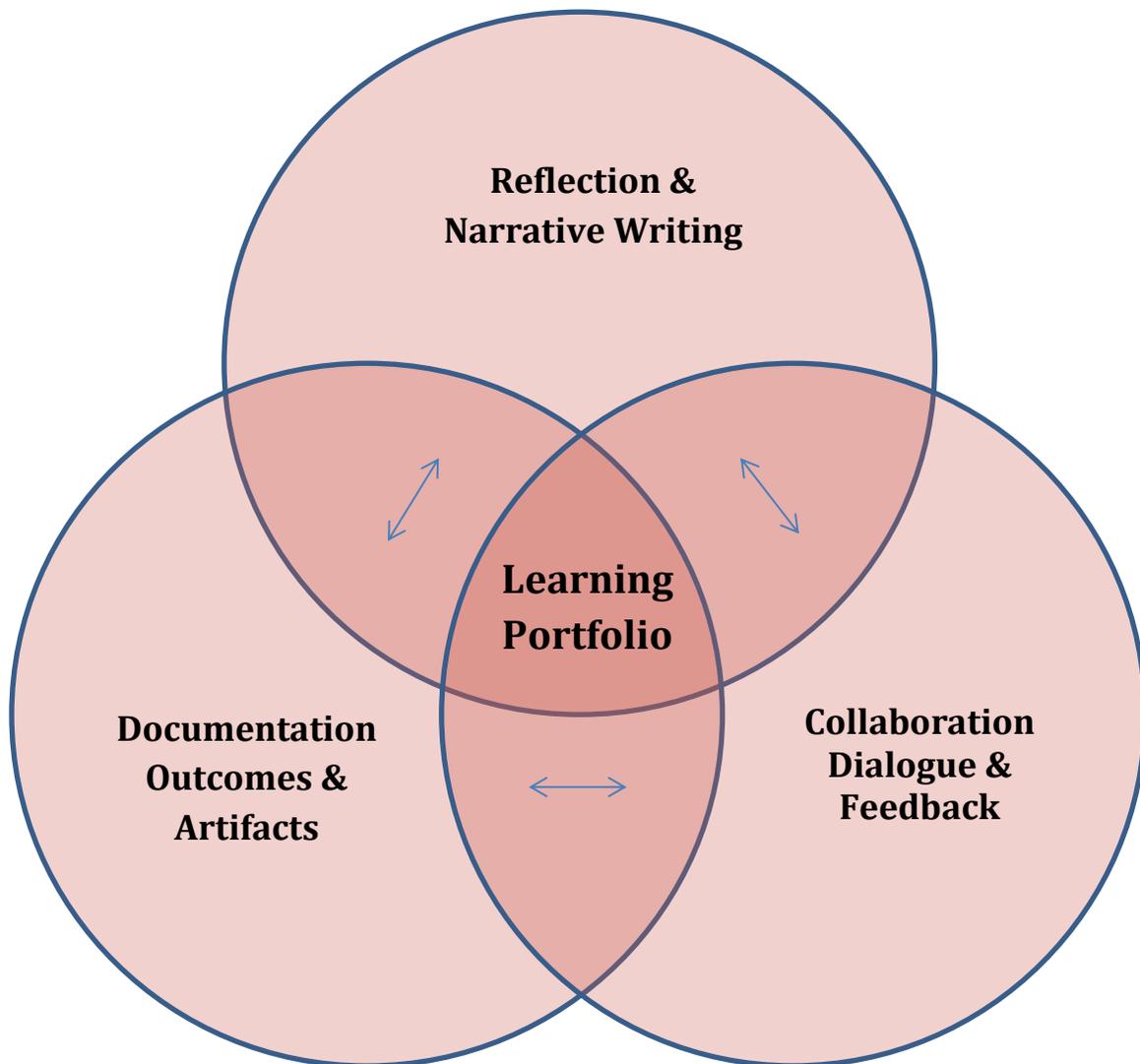*Learning to empower lives through occupation*
EASTERN KENTUCKY UNIVERSITY
Department of Occupational Science and Occupational Therapy

Occupational Science
Student Learning Portfolio Manual

**Reflection &
Narrative Writing**

**Learning
Portfolio**

**Documentation
Outcomes &
Artifacts**

**Collaboration
Dialogue &
Feedback**

2017-2018

Reflection + Collaboration + Documentation =
Learning through Portfolio Creation

Occupational Science/Transition Student Learning Portfolio Manual

Table of Contents

EASTERN KENTUCKY UNIVERSITY
<u>Student Learning Portfolio</u>

<u>Overview</u>

Each student creates and develops, over time, a unique portfolio that connects his or her learning experiences to the ten occupational science program outcomes. Students engage in productive tasks and disciplined inquiry to demonstrate these outcomes with opportunities for self-reflection, self-assessment and public presentation (Cumming & Maxwell, 1999). McDonald' s 2012 study concluded that portfolio assessment empowers students and provides them with self-respect. The portfolio development process strengthens students' critical thinking and reflective practice skills by experiencing explicit transformational learning and expansion of "what I know" to include "how I know" (Kegan, 2000, p. 49).

