# **OT609 PORTFOLIO 2020**

# **SYLLABUS AND TOPICAL OUTLINE**

## CREDIT HOURS: 1

FACULTY: Heather Miller Kuhaneck

OFFICE PHONE: 203-396-8238

OFFICE EMAIL: kuhaneckh@sacredheart.edu

OFFICE HOURS: 3 days a week by appointment, 5 days a week online or by phone

CLASS DAY AND TIME: online asynchronous

CLASS FORMAT: online

## COURSE DESCRIPTION

Students will build a portfolio that documents learning in a variety of content areas, professional behaviors, and clinical reasoning skills. OT 609 provides students with an opportunity to prepare for fieldwork, the NBCOT exam, and eventual clinical practice and employment. Prerequisite: OT 607

## COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025

The AOTA vision currently states that “Occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” In order for the profession to make this vision become a reality, practitioners need to engage in continual reflection and continuous self- improvement as they gain experience across their career. This course will provide you with a framework to document your learning and growth in this program and then continue to pursue and document your development as a professional. Assignments in this course will also provide you with a mechanism to begin to build your professional networks.

## RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is depicted by a longstanding symbol in OT going back to our origins- that of a weaving. The warp are the values of the profession, the program, and the university which run throughout the curriculum. The weft are the threads of occupational therapy content knowledge, skills, and experiences that comprise the foundation of our program. This course specifically addresses the values of integrity, justice, and open-mindedness as they relate to research.  It is part of the curricular stream of scholarship and evidence based practice.

## CONCEPTUAL MODEL FOR THIS COURSE

We use the Theory of Planned Behavior as the Conceptual Model for this course. This model states that behavior is influenced and predicted by one’s intention for that behavior. Intention is predicted by one’s attitudes towards the behavior, the subjective norms about the behavior, and one’s perceived competence in relation to the behavior. This model will be discussed in the first module of the course. In the course we will discuss your attitudes, your perceptions of the norms of the profession, your feelings of control in terms of professionalism and professional involvement, and your intentions as you leave school and embark on your career as an occupational therapist.

## MY THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE

While it may appear that knowledge is certain, that there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950’s is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories but all of that may be different in 20 years. That tool may no longer exist, the DSM may change the criteria for a diagnosis or drop it all together, and the skills you rely on today may be shown to be ineffective by the research of tomorrow. Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burnout. If the profession remains static, we may become irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision. I believe that all of our students can learn given the sufficient resources, proper instruction, and adequate motivation and effort. For you to continue on a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so.

## WHAT YOU CAN EXPECT FROM ME

* Your materials will always be available to you at least one week before class (usually much earlier than that).
* I will answer your emails during the work week within 24 hours. However- you should know that I go to bed early- so if you email me after the early evening you won’t hear from me until the morning. I am up at 5 most days and you will likely get an answer back before you wake up.
* I will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
* I will explain why we are doing what we are doing. I don’t believe in ‘busy work’ and won’t give you any.
* I will have very high standards for your behavior and mine. I believe in Stephen Covey’s [7 habits of highly effective people](https://www.stephencovey.com/7habits/7habits-habit1.php). I also believe that the first thing we need to be able to do to be responsible and effective people is have integrity. Integrity starts with making and keeping promises and commitments. I pride myself on being dependable and keeping my commitments. So- if you ever feel I am not fulfilling what I have listed above- please tell me!!!!!
* I will model the same professional behaviors of expect of all of you. I will treat you as a future colleague and an adult student. Please speak with me if you are having any difficulties with the material or assignments. However, I also believe in personal responsibility.

## WHAT I EXPECT OF YOU

I expect you to participate, ask questions, and get help if you need it. I expect you to work in this class with integrity. You are spending a lot of money to be in school- I hope you take that as seriously as I do and use your time wisely. I expect that you will all demonstrate the professional behaviors you will need as an occupational therapist.

## TEACHING AND LEARNING METHODS

This course will be taught through online learning activities.

## COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None

INDIVIDUAL AND GROUP WORK: All work in this course is individual.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDENCE: refer to Program Manual

PROFESSIONAL BEHAVIORS: refer to Program Manual

## REQUIRED TEXT

None- we will use online readings and resources

## RECOMMENDED RESOURCES

Davis, L. & Rosee, M. (2015). Occupational therapy Student to Clinician: Making the transition. Thorofare, NJ: Slack

Nagayda, J., Schindehette, S., & Richardson, J. (2005). The professional portfolio in occupational therapy: Career development and continuing competence. Thorofare, NJ: Slack

## PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

* Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the [ACOTE standards](https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx).
* The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. The program’s objectives were developed based upon our PRIDE vision. Table 1 shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.
* All course expectations are designed according to [Bloom’s Taxonomy of Learning Domains](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/)---Remember, Understand, Apply, Analyze, Evaluate, and Create. This course requires students to analyze, evaluate, and create.

