

## VISION 2025 DEVELOPMENT PLAN ASSIGNMENT FORMAT AND GRADING RUBRIC

### ACOTE Standard

**B.7.2** Demonstrate knowledge of how the role of a professional is enhanced by participating and engaging in local, national, and international leadership positions in organizations or agencies.

**B.7.4** Identify and develop strategies for ongoing professional development to ensure that practice is consistent with current and accepted standards.

### Assignment Learning Outcomes

1. Create a development plan that aligns with AOTA's Vision 2025 objectives; identifying the specific skills to develop, measurable goals and benchmarks for achievement, strategies, and timelines to achieve goals.

### Introduction, Purpose, and Relationship to Practice

The philosophy underpinning the Introduction to Occupational Therapy is Wilcock's *Being, Doing, and Becoming*; becoming the professional occupational therapist you want to be. The Vision 2025 Development Plan asks you to intentionally develop specific goals and strategies to achieve them, in each of AOTA's Vision 2025 objective areas. Becoming a professional involves the development of skills and knowledge, but also professional behaviors, leadership, values, and a vision that goes beyond any curriculum. Continued professional development after entering practice is a requirement for licensure. Learning how to focus your development planning along specifically identified lines of interest and inquiry will prepare you to engage in the scholarship and leadership of the profession. This development plan will be your first among, we hope, many future development plans.

### Directions

This is an individual assignment. Use the template provided to create your AOTA Vision 2025 Development Plan you will implement in the next two years of the program. You will need to submit this plan with your Portfolio.

Include in your plan the following for what you will do over the next two years in this program to "become" the OT you want to be to embody AOTA's Vision 2025. Be specific about the skills you wish to develop, the strategies you will use to develop them, and how you will assess your own outcomes. The plan should include goals, strategies, timelines, and measurable outcomes for specific skills in each of the following areas.

- Become an evidence-based practitioner, who is client/family centered
- Support AOTA and your state association
- Participate in developing your leadership in OT
- Develop culturally responsive, relevant, and cost-effective interventions
- Develop collaborative teamwork skills with OTs, other professionals, clients, and

**All goals should be accomplishable within the timeframe of the four academic semesters of the program. It is expected that you will implement this development plan as of now and continue through the remainder of the program.**

**AOTA VISION 2025 DEVELOPMENT PLAN TEMPATE**

**NAME: Gianna Pronesti**

**DATE DEVELOPED: 11/10/24**

<b>Area (leave this column as is)</b>	<b>Measurable goal for the <u>Specific Skill</u> you will develop in each area</b>	<b>Benchmark measurement (minimal expectations and how will you know you achieved goal)</b>	<b>Strategies you will use to achieve goal (list up to 3 feasible strategies for each goal)</b>	<b>Timeline</b>	<b>Update (Complete this column when portfolio is due)</b>
Evidence-based, client centered practice	Choose and read one occupational therapy related article that is supported by evidence.	Talk about the article with a professor or a peer.	<ol style="list-style-type: none"><li>1. To find articles, use online databases or the SHU library.</li><li>2. List the articles main findings and implications.</li><li>3. Arrange a conversation with a professor or peer to exchange ideas.</li></ol>	By the end of the Fall 2025 semester, read and discuss one article.	By the end of Spring 2025 semester, I applied evidence-based practice through my Single Subject Research (SSR) project for a 5-year-old child, with a diagnosis of ADHD. I created and implemented a trampoline intervention to measure its impact on attention and focus, using an A-B-A-B withdrawal design. This experience involved looking at studies, choosing a proven method

					to help others, and checking how well it worked. This helped me improve my skills in using research to provide care that focuses on the needs of my clients.
Support state & national OT associations	Boost active participation in AOTA.	Attend a webinar or event provided by AOTA, then share my learnings with my peers.	<ol style="list-style-type: none"> <li>1. Choose an appropriate webinar or workshop by looking through AOTA's event calendar.</li> <li>2. Throughout the event, take notes to help me remember important details.</li> <li>3. In a study group, share resources or insights with peers.</li> </ol>	By the end of the Spring 2025 semester, participate in one webinar or event offered by AOTA, take thorough notes throughout the session, and communicate my learnings to my peers.	I became a member of AOTA and actively use its resources to support my schoolwork. Even though I was unable to attend the AOTA conference, I plan to stay engaged and eventually attend a conference in my future.
OT leadership	Discover and put into practice two healthcare leadership abilities that I lack now. These will be determined through	Successfully implement two new leadership techniques in a group or classroom while getting helpful criticism from instructors or peers	<ol style="list-style-type: none"> <li>1. Examine my present leadership advantages and disadvantages to pinpoint areas in need of development.</li> <li>2. Watch and replicate the actions of healthcare</li> </ol>	Determine and practice one new ability in the first semester. Second semester put both skills to use and evaluate my progress while receiving feedback.	By reflecting on my experiences and receiving feedback, I identified confidence and decision-making as leadership skills to further develop. I practiced these in my SSR and advocacy project. In