Authentic assessment, the meaningful application of knowledge and skills, is evident in coursework and the developmental process of producing an individual learning portfolio. Portfolio creation and other forms of authentic assessment contribute to self-discovery and foster integration and synthesis of each student's learning (Jarvinen & Kohonen, 1995). Students transition from learning portfolios in the Occupational Science Program to professional portfolios in the Occupational Therapy Program. Students emerging from this ongoing portfolio development process have developed underlying understanding, skills, and habits to engage in career self-assessment and lifelong learning.

Learning is organized by five curricular themes that flow from the beginning of the Bachelor of Science (B.S.) in occupational science through the Master of Science (M.S.) in occupational therapy. These themes are: occupation, reasoning, diversity, communication, and professional identity. The focus of learning in the occupational science program is an understanding of the complexity of occupation. This understanding develops in the following sequence within the Bachelor of Science curriculum: self as an occupational being in context, the meaning of occupation for diverse individuals, occupation across the lifespan, patterns of occupation at the population level, conditions and barriers influencing occupational potential and occupational justice, and the design and adaptation of occupations to support health, wellbeing and quality of life.

The Three Interconnected Elements of a Learning Portfolio

Documentation

An evolving self-assessment narrative is at the heart of the portfolio. It is the written synthesis of a student's progress toward and accomplishment of the program outcomes. Program outcomes, arising from the curriculum themes, are statements of knowledge, skills and attitudes to be accomplished by each student by graduation. One way accomplishment of these outcomes is measured is via a portfolio. Progress toward outcomes may arise from learning experiences such as class assignments, assessments, projects, and activities; work experiences; campus and community activities; and other life experiences. Selected, linked artifacts showcase and illustrate each student's narrative.

Reflection

Reflection is the integrating concept of the Occupational Therapy Department curricula model at Eastern Kentucky University. Reflection ties together all of the other elements and themes of the Occupational Science and Occupational Therapy Programs. Reflection is also one of three essential elements of the student learning portfolio process. Reflection is ongoing, careful thinking to understand the meaning and significance of events and actions. It involves reordering ideas and making connections among them while acknowledging multiple interpretations (Dewey, 1910).

Reflection is an iterative process, which means that, to gain depth, it matters to go back and reflect on multiple occasions about the significance of events and actions over time. Reflection is also developmental from simple, descriptive thought to complex, critical reflection (Hatton & Smith, 1995).

The three types of reflection that students use and develop in their learning portfolios are descriptive, dialogic, and critical reflection. Although descriptive, dialogic and critical reflection are seen as developmental in sequence, it is essential to provide opportunity to develop all three from the beginning as students grapple with distinguishing between them. Students need opportunities to see higher levels of reflection emerging in themselves and their peers.

The following table describes the types of reflection students develop through the portfolio process:

Descriptive	Students describe an event and provide reasons for actions and events beginning to recognize multiple points of view and different ways of doing things. There is little depth about what these different perspectives mean to them.
Dialogic	Students step back from events and actions and enter into a conversation with themselves about experiences using judgment, developing alternative explanations, and an awareness of other ways they or others could have behaved or felt. Such reflection is analytical or/and integrative of factors and perspectives and may recognize inconsistencies in attempting to provide rationales and critique.
Critical	Critical reflection is a process attached to looking at one's own assumptions requiring a level of self-awareness generally more difficult because of the unquestioning acceptance of many unconsciously-held beliefs and assumptions, particularly those supported by social institutions and structures like family, school, community and the media. The questioning of assumptions, the "taken for granted," particularly those that reflect relationships of power within social and political contexts, is the key between critical reflection and other forms of reflection. Students use multiple perspectives to interpret actions and events linking what they have learned within broader sociocultural, historical and political contexts.

Collaboration

Dialogue with others, to share ideas and give feedback, is a core aspect of reflection and critical thinking. The portfolio process uses the "critical friends" model first developed in teacher education programs (Bambino, 2002; Swaffield, 2008). Critical friend pairs or teams help each other make connections, discover insights, learn strategies for requesting and receiving feedback, find ways to express their thoughts, and study and explore concepts (Hatton & Smith, 1995). A study by Hoel and Haugalokken (2004) shows that peer interactions like these in the process of creating student portfolios has a positive impact on learning.

Critical friends seek to help each other find their "voice." Through this kind of collaboration, each student creates a unique portfolio. Students develop valuable active listening skills by listening closely to themselves and to others as each expresses thoughts. This develops the capacity to engage in a way that encourages talking with, questioning, even confronting and challenging others, using supportive language. A safe environment is created within which openness and trust develop. College is the time for students to open up to new ways of knowing the world. This is an emotional as well as cognitive experience so being challenged while being supported by peers and instructors is essential.