## Table 1- Learning objectives and ACOTE standards

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Course Learning Objective | Program Objective | ACOTE Standard | Learning Experiences | How Will the Learning Objective be Measured? |
| Evaluate your own performance. Generate and organize a portfolio that documents your professional competence and growth and supports your evaluation of your own professionalism and professional involvement. | Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice.Demonstrate self-reflection. | B.9.4. B.7.3  | Online activitiesOnline Readings  | Portfolio with reflection paperProfessional development plan |
| Describe your readiness for employment as an occupational therapist | Demonstrate self-reflection.Exhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice. | B.2.3. B.9.4. B.9.6 B.7.3 B.9.5  | Online activitiesOnline Readings  | Portfolio Reflection paper Professional development planTwitter assignment / twitter postingsLinked in page |
| Design and implement a plan that demonstrates intention for professional involvement. | Demonstrate self-reflectionExhibit critical thinking, clinical reasoning, and competence in skills requisite for entry-level occupational therapy practice | B.7.8B.8.1 B.9.2  | Online activitiesOnline Readings  | Professional development plan |
| Demonstrate beginning professional involvement | Demonstrate self-reflection. | B.9.13. B.9.2 B.9.4. | Attendance at local professional activity  | Professional development plan Reflection paper on participation in state /national association eventTwitter assignment / twitter postings |

## Table 2 Description of Assignments and Grading

| ASSIGNMENT | DESCRIPTION | PERCENT OF GRADE |
| --- | --- | --- |
| Portfolio  | You will create a portfolio that you can continue to use through your career to help guide you as your gain competence and decide on specialty areas of practice. You will meet with me about your portfolio for your final “exam.” | 40% of your final grade Half of this grade will come from me and half will be your self-assessment of your own work.  |
| Self-reflection paper | As part of the portfolio, and also submitted separately to BB, you will write a reflection paper. | 10% of your final grade |
| Professional Development Plan | Using the AOTA’s Professional Development Tool (PDT) as a guide, you will complete the process of self-assessment, and create your first professional development plan. It will be submitted to me and also should be put into your portfolio. It is a one page description of your goals for your first year of practice. | 15% of your final grade |
| Participation in a professional OT event with brief paper | You will attend one of the following:1. a ConnOTA meeting
2. Another state association event in your state
3. AOTA national conference
4. AOTA student conclave
5. Another OT professional event

You write a 2-page reflection paper that focuses on attendance and engagement in OT associations as an important professional behavior. | 20% of your final grade |
| Resume and mission statement | You will complete or update your resume and will write a personal mission statement for your portfolio. You will not be graded on these for quality but you will create and submit them and will get feedback on both. Both will be part of your final portfolio. | Complete/ incomplete |
| Online activities  | Each module has readings, reading guides and a brief BB assignment. You will also join Twitter and complete at least 1 tweet per module using the class hashtag so I can see that you have done so. See the assignment instruction page on BB for the details. | 15% of the final grade |
|  | You will turn in everything via Blackboard except for the actual portfolio. You may decide whether we do your portfolio meeting together in person, or online via Skype or Webex. You will need a camera in your laptop to do the digital portfolio review if you make a hard copy portfolio. |  |

IMPORTANT: Please note- I understand you are on FW and will have other responsibilities and requirements. I have tried to structure this course to be very flexible for you in terms of the time you have to do things and the due dates of your activities. For each topic “module” you will have two to three weeks to complete the activities and the discussions. For this 1-credit course you should plan on 15 hours of “class time” plus it is generally expected for any course there is another period of time spent outside of class that is equal to the in-class time. So I am expecting approximately 30 hours of your time for this course in total. Please plan accordingly.

# TOPICAL OUTINE

| Dates | Topics |
| --- | --- |
| Module one: January 6- 26th (3 weeks) | Introduction to the course, the Theory of Planned Behavior, and portfoliosActivities due this module- see BB |
| Module two: Jan 27th – Feb 9th (2 weeks) | Mentoring, Continuing education, CEUs/ PDUs/ NBCOT and State requirements, LicensureAssignment due this module: Participation in an OT professional event. The due date varies based on the event you attend, but if you are using an event you have already attended, it may be turned in now. The last date possible for submission is April 12th by midnight to the assignments button on BBActivities due this module- see BB |
| Module three: Feb 10th – Feb 23rd (2 weeks) | Resume writing, InterviewingAssignment due this module: Submit draft resume by or before Feb 23rd to the assignments button on BB This will be marked as complete or incomplete but not officially graded on the “quality” of your resume Check back the week later for feedback on your resume |
| Module four: Feb 23rd – March 15thth (3 weeks) | Mission statements and personal mastery to enhance your careerAssignment due this module: Draft mission statement is due by March 15th to the assignments button on BB |
| Module five: March 16th- April 5th (3 weeks) | Professional development and competence, Professional development plans, Job satisfaction, Leadership opportunities in state OT associations and AOTAAssignment due this module: Profession development plan form is due April 5th to the assignments button on BB |
| Module six: April 6th- April 24th (3 weeks) | Creating the PortfolioAssignment due this module: Portfolio meeting will occur in person or online (webex or Skype) during the last week of the course, by appointment. Your portfolio and reflection paper must be done by this meeting and the paper submitted on BB. |

IMPORTANT: Each module will have a checklist for you posted on BB, to make sure you complete what is required. Each assignment will have instructions on BB as well.