

## 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.	
Support state & national OT associations	Boost active participation in AOTA.	Attend a webinar or event provided by AOTA, then share my	<ol style="list-style-type: none"><li>1. Choose an appropriate webinar or</li></ol>	By the end of the Spring 2025 semester,	

		learnings with my peers.	<p>workshop by looking through AOTA's event calendar.</p> <ol style="list-style-type: none"> <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>	participate in one webinar or event offered by AOTA, take thorough notes throughout the session, and communicate my learnings to my peers.	
OT leadership	Discover and put into practice two healthcare leadership abilities that I lack now. These will be determined through reflection and criticism.	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 professionals or professors who</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.	

			<p>have excellent leadership qualities.</p> <p>3. Engage in group discussions or peer interactions to practice the indicated abilities.</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.	<p>1. Examine case details to find out more about the client's cultural background.</p> <p>2. To make sure the intervention plan satisfies the client's needs and values, talk about it with my supervisor.</p> <p>3. To enhance future culturally sensitive activities, write a dairy entry reflection on the event.</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.	

Collaborative teamwork skills with OTs, other professionals, clients, and families	During fieldwork or coursework, work with another peer or supervisor to create and carry out a treatment plan for a case.	With input from every team member, I will finish and document the plan, then evaluate it after the session to make any necessary adjustment.	<ol style="list-style-type: none"> <li>1. To guarantee equitable contributions during a fieldwork assignment, assign tasks and duties to a peer.</li> <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>	By working with a peer or supervisor to develop and carry out a treatment plan throughout the Spring 2025 semester, documenting the procedure and evaluating the results by May, I can improve my collaborative interaction abilities.	
Personal value, bias, or belief you will change/evolve	By using reflective and instructional techniques consider and modify one particular	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> <li>2. Write in my journal about a</li> </ol>	Participate in workshops, self-evaluations, and reflective journaling from Summer 2025 to Fall 2026 in order to recognize,	

	bias or opinion that might affect client care.		fieldwork experience that makes me reevaluate my beliefs. 3. Ask a peer or professor for input on how my own values affect the way I deal with clients.	develop, and record shifts in one's own values or biases, resulting in a final reevaluation and reflection.	
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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.

<b>Criteria</b>	<b>Concerns/Needs Improvement 0 – 79 %</b>	<b>Meets Standards/Competent 80 – 89%</b>	<b>Evidence of Advanced Performance 9 – 100%</b>
<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	