Students are also able to distance themselves from their own actions, ideas and beliefs, holding them up for scrutiny, in the company of peers with whom they are willing to take risks. The critical friends collaboration model creates an opportunity for giving voice to one's own thinking while at the same time hearing and being heard in a sympathetic but constructively critical way.

Empirical research by Hatton and Smith (1995) identified that students need to verbally process, not just write, in order to develop reflective abilities. Hence the importance of the critical friend model with dialogue and time, in and out of class, to talk things over.

Feedback can be ineffective or even harmful. So it matters to give helpful feedback, which according to Michaelsen and Schultheiss (1989) is:
- descriptive, not evaluative,
- specific, not general,
- expressed in terms relevant to the self-perceived needs of the receiver,
- timely, and in context,
- desired by the receiver, not imposed upon him or her, and
- usable; concerned with behavior over which the receiver has control.

EKU Occupational Science Curriculum Themes and Outcomes

Occupation	1. Apply knowledge of occupational science to analyze self and others as occupational beings to promote health and wellness 2. Analyze the dynamics of context and occupation across the lifespan
Reasoning	3. Demonstrate the use of varied types of reasoning required of health professionals 4. Analyze the purpose and demonstrate the methods of scholarly inquiry
Diversity	5. Examine dimensions of diversity 6. Understand how diversity influences occupational opportunity and participation of individuals, populations and organizations
Communication	7. Evaluate communication skills and abilities using the ideas and language of occupational science 8. Demonstrate observation and interview skills
Professional Identity	9. Synthesize knowledge of societal health concerns and professional responsibilities 10. Appraise actions as a student, advocate, educator, leader and researcher

<u>Occupational Science Program E-Portfolio Template</u>

Each semester, integrate this template, the course scoring rubric, and other provided portfolio materials.

Menu Bar	Description
Introduction Page	Include the title Occupational Science Portfolio, your first and last name, and a professionally appropriate photograph depicting you engaged in a valued occupation. The photo should be updated as appropriate throughout the semesters.
Self-Assessment Narrative	Refer to the appropriate portfolio rubric in this manual (beginning, developing, expanding, or accomplished) as determined by course. Recommended lengths: OTS 301: 5-6 pp. OTS 302: 9-11 pp. OTS 401: 12-15 pp. OTS 402: 16-20 pp. Begin your narrative with a paragraph that introduces you, expresses how you came to be in the OS Program, and states your current professional goals. Update as needed. To write to each outcome, as required in a given semester, proceed with the process of considering relevant learning experiences, selecting an experience, concisely describing that experience, and then crafting a reflection. Each semester you must have a <u>minimum of 1 reference per outcome</u> using Occupational Science literature. Using critical friends collaboration, concept mapping, dialogic or critical reflection, and the guiding statements to shape your ideas, write about how engaging in this learning experience led you to make progress toward the outcome or to meet the outcome. End your narrative with a brief concluding paragraph that expresses your thoughts on your portfolio process for the current semester. Update each semester.
Appendix A: Artifacts	Link artifacts that showcase learning related to the outcomes. These may include all forms of learning assessment and/or illustration, i.e., papers, exams, assignment scoring rubrics, assignments, presentations, websites, photographs, and others. See e-portfolio competencies for how to title and link artifacts. <u>Use your own work products as artifacts.</u> Cite artifacts in narrative in APA style – example: (see Appendix A, Artifact 5)
Appendix B: Portfolio Narratives <u>and</u> OS Student Learning Portfolio Manual	Previous portfolio narratives are posted as identified on the course-relevant scoring rubric. These are required to have subsequent portfolios accepted and scored. In addition to posting prior narratives in Appendix B, each semester the narrative must be submitted both to your e-portfolio <u>and to Safe Assignment</u> in the relevant course Blackboard site. You must also upload and post a copy of the OS Student Learning Portfolio Manual on Appendix B.

Eastern Kentucky University Bachelor of Science in Occupational Science
Student Learning Portfolio Assessment Rubrics & Rubrics Summary

BEGINNING – OTS 301	DEVELOPING – OTS 302	EXPANDING – OTS 401	ACCOMPLISHED – OTS 402
Progress on 4 outcomes	Progress on 3 outcomes	Progress on 3 outcomes	Achievement of 10 outcomes
Descriptive, dialogic, or critical reflection	Updates and/or corrections on: previous 4 outcomes, conclusion and introduction paragraphs, and any other applicable wording with careful attention to instructor feedback	Updates and/or corrections on: previous 7 outcomes, conclusion and introduction paragraphs, and any other applicable wording with careful attention to instructor feedback	Updates on all 10 outcomes with significant dialogic or critical reflection about new learning experiences with careful attention to instructor feedback
Supportive, critical collaboration with student peers and faculty			
Professional presentation	Dialogic or critical reflection	Dialogic or critical reflection	Dialogic or critical reflection
Mastery of e-portfolio technique	Supportive, critical collaboration with student peers and faculty	Supportive, critical collaboration with student peers and faculty	Supportive, critical collaboration with student peers and faculty
Creation of Introduction Page	Professional presentation	Professional presentation	Professional presentation
Appendix A: Artifacts showcase progress toward outcomes	Appendix A: Artifacts showcase progress toward outcomes	Appendix A: Artifacts showcase progress toward outcomes	Appendix A: Artifacts showcase achievement of outcomes
Appendix B: Uploaded copy of Portfolio Manual	Appendix B: Beginning Narrative and Portfolio Manual	Appendix B: Beginning & Developing Narratives and Portfolio Manual	Appendix B: All past Narratives and Portfolio Manual