	reflection and criticism.		<p>professionals or professors who have excellent leadership qualities.</p> <ol style="list-style-type: none"> <li>3. Engage in group discussions or peer interactions to practice the indicated abilities.</li> </ol>		<p>my SSR project. I took the initiative in making decisions about research and looking at the results. In group project like the advocacy inclusive playground project, I shared my ideas and helped the team move forward. Feedback from peers and professors has helped me improved in these areas, and I will continue to work on them in interprofessional settings in the future.</p>
Develop culturally responsive, relevant, and cost-effective interventions	During a treatment session, create and carry out one culturally appropriate intervention that is customized for a particular client.	Get helpful criticism from a supervisor or professor attesting to its appropriateness and cultural relevance.	<ol style="list-style-type: none"> <li>1. Examine case details to find out more about the client's cultural background.</li> <li>2. To make sure the intervention plan satisfies the client's needs and values, talk about it with my supervisor.</li> <li>3. To enhance future culturally sensitive activities, write a</li> </ol>	<p>By May 2025, I will create and carry out one culturally appropriate intervention in a fieldwork therapy session, getting input from a supervisor or professor to evaluate the outcome.</p>	<p>During my Level 1 fieldwork experience, I learned how to adjust my interventions to fit the different needs of my clients. At Mozaic Senior Life, I used activities that were suitable for their age to help older adults with dementia. For my second</p>

			dairy entry reflection on the event.		fieldwork, I worked with Monday Night Social implementing a fitness group for young adults with a range of neurodevelopmental abilities, where I modified activities so that everyone could join and participate fully. My third fieldwork experience, I worked with adolescents who had autism and cerebral palsy in a driving simulator program. I changed my approach to fit each person's abilities. These experiences helped me improve my skills in creating interventions that are adaptable and welcoming to everyone.
Collaborative teamwork skills with OTs, other	During fieldwork or coursework, work with another peer	With input from every team member, I will finish and document the plan, then evaluate it after the session to	1. To guarantee equitable contributions during a fieldwork assignment, assign	By working with a peer or supervisor to develop and carry out a treatment plan throughout the	I improved my collaboration skills by working on group projects in class and also during my

professionals, clients, and families	or supervisor to create and carry out a treatment plan for a case.	make any necessary adjustment.	<p>tasks and duties to a peer.</p> <ol style="list-style-type: none"> <li>2. Engage fully in brainstorming meetings to create a common therapeutic goal.</li> <li>3. Write a brief diary entry reflecting on the collaborative process, highlighting both the obstacles and the benefits.</li> </ol>	Spring 2025 semester, documenting the procedure and evaluating the results by May, I can improve my collaborative interaction abilities.	Level 1 Fieldwork experience, where I worked closely with staff and my fieldwork coordinators. I also gained insight into collaboration through an interview with an occupational therapy leader. In this interview, I learned that effective collaboration among teachers, aides, and professionals can improve student performance. This reinforced the importance of communication and making decisions together. In the future, I will use these lessons in my Level II fieldwork by working closely with families and interprofessional teams.
Personal value, bias, or belief you will change/evolve	By using reflective and instructional techniques consider and	Record development with one reflective diary entry and a finished self-evaluation.	<ol style="list-style-type: none"> <li>1. Take part in a seminar or workshop on implicit bias or cultural humility.</li> </ol>	Participate in workshops, self-evaluations, and reflective journaling from Summer 2025	My classes and fieldwork have helped me understand how my own perspectives can affect the

	modify one particular bias or opinion that might affect client care.		<ol style="list-style-type: none"><li>2. Write in my journal about a fieldwork experience that makes me reevaluate my beliefs.</li><li>3. Ask a peer or professor for input on how my own values affect the way I deal with clients.</li></ol>	to Fall 2026 in order to recognize, develop, and record shifts in one's own values or biases, resulting in a final reevaluation and reflection.	care I provide to clients. After each fieldwork session, I thought about how things went and shared my experiences with my family. This helped me understand what I was learning and how my values influenced the way I approached things. I asked my fieldwork coordinators and peers to review my treatment plans and give feedback, not only on the activities themselves but also on how my perspectives might shape the way I provide care. I haven't attended a workshop on implicit bias yet, but I plan on attending one within the next year. I will also continue to reflect on my experiences to track
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					my growth in offering fair and inclusive care.
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### GRADING RUBRIC

This is a single-point rubric where criteria are given only for “Meets Standards / Competent” performance. Meeting ALL the “Competent” standards outlined earns a grade in the “B” range. Evidence of advanced performance must demonstrate above and beyond the “competent” criteria and will earn a grade in the “A” range. Writing that does not meet ALL the criteria in the “competent” range will earn a grade of  $\leq$  C and fall into the “Needs Improvement / Areas of Concern” column.

Criteria	Concerns/Needs Improvement 0 – 79 %	Meets Standards/Competent 80 – 89%	Evidence of Advanced Performance 9 – 100%
<b>Potential to Become a Professional</b>		Goals and strategies are accomplishable within the timeframe of the four semesters of the program and will clearly facilitate becoming the professional you want to be	
<b>Measurable goals for skills to develop</b>		Skills are specific, measurable, achievable, and relevant to your development as a professional OT	
<b>Strategies to achieve goals</b>		Articulates 1-3 realistic, feasible, and specific strategies for each goal – things one can DO to achieve goals	
<b>Timelines</b>		Establishes realistic timelines to initiate and complete each goal and strategy	

