MOT PROGRAM ADVISORS & ADVISORY GROUPS

Overview
Each student in the MOT program is assigned a program advisor (a full or part-time faculty member in the Occupational Therapy Department) and advisory group upon entering the program. Whenever possible, the same advisor will work with the student for the duration of the MOT program.

Responsibilities
The advisor will:
- meet with students individually and as an advisory group
- be a consistent person to facilitate and monitor academic and fieldwork progression throughout the program
- facilitate completion of the required Faculty of Graduate Studies Progress Reports and other University-related documentation
- recommend University resources as relevant
- provide a safe and inclusive environment for their advisees
  - information shared with the advisor by the student regarding identity is not disclosed to other faculty without the student’s permission
- encourage development of a Student Professional Portfolio throughout the program during individual and advisory group meetings (see Schedule of Contacts below)
  - information regarding the Student Professional Portfolios and the process for developing portfolios is introduced in the Professionalism and Enabling Occupation course (OT 6142); however, portfolio development is a responsibility of the student and is not evaluated in any specific course in the program
- evaluate the Student Professional Portfolio

The student will:
- prepare for, attend and participate in scheduled individual and group meetings
- seek advice from their program advisor on academic and fieldwork progression issues as needed
- complete FGS and University-related forms and documentation as requested
- engage in development of a Student Professional Portfolio

Schedule of Student-Advisor Contacts
MOT 1, Term 1
- September: Individual introductory meeting with advisor

MOT 1, Term 2
- January: Basic Fieldwork debrief (as part of course OT 6142)
- April: attend MOT2 portfolio presentations (two-hours session timetabled)
- April/May: individual meetings to:
- review academic and portfolio progress
- complete and sign the Faculty of Graduate Studies Progress Report

**MOT 2, Term 1**
- September: Intermediate 1 Fieldwork debrief (as part of course OT 7542)
- November/December: group or individual meetings (e.g. portfolio discussion, sharing ideas)

**MOT 2, Term 2**
- March: Intermediate 2 Fieldwork debrief (as part of course OT 7742)
- April: Portfolio presentation/discussion with MOT1 (two hours session timetabled)
- May/June: Student Professional Portfolio and written Student Professional Portfolio Reflection submitted to advisor, individual meeting with your advisor

*In addition to the meetings listed above, the advisor or student may initiate other meetings as required during the program.*

**PORTFOLIO**
A Student Professional Portfolio is a requirement of the MOT program.

**Purpose**
The purpose of the Student Professional Portfolio is to capture professional growth and development as students prepare to enter the profession of occupational therapy.

The portfolio provides a structure and framework for:
- **Collecting** (e.g. keeping track of learning goals, storing and organizing documents and other items related to professional growth),
- **Selecting** identifying learning activities and results of learning during the program that were particularly significant for your development, and
- **Reflecting** on examples of your learning and professional development and your overall growth during your time in the program.¹

**Content**
The portfolio is a place to collect and reflect on examples of professional growth. Students should create the following sections:
1. **Personal and Pre-Occupational Therapy Background** (e.g. previous degrees and transcripts, awards, CPR/First Aid certificates, work and volunteer experiences)

2. **Academic Learning** (e.g. samples of work selected from assignments and projects, feedback, evaluations, self-evaluations)

3. **Fieldwork Learning** (e.g. fieldwork summaries, learning logs, summary of feedback, goals established and outcomes)

4. **Other Learning** (e.g. information about events attended/workshops/conferences, summary of participation in activities, projects, volunteer work etc.)

5. **Professional Development Plans** (e.g. copies of all of the professional development plans completed in the program with evaluation of progress)

The content of a portfolio is the responsibility of the individual student and items will most likely be different for each student. The portfolio should be considered dynamic; items may be moved into or out of the portfolio over time. Students should reflect on a **minimum of 3 items in the portfolio**. Students should not include any documents that contain any confidential health information about clients or themselves.

**Evaluation**
The Student Professional Portfolio is evaluated on a Pass/Fail basis. The portfolio should show evidence of professional growth. Please see the Final Student Portfolio Evaluation form for additional details.

It is recognized that development of the portfolio is an individual process; however, as a general guideline it is recommended that by September of MOT2 the student has:
- a digital or hard copy (e.g. binder) method to collect examples of learning and development,
- the portfolio is divided into five sections (as outlined above)
- some initial items selected and included in each section, including summaries of the first two fieldwork placements.

In May/June of MOT 2 the student will:
- sign-up for a meeting with their advisor
- submit their Student Professional Portfolio and Student Professional Portfolio Reflection document (see following page) to their program advisor one week prior to their meeting.

The program advisor will:
- review the portfolio and Student Professional Portfolio Reflection document
- provide feedback on content
- complete the Final Student Professional Portfolio Evaluation form

If the program advisor determines that the Student Professional Portfolio is not sufficient, revision/resubmission will be required. The portfolio must receive a “Pass” in order for the student to be eligible for graduation.