Student Name_____Assessor_____ Date_____

OTS 301 Criteria - Beginning Portfolio	Points	Assessor Comments Total Score_____/100
I. Narrative demonstrates progress toward 4 outcomes: 1, 5, 7 & 10	/40	
II. Narrative writing displays reflection that is descriptive, dialogic, or critical	/20	
III. Supportive, challenging collaboration with student peers and faculty in the critical friends process	/10	
IV. Mastery of the basic set-up & techniques of e-portfolio creation	/ 5	
V. Introduction Page is created with student name, professional photograph depicting a valued occupation of the student, and is titled Occupational Science Portfolio	/ 5	
VI. Professionally presented in APA with title page and header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA in-text citations & references (minimum 1 reference per outcome)	/10	
VII. Appendix A: Selected artifacts showcase progress toward outcomes	/ 10	
VIII. Appendix B: Uploaded copy of the portfolio manual		

Student Name_____Assessor_____ Date_____

OTS 302 Criteria – Developing Portfolio	Points	Assessor Comments Total Score_____/100
I. Narrative demonstrates progress toward 3 outcomes: 2, 3, & 8	/45	
II. Narrative demonstrates updates and/or corrections on previous 4 outcomes and intro/conclusion paragraphs	/5	
III. Narrative writing displays reflection that is dialogic or critical	/20	
IV. Supportive, challenging collaboration with student peers and faculty in the critical friends process	/10	
V. Professionally presented in APA with title page and header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA in-text citations & references (minimum 1 reference per outcome)	/10	
VI. Appendix A: Selected artifacts showcase progress toward outcomes	/ 10	
VII. Appendix B: Includes Beginning Narrative from OTS 301 (Required) AND uploaded copy of the portfolio manual	0	

Student Name_____Assessor_____ Date_____

OTS 401 Criteria – Expanding Portfolio	Points	Assessor Comments Total Score_____/100
I. Narrative demonstrates progress towards 3 outcomes: 4, 6, & 9	/45	
II. Narrative demonstrates updates and/or corrections on previous 7 outcomes and intro/conclusion paragraphs	/5	
III. Narrative writing displays reflection that is dialogic or critical	/20	
IV. Supportive, challenging collaboration with student peers and faculty in the critical friends process	/10	
V. Appendix A: Selected artifacts showcase progress toward outcomes	/ 10	
VI. Professionally presented in APA with title page and header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA in-text citations & references (min. 1 ref. per outcome)	/10	
V. Appendix B: Beginning and Developing Narratives from OTS 301 and 302 (Required) AND uploaded copy of the portfolio manual	0	

Student Name_____Assessor_____ Date_____

OTS 402 Criteria - Accomplished Portfolio	Points	Comments Total Score_____/100
I. Narrative demonstrates accomplishment of all 10 outcomes including at least one additional learning experience using critical reflection for each outcome	/50	
II. Narrative writing displays reflection that is dialogic or critical	/20	
III. Supportive, challenging collaboration with student peers and faculty in the critical friends process	/10	
IV. Professionally presented in APA with title page and header including name and page number, correct format with italicized outcomes, 5 or fewer errors & APA in-text citations & references (minimum 1 reference per outcome)	/ 10	
V. Appendix A: Selected artifacts showcase achievement of outcomes	/ 10	
VI. Appendix B: Beginning, Developing, and Expanding Narratives from OTS 301, 302, & 401 (Required) AND uploaded copy of the portfolio manual	0	

Occupational Science Learning Portfolio
References

Anderson, J. R., Reder, Reder, L. M., & Simon, H. A. (1996). Situated learning and education. *Educational Researcher, 25,* 5-11.

Bambino, D. (2002, March). Critical friends. *Educational Leadership,* 25-27.

Boud, D. , & Walker, D. (1998). Promoting reflection in professional courses: The challenge of context. *Studies in Higher Education, 23*, 191-207.

Cimer, S. O. (2011). The effect of portfolios on students' learning: Student teachers' views. *European Journal of Teacher Education, 34*, 161-176. doi: 10.1080/0260747042000309466

Cumming, J. J., & Maxwell, G. S. (1999). Contextualizing authentic assessment. *Assessment in Education, 6,* 177-94.

