the ability to attend to and complete work in a responsible and timely manner, and to reflect on, take responsibility for, and manage one's own behaviors in a variety of situations.
- *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, etc.
- *Self-Care* focuses on one's ability to 1) reflect on one's current mental and physical health, 2) identify needs and or stressors, 3) learn and use habits and activities that optimize one's health and wellness, and 4) 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.
- *Ethics, Belonging, and Care* focuses on developing more depth and breadth in one's knowledge and understanding of how individuals, groups, and entire populations experience marginalization or disenfranchisement, and the effect of these inequities on their health, occupations and occupational opportunities, and quality of life. It also includes increasing one's understanding of both personal and professional ethics and the processes involved in considering and making ethical decisions. 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 identities, there is always more to learn from and about others.

Professional Development Goals

- Reflect on your current knowledge, abilities, and performance in each of the target areas and identify a goal for growth/development in each.
- Goals should 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 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 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, reviews of your progress can be initiated by you or your advisor, and may be in person, Zoom, or email. Depending on your goals and target dates, you may or may not meet to review your progress again until your last academic semester. In your 4th semester (spring of your second year), 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	
Strategy	
Resources	
Success	
Target Date	

Example:

Target Area: Communication and Teamwork

GOAL	Listen to feedback from others without interrupting, arguing, or making excuses for my behavior.
Strategy	Develop a "standard" way for receiving feedback and practice it even when the feedback is "easy" to hear. For instance, focusing on my breathing to help me keep listening (and not start talking), and using a phrase like "I appreciate you taking the time to give some feedback" to start.
Resources	Friends, family members who know me well and can help me practice; "Thanks for the Feedback" book
Success	I use my developed method for the majority of situations when I am receiving feedback, regardless of whether the feedback is challenging to hear.
Target Date	End of first Level II fieldwork.

Professional Development Activities

Over the course of your two years in the program, you will participate in at least 8 hours of professional development that addresses content in the five targeted areas on the Professional Development Passport. Activities that serve as Professional Development Activities may include webinars, in-person classes or workshops, reading, podcast, or movie discussion groups, or other continuing education activities offered outside of the MSOT curriculum.

- These activities must include other learners (though not necessarily other people in the MSOT program).
- You should have a total of 8 hours of learning/educational activities by the end of your last semester in the program.
- Keep a record of your learning activities on the Passport document, including one or two statements reflecting on key things you learned by participating in the activity.
- If you wish to learn about the experiences of a particular group or population for one or more of your Ethics, Belonging, and Care activities, the list below provides some examples of groups or populations to consider. The list is not exhaustive, but just ideas to get you started:

- Black/African American
- LGBTQ+ communities
- Older adults
- People living with disabilities of any kind
- Refugees
- Trauma survivors

- Hispanic, Latino, Latina, Latinx
- Native/indigenous populations
- People living in poverty or who are unhoused
- People living with mental illness
- Women
- Caregivers of people with disabilities or chronic illnesses

Keep in mind that:
- These are broad categories and 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.