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University of Minnesota
Occupational Therapy Program
Professional Development Tool
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Student Name: Date: Advisor:

Rating Scale of Performance:

4: Meets competency consistently:	Performance is consistent, skilled, and self-initiated
3: Meets competency occasionally:	Performance is frequent and skilled
2: Area for growth:	Performance requires some assistance and direction
1: Needs practice and coaching:	Performance requires substantial development and/or requires much assistance and direction

Professional Skills Competencies	Student Rating	Advisor Rating	Comments ☐ Plans
Fundamentals of Practice in Academic, Clinical, and Community Settings			
Adheres to ethics (e.g. maintains confidentiality; follows AOTA Code of Ethics and student Code of Conduct)			
Uses sound judgment (e.g. communicates with others thoughtfully and respectfully; abides by personal boundaries in interactions)			
Adheres to safety regulations (e.g. follows client's dietary restrictions; uses transfer belt; follows facility dress code; uses proper body mechanics)			
Behaves respectfully towards others, valuing dignity (e.g. asks permission to engage with clients/families; uses age appropriate vocal tone)			
Embraces cultural differences (e.g. seeks information to honor cultural norms; asks culturally related questions rather than making assumptions)			
Acts honestly and with integrity (e.g. speaks truth in all situations; humbles self when in error)			
Practices articulating OT to others (e.g. defines OT practice in various settings; contributes to explanations around practice approaches)			
Accurately critiques own limitations and strengths in skills, knowledge, and abilities and adjusts behavior accordingly (e.g. humbles self in inquiry)			
Shows initiative and is prepared for work (e.g. starts work on time with proper planning completed ahead of the task)			
Follows through with responsibilities and commitments in timely and			

complete manner (e.g. rarely changes commitments; in rare cases, does so with viable justification)			
Self-organizes to manage competing demands (e.g. demonstrates ability to prioritize tasks and to meet the challenges of the job)			
Is aware of and adjusts behavior in response to changing situations (i.e. 'think on the spot')			
Recognizes and maintains boundaries (e.g. understands limitations in sharing about self and limitations in asking personal questions of others)			
Demonstrates openness to feedback (e.g. takes in feedback and responds with gratitude, seeking to make positive changes going forward)			
Teamwork and Collaboration			
Develops trusting relationships with others (e.g., exhibits trust, tact, and empathy)			
Makes a contribution to the groups goals and outcomes (e.g. guides group process by including all members and refocusing the group toward the task)			
Contributes information to the group in a timely and effective manner (e.g. is present for group meetings and/or makes a planned contribution ahead of the meeting)			
Constructively manages disagreements with others (e.g. does not avoid conflict; guides interactions toward resolution)			
Empathizes with others (e.g. offers support and understanding; honors the other persons perspective)			
Shares accountability for group/team performance (e.g. takes responsibility for the group when things are going well and when the group is in conflict)			
Performs effectively in different group/team roles (e.g. shifts team roles dependent on the changing needs of the group)			
Applies team leadership practices that support collaborative practice and team effectiveness (e.g. demonstrates willingness to take on leadership role)			
Leadership			
Actively seeks opportunities to improve by challenging the status quo and identifying areas of needed improvement			

Resources:
Interprofessional Education Collaborative Expert Panel. (2011). *Core competencies for interprofessional collaborative practice: Report of an expert panel.* Washington, D.C.: Interprofessional Education Collaborative.
Retrieved from: http://www.aacn.nche.edu/education-resources/ipecreport.pdf
American Occupational Therapy Association (2002). *Fieldwork Performance Evaluation for the Occupational Therapy Student.* Bethesda, MD.

Verbalizes 'possibility thinking' and embraces change			
Fosters the collaboration of others with encouragement and by recognizing their contributions			
Sets an example for others (e.g., rises to a challenge; moves out of comfort zone; admits when own actions did not contribute to a desired outcome and how they could have been improved)			
Celebrates the success of others on team			
Professional Communication			
Chooses effective communication tools and techniques to facilitate discussions (e.g. demonstrates a variety of techniques)			
Expresses knowledge and opinions with clarity and respect: working to ensure common understanding (e.g. seeks clarification humbly and appropriately)			
Listens actively and encourages ideas and opinions from others (e.g. maintains eye contact and facial expressions welcome input)			
Uses tactful, respectful language appropriate to the given situations (e.g. when giving constructive feedback)			
Recognizes own communication strengths and areas for growth (e.g. communicates with supervisor about personal style that works best)			
Articulates OT effectively to others (e.g. defines OT practice in various settings; contributes to explanations around practice approaches)			
Uses social media platforms and electronic communication tools respectfully and within professional parameters (e.g. properly tailors email and online communication to meet the demands of the task)			
Adjusts communication techniques and style to the audience members (e.g. speaks to audience at an appropriate level)			

Additional Comments:

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