Dewey, J. (1910). *How we think.* Boston, MA: D. C. Heath & Co.

Hatton, N., & Smith, D. (1995). Reflection in teacher education: Towards definition and implementation. *Teaching and Teacher Education, 11*(1), 33-49.

Hoel, T., & Haugalokken, O.K. (2004). Response groups as learning resources when working with portfolios. *Journal of Education of Teaching, 30*, 225-241.

Jarvinen, A & Kohonen, V. (1995). Promoting professional development in higher education through portfolio assessment. *Assessment and Evaluation in Higher Education, 20*, 25-36.

Johnson, E. B. (2002). *Contextual teaching and learning.* Thousand Oaks, CA: Corwin Press, Inc.

Kegan, R. (2000). What 'form' transforms?: A constructive-developmental perspective on transformational learning. In J. Mezirow and Associates (Eds.), *Learning and trans-formation: Critical perspectives on a theory in process.* San Francisco: Jossey-Bass.

Lauvas, P., Havnes, A., & Raaheim, A. (2000). Why this inertia in the development of better assessment methods? *Quality in Higher Education, 6*, 91-100. doi: 10.1080/13538320050001090

Mann, K., Gordon, J., & MacLeod, A. (2009) Reflection and reflective practice in health professions education: A systemic review. *Advances in Health Science Education, 14*, 595-621. doi: 10.1007/s10459-007-9090-2

McDonald, B. (2012). Portfolio assessment: Direct from the classroom. *Assessment & Evaluation In Higher Education, 37*(3), 335-347. Doi: 10. 1080/02602938.2010.534763

Michelson, E. (1996). Beyond Galileo's telescope: Situated knowledge and the assessment of experiential learning. *Adult Education Quarterly, 46,* 185-196.

Michelson, L.K. & Schultheiss, E.E. (1989). Making feedback helpful. *Journal of Management Education, 13*, 109-113.

Montgomery, K. (2002). Authentic tasks and rubrics: Going beyond traditional assessments in college teaching. *College Teaching, 50,* 34-39.

Schmitz, J. A. (1994). *Student assessment as learning at Alverno College.* Alverno College Institute.

Swaffield, S. (2008). Critical friendship, dialogue and learning in the context of Leadership for Learning. *School Leadership and Management, 28*, 323-336.

Swanson, D. B., Norman, G. R., & Linn, R. L. (1995). Performance-based assessment: Lessons from the health professions. *Educational Researcher,* 5-35.

Wiggins, G., & McTighe, S. (1998). Understanding by Design. Alexandria, VA: Association for Supervision and Curriculum Development.

Zubizarreta, J., & Millis, B.J. (2009). *The learning portfolio: Reflective practice for improving student learning* (2nd ed.). San Francisco: Jossey-Bass.

APPENDIX A   OS/Transition Student Portfolio Development
                 <u>Critical Friends Collaboration Session</u>

Name_____   Total Points _____/100

Criteria	Points	Comments
Engages with peers and instructor throughout the session both giving and receiving ideas and critique about portfolio development	/25	
Creates expansive lists of outcome-relevant learning experiences both in and out of the OS or Transition program as needed for the collaborative process in the critical friends session	/25	
Provides written evidence of attempts to draft and craft descriptions of learning experiences that are approaching clarity, conciseness and accuracy	/25	
Provides written evidence, including concept maps, of attempts to draft and craft reflections of learning experiences that are approaching specific focus on an outcome and the use of dialogic and/or critical reflection	/25	

APPENDIX B   Individual Portfolio Meeting **   Name: _____

Criteria	Comments
Student arrived on time with a hard copy of draft of the self-assessment narrative, the accurate posting of at least two new relevant artifacts in his or her electronic portfolio, and an Introduction Page revised as needed or desired.	
Student had appropriately used the Portfolio Manual including, but not exclusively, the appropriate scoring rubric, the template page, and the technical instructions.	
Student arrived prepared with a polished draft of the self-assessment narrative that included: 1) an introduction paragraph updated as needed; 2) self-assessment reflections of progress toward program outcomes needed for this course (see course-specific portfolio scoring rubric), including changes based on prior rubric feedback if indicated, and reflections on new learning experiences integrated as required; and 3) a conclusion paragraph as indicated.	
Draft narrative was outcome-focused and used clear, concise and accurate descriptions of learning experiences. Student used primarily dialogic reflection to link learning experiences to outcomes.	
Student engaged constructively throughout the meeting giving and receiving. Student provided rationales for writing choices, spoke knowledgeably about types of reflection and other portfolio techniques and concepts, and was prepared with questions and concerns.	

** Individual portfolio meetings are required for those students who score below 80 points on his or her previously submitted portfolio.

Portfolio Technical Competency Checklist

DUE DATE: _____   STUDENT NAME: _____

This assignment is designed to insure you have the basic technical skills to create your electronic portfolio in the Wix website. It is a Pass/Fail score with the Pass score given if all items are successfully demonstrated. A Pass score on the Competency Checklist is required to complete all requirements for OTS 301 and pass the course.

All competency items on the checklist must be successfully demonstrated to either the course instructor or the graduate assistant prior to the due date. Once an item has been demonstrated, the instructor or assistant will initial the item after verifying its completion. Turn in the checklist once all the items have been initialed.

Competency	Completed	Instructor/ GA Initials
1. Create a Basic Portfolio using www.wix.com.		
2. Create Introduction Page with correct wording from e-portfolio template with no errors and appropriate font size and color.		
3. Title Introduction Page "Last Name OS Portfolio"		
4. Post an appropriate photograph on the Introduction Page that is appropriately sized and aligned.		
5. Create portfolio pages with a menu bar on each page using wording from e-portfolio instructions with no errors.		
6. Copy and paste some Word text into the Self-Assessment Narrative section of my portfolio.		
6. Link a file into my portfolio's Self-Assessment Narrative section		
7. Upload a document file from your computer to put into your Appendix A: Artifacts.		
8. Link a scanned document from your computer to put into your Appendix A: Artifacts, numbering and naming the artifact by learning experience not outcome.		
9. Copy and paste some Word text into the Appendix B: Narratives section of my portfolio.		
10. Share my portfolio with my Instructor, the Graduate Assistant, and critical friend peers by emailing them the link to my Portfolio.		

E-Portfolio Competency Checklist Instructions

1. Create a Basic Portfolio

Browse to www.wix.com

2. Register for a free website. You will need to enter your email and create a password.

If "Start now" is available, click this icon.

If "Start now" is not displayed, click on "I Need a Site for…" and then click on "Get Started." Now you will be able to register for the website.

3. Click on "Create Your Website." Choose "Templates" from the menu across the top. Then down the left hand side, you will see "Categories" of templates. Choose "Resumes & CVs" within the "Portfolio & CV" category. You will have 8-10 different templates with different layouts and color schemes to choose from. Explore the different templates and find one that you feel you can customize to fit you. Delete all the example boxes in order to customize it for your portfolio.

4. On the home page you will need to build a menu for each of the pages required for your portfolio. Click on the + button on the left hand side of the page. Then click "Menu". Choose a menu you feel you can customize to fit you.

You need the following items in your menu bar:

   a. Introduction Page

   b. Self Assessment Narrative

   c. Appendix A: Artifacts

   d. Appendix B: Narratives

For each page you will need to build a menu bar in order to navigate your pages. On the top left hand side of the screen you will see "Pages: Home." Click this and click "Add page" for each of the required pages of the portfolio. Click on each page and add a menu bar before continuing to the next steps. Center the Menu Bar Appropriately.

5. There is a "Save" button on the top right hand corner of the page. Press it frequently. If you try to close the page, it will prompt you by telling you that you are about to navigate away from the page. Be sure you have saved your work before leaving the page. You can also preview your website as you go by clicking on the preview button located at the top right hand corner of the screen.

6. When you begin editing your Introduction Page you will need to insert a text box with the title "Last Name OS or Transition Portfolio." Insert a text box by clicking on the + button on the left hand side of the page. Then click "Text". Choose a style of text that can be customized to fit you and easily read.

Insert an image of yourself by clicking on the + button on the left hand side of the page. Then click "Image." Then click on the "My Image Uploads" box. Click "Upload Images" to upload pictures to the website. Click on the photo and click "Add to Page." Post a photo on the Introduction Page that is appropriately sized and aligned.

7. When you begin editing your Self Assessment Narrative Page you will also need to insert a text box. At the top of the text box, type your title, "Self Assessment Narrative." Insert a text box by clicking on the + button on the left hand side of the page. Then click "Text". Copy and Paste your Self Assessment Narrative into the text box following your title. Center text box appropriately.

At the bottom of the page, add an icon for a Microsoft word document. Click on the + button on the left hand side of the page. Then click "More". Scroll down until you see the Microsoft Word Icon. Click this Icon. Click "Upload Docs." Once your Self Assessment Narrative Microsoft word document has uploaded, click on the document box and click "Add to Page." Center it on the page appropriately. Under the icon, insert a text box stating, "Self Assessment Narrative Document."

8. When you begin editing your Appendix A: Artifacts page you will need to insert a text box with the title "Appendix A: Artifacts." Insert a text box by clicking on the + button on the left hand side of the page. Then click "Text". Choose a style of text that can be customized to fit you and easily read. Center appropriately.

If you are uploading a document as an artifact you will click on the + button on the left hand side of the page. Then click "More". Scroll down until you see the Microsoft Word Icon. Click this Icon. Click "Upload Docs." Once your word document has uploaded, click on the document box and click "Add to Page." Center appropriately.

If you are uploading an image as an artifact you will click on the + button on the left hand side of the page. Then click "Image". Then click on the "My Image Uploads" box. Click "Upload Images" to upload pictures to the website. Click on the photo you want to use and click "Add to Page." Center appropriately.

Under each Artifact, insert a text box with the Artifact number and a name that describes the learning experience.

9. When you begin editing your Appendix B: Narratives page you will need to insert a text box with the title "Appendix B: Narratives." Insert a text box by clicking on the + button on the left hand side of the page. Then click "Text". Choose a style of text that can be customized to fit you and easily read.

Copy and Paste your older Self Assessment Narrative into the text box following your title. Center text box appropriately.

10. In order for others to see your changes, you must always click the blue "Publish" button at the top right of the page after any edits you make.

11. Share your portfolio with Instructors, Graduate Assistants, and critical friends. Share your portfolio by copying the url for your wix website and pasting it into an email.

APPENDIX D: Guiding Statements for Occupational Science Program Outcomes

Outcome #1   Apply knowledge of occupational science to analyze self and others as occupational beings to promote health and wellness

Occupation and its complexity are at the heart of occupational science. Review and reflect on what you have learned in classes about the concepts and ideas of occupational science. This knowledge can be applied in the following ways: enhancing understanding of yourself as an occupational being, deepening understanding of others as occupational beings, and using these understandings to promote your health and wellness and that of the people and communities around you. Concepts to consider include but are not limited to: the meaning of everyday occupation, the self-directed nature of occupational experience, cultural repertoires of activities, patterns of habits, routines and rituals, your personal values, the connections of occupation to relationship with others, to personal identity, to becoming, and to occupational justice. Apply the language of occupational science as you learn it in the program.

Outcome #2   Analyze the dynamics of context and occupation across the lifespan

Throughout their lives humans act as occupational beings creating meaning through doing. Our daily occupations influence and are influenced by the multiple and overlapping contexts in which they occur. Context presents opportunities and resources as well as demands and constraints on occupational behavior. Describe how varied contexts influence you as an occupational being. Consider critical life events or rites of passage and analyze the interplay of context and occupation in your life thus far. What experiences have you had and what skills are you developing in the observation, description and analysis of the occupations of others in varied contexts? How do contextual factors influence participation across the lifespan? Analyze how place and space, objects, time, and socio-cultural dimensions influence the occupations of self, others, and the community. Explore the role that context plays in health and wellbeing. What do you know of occupational justice and injustice from a community and a global perspective?

Outcome #3   Demonstrate the use of varied types of reasoning required of health professionals

Excellence in reasoning meets the challenges presented in the emerging discipline of occupational science, in any profession, and in our lives as citizens. Creative and critical thinking underlie all types of reasoning These include, but are not limited to, scientific, procedural, narrative, interactive, pragmatic and ethical reasoning. Development of reasoning skill occurs through a reflective process as you, for example, explore and apply research evidence to assignments, interact with individuals and groups to learn the occupational nature of humans across the lifespan, and analyze the interplay of context and occupation. As you learn about and build upon multiple types of reasoning, reflect on how you use reasoning to: understand the interplay of occupational opportunity, health and occupational performance, design teaching and learning experiences, develop competence in following protocols and procedures, design occupational experiences for individuals, groups and populations, engage in activity, task and context analysis. Explore the development of your moral competence, that is, your ability to define ethical problems, consider alternative courses of action, and take action to seek resolution.

Outcome #4   Analyze the purpose and demonstrate the methods of scholarly inquiry

The essential aspects of becoming an evidence-based practitioner are knowledge of why research matters and the knowledge and skills to be both a perceptive consumer of research and a contributing producer of research. Why is research done? What methods do researchers use to achieve these purposes? Explore your developing knowledge and ability to ask researchable questions and determine the best methods to answer questions. Describe your current ability to locate and evaluate sources of information (oral, print, and electronic). Provide examples of how you have used research to inform your change and intervention decisions and actions.

Outcome #5   Examine dimensions of diversity

Cultural competence is recognizing and understanding each other's uniqueness and moving to and beyond acceptance and tolerance to embracing and celebrating the rich dimensions of diversity that each of us express. The core of cultural competence is an evolving awareness of one's own dimensions of diversity. Primary dimensions, such as age, gender, race, ethnicity, and sexual orientation, cannot be changed. Secondary dimensions, such as income, religion, marital or parental status, health conditions and impairments, skills, education, and experience of place, may be changed. Understanding and appreciating diversity is a foundation for communication skills, enhances collaboration, advocacy and respect for others. Explore your dimensions of diversity, reflecting on the presence of these dimensions within yourself as well as how your socio-cultural beliefs and personal values influence your interactions and occupational experiences.

Outcome #6   Assess how diversity influences occupational opportunity and participation of individuals, populations and organizations

Developing the ability to continually be aware of and seek to understand how diversity effects people's participation in life is essential to a health and human service provider's professional identity and is necessary for effective client and family centered practice. Understanding and appreciating diversity facilitates communication skills and enhances collaboration and respect for others. Describe the primary and secondary characteristics of how human diversity influences opportunities to participate in occupations within multiple contexts across the lifespan. Evaluate your cultural competence. What do you know about cultural similarities and differences? What societal beliefs support prejudice and discrimination, stigmatization and marginalization? Write about what you have learned about how diverse people adapt to occupational differences and experiences.   Describe pragmatic and research-based strategies and recommendations for collaboratively addressing issues affecting diverse individuals' and communities' health and well-being. Reflect on the ways that dimensions of diversity influence opportunities for participation in occupations from the Appalachian region to the global community.

Outcome #7   Evaluate communication skills and abilities using the ideas and language of occupational science

Communication skills are essential for self-expression and for collaborating with diverse individuals including peers, faculty, work colleagues, and community members. Describe your experiences and skills in verbal and non-verbal, written, and electronic communication in both informal (for example, classroom and group discussions) and formal (for example, research papers and presentations) contexts. Analyze how you have used the ideas and language of occupational science in your various projects, papers, classroom activities and community experiences, citing examples in your narrative. How are you developing as an active listener who is aware of and sensitive to the communication styles of diverse others? Consider theoretical constructs of group dynamics and your communication skills in the assessment of your ability to engage in collaborative partnerships and teamwork.

Outcome #8   Demonstrate observation and interview skills

The ability to observe and interview others is essential to understand the dynamic nature of occupational beings and the complexity of everyday occupation. Describe and analyze yourself as an observer along the range of unstructured and structured inquiry (for example, from observing people engaged in occupations to completing an observational checklist like the ADA Checklist for Barrier Removal). Assess your skills as an interviewer. What are your strengths and areas of improvement in interviewing others? Discuss the opportunities you have had to observe and interview individuals, groups and communities through a variety of in-class and out-of-class experiences. Through these experiences, describe what observation and interview skills you have developed and what skills need further development or refinement.

<u>Outcome #9</u>   <u>Synthesize knowledge of societal health concerns and professional responsibilities</u>

As developing health professionals, you need to understand not only your discipline's and profession's history and unique knowledge, but also the broader and evolving contexts of society. Serving clients and adapting to change rests on these understandings. Express what you know of the history and ideas of occupational science and occupational therapy. Reflect on what you are learning about contemporary health conditions and the effect of occupational injustice on human health and well-being. Describe what knowledge you have gained in regard to models of health care, health care systems and their organization, and health care financing? Describe what you know of health policy concerns such as health disparities. Explore various approaches to meeting societal health challenges (i.e., public health initiatives and political advocacy). Consider what else you know that helps you understand the "big picture."

<u>Outcome #10</u>   <u>Appraise actions as a student, advocate, educator, leader and researcher</u>

Reflect on your experiences in each of the roles that will form the fabric of your professional identity. Describe the knowledge you have gained that supports each of the above roles. Assess what you do well and not well as you develop skills in these roles. What has worked, and what hasn't worked for you as you have the lived experience of these roles? Identify how you can further develop knowledge and skills and seek out new opportunities for role performance. Explore your development of professional behaviors in these roles such as personal responsibility and accountability, integrity, respect and continuous regard for others, commitment to teaching and learning, self-regulation, involvement in student organizations and community service, and dedication to excellence.

Occupational Science Student Learning Portfolio

<u>Learning Experiences Exploration Worksheet</u>   <u>Outcome # 1</u>

<u>Apply knowledge of occupational science to analyze self and others as occupational beings to promote health and wellness</u>

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet   Outcome # 2

Analyze the dynamics of context and occupation across the lifespan

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

<u>Learning Experiences Exploration Worksheet</u>   <u>Outcome # 3</u>

<u>Demonstrate the use of varied types of reasoning required of health professionals</u>

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

<u>Learning Experiences Exploration Worksheet</u>   <u>Outcome # 4</u>

<u>Analyze the purpose and demonstrate the methods of scholarly inquiry</u>

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet   Outcome # 5

Examine dimensions of diversity

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

<u>Learning Experiences Exploration Worksheet</u>   <u>Outcome # 6</u>

<u>Assess how diversity influences occupational opportunity and participation of individuals, populations and organizations</u>

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

<u>Learning Experiences Exploration Worksheet</u>　　　　　<u>Outcome # 7</u>

<u>Evaluate communication skills and abilities using the ideas and language of occupational science</u>

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

<u>Learning Experiences Exploration Worksheet</u>   <u>Outcome # 8</u>

<u>Demonstrate observation and interview skills</u>

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet   Outcome # 9

Synthesize knowledge of societal health concerns and professional responsibilities

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome:

Occupational Science Student Learning Portfolio

Learning Experiences Exploration Worksheet   <u>Outcome # 10</u>

<u>Appraise actions as a student, advocate, educator, leader and researcher</u>

These course experiences have helped me make progress toward accomplishing the outcome:

These out-of-class experiences (work, personal) have helped me make progress toward accomplishing the outcome: