

Department of Physical Therapy  
College of Applied Health Science  
University of Illinois at Chicago

Portfolio Handbook

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## **What is a Portfolio?**

As described by Campbell, Cignetti, Melenzyer, Nettles & Wyman, 1997, p. 3<sup>1</sup>, portfolios are **“Organized, goal-driven documentation of professional growth and achieved competence in the complex act of learning. Tangible evidence of the wide range of knowledge and skills a growing professional possesses.”** Portfolios are a collection of evidence that demonstrates the student’s ability to integrate knowledge and demonstrate professional skills and attitudes. The portfolio is a record of learning that occurs outside of coursework and is a reflection of the learning process of an individual student. Therefore, each portfolio is unique and serves as a foundation for career-long, self-directed professional development.

## **Introduction and Purpose**

The portfolio for the University of Illinois Doctor of Physical Therapy student is a collection of evidence that documents learning from a wide range of educational experiences. The purposes of the portfolio are to: 1) extend student learning activities beyond the classroom; 2) integrate and evaluate learning related to overall curriculum themes and objectives; 3) foster independent, self-directed student learning for life-long professional development; and 4) foster reflective practice.

The American Physical Therapy Association (APTA) Vision 2020 and the current Beyond Vision 2020 statement provide deeper understanding of the educational and developmental purposes of the portfolio.

### **APTA Vision 2020 Statement<sup>3</sup>**

By 2020, physical therapy will be provided by physical therapists who are doctors of physical therapy and who may be board-certified specialists. Consumers will have direct access to physical therapists in all environments for patient/client management, prevention, and wellness services. Physical therapists will be practitioners of choice in clients' health networks and will hold all privileges of autonomous practice. Physical therapists may be assisted by physical therapist assistants, who are educated and licensed to provide physical therapist-directed and supervised components of interventions.

Guided by integrity, life-long learning, and a commitment to comprehensive and accessible health programs for all people, physical therapists and physical therapist assistants will render evidence-based service throughout the continuum of care and improve quality of life for society. They will provide culturally sensitive care distinguished by trust, respect, and an appreciation for individual differences.

While fully availing themselves of new technologies, as well as basic and clinical research, physical therapists will continue to provide direct care. They will maintain active responsibility for the growth of the physical therapy profession and the health of the people it serves.

### **APTA: Beyond the Vision 2020 Statement<sup>4</sup>**

The physical therapy profession’s greatest calling is to maximize function and minimize disability for all people of all ages. In this context, movement is a key to optimal living and quality of life for all people of all ages that extend beyond health to every person’s ability to participate in and contribute to society. The complex needs of society, such as those resulting from a sedentary lifestyle, beckon for the physical therapy profession to engage with consumers to reduce preventable health care costs and overcome barriers to participation in society to ensure the successful existence of society far into the future.

While this is APTA’s vision for the physical therapy profession, the intent is to inspire others throughout society to create systems that optimize movement and function for all people of all

ages. The following elements of Quality, Collaboration, Value, Innovation, Consumer Centricity, Access/Equity, and Advocacy demonstrate how the profession and society will look when this vision is achieved.

### **Management of the Portfolio**

The management of the portfolio is the responsibility of the student with counsel from their assigned academic advisor. Students are expected to meet with their academic advisor (in person or by telephone or email) each semester starting spring of the first year to discuss their progress in the development of their portfolio. Academic advisors will be responsible for overall review of their advisees' portfolio. Checkpoints have been established to support your progress detailed in each section.

The student and advisor should assess progress on an ongoing basis with the general expectation that the portfolio is an independent project carried out by the student. This process of portfolio development and completion encourages students to become independent, self-directed, lifelong learners. The portfolio will require the student to take responsibility for his/her own learning while acquiring useful skills for continued learning following graduation.

Although the advisor will periodically review SDLEs throughout the program, the student will retain the portfolio and turn it in to the advisor for a final review. At the end of the program, the portfolio will be a record of learning experiences, growth as a professional and reflections on the learning process which will be a useful tool when seeking employment.

### **Content of the Portfolio**

The UIC PT portfolio is two sections

- 1. Self-Directed Learning Experiences**
- 2. Core Values Self-Assessment**

### **Section 1: Self-Directed Learning Experiences**

*Five "Self-Directed Learning Experiences: (SDLE): teaching and mentoring, prevention and wellness, social responsibility, career development, and interprofessional development and experiences.*

The intention is to allow the student to design projects that meet his or her individual needs and goals. **The advisor must approve the student's plan for each SDLE prior to implementation.** Once approved the student may proceed with planning and carrying out the project. **A template to use for the development of a project is included in this document as Appendix 1.** Students have significant latitude in designing each project and *achievement of competency in each of the five areas requires approval of the project and submission of a written reflection and presentation of supporting artifacts.*

**Students may achieve competency in more than one area within one project; however, the advisor will determine if the depth and breadth of any given project is adequate to meet multiple competencies. Students may work on their own or in groups on projects. The respective advisors will determine if the contribution made by their advisees demonstrates competence in each area.**

**For any experience that involves the practice of physical therapy, the student must identify a physical therapist who will provide supervision.**

Supervision of physical therapy students during the provision of physical therapy services is a requirement of the Illinois Physical Therapy Act. If you are not certain that what you are doing

constitutes the practice of physical therapy you should discuss this with your advisor or err on the side of caution and have a physical therapist provide supervision. The template includes a place for the supervising therapist to sign.

Each entry into the portfolio for the SDLE section will include:

- 1) Artifacts/Evidence: Products such as written descriptions of activities, videos, audio recordings, computer presentation, etc. that confirms meeting the objectives for each *Project* category. See list of possible artifacts included in this document.
- 2) A personal reflection on the learning experience is required for each SDLE. Each reflection should be a 1.5 to 2 page paper including, but not limited to, a discussion of the established objectives, a description of how well the objectives were achieved, and an analysis of additional learning.

## **The Five Areas of Competence Included in Portfolio**

### **Teaching/Mentoring**

- Implementation and evaluation of an educational plan using a variety of teaching methods based on the unique characteristics of the learners.
- Implementation and evaluation of teaching techniques that address appropriate learning domains and that are appropriate for group instruction.
- Participation in mentoring activities as a mentor or mentee.

### **Prevention and Wellness**

- Identification of health needs of a target group. The need may be one by physical therapy or through other means.
- Development and/or implementation and/or evaluation of a program to address identified needs.

### **Social Responsibility**

- Demonstration of willingness to challenge the status quo; advocate for the health and wellness needs of society; participate or show leadership in community organizations and volunteer service; take part in efforts to influence legislative and political processes.

### **Career Development**

- Identification of needs for your own development as a professional, a plan to meet these needs, and activities completed.

### **Interprofessional Development and/or Experiences**

- **Collaborate with students or professionals in other healthcare** disciplines to gain a greater understanding of interprofessional roles and responsibilities, and the role of the physical therapist within the healthcare team.

## **Self-Directed Learning Experiences Content and Examples**

**Teaching and Mentoring:** Develop and implement an educational session for a group. Identify the learning needs of the group and use effective teaching/ learning strategies to meet these needs. Provide evidence that you understand the roles of teaching in physical therapy, can implement effective instructional and evaluation methods in your teaching plan and use a variety of teaching methods that are commensurate with the needs and unique characteristics of the

learner. Understand the role of a mentor and participate in a mentoring relationship using effective strategies for mentoring.

**Examples:**

- Provide a program on the benefits of exercise to a club or church group.
- Plan and implement a fitness class for a group of well elders or children with disabilities.
- Identify an individual who can provide mentorship for you and complete an analysis of the mentorship relationship.
- Develop a relationship with a pre-PT student or a high school student who might be interested in PT or another health care career,
- Become a mentor to a first or second year student during clinical internship.
- Provide unpaid tutor activity, review session or anatomy in-lab reviews classes for other DPT students
- Provide mentorship to international PT students on scientific writing.

**Prevention and Wellness:** Identify and assess the prevention and/or wellness needs of a target group that are appropriate to the scope of physical therapy practice. Develop a plan for providing information on prevention of disease, impairment, functional limitation, or disability on the health risks related to age, gender, culture, and lifestyle or on wellness behaviors.

**Examples:**

- Participate in a fitness-screening program and write a critical review of the program.
- Assess the health needs of senior citizens at a residential living center and plan a wellness program.
- Conduct developmental screening for children at primary health care centers.
- Volunteer at Health and Wellness academy during summer.

**Social Responsibility and Advocacy:** Understand the role of social responsibility and advocacy in physical therapy practice. Provide evidence of practicing social responsibility and / or advocacy.

**Examples:**

- Maintain an active role in a professional organization
- Participate and reflect on advocating for a social policy by writing an article for a physical therapy publication (e.g., PT Priority)
- Study websites and / or annual reports, etc. of an organization and hold focus groups with clients
- Join an advocacy group and take an active role in their activities.
- Shadow at pro-bono clinic.

**Career Development:** Identify your needs and develop a plan for career development based on self-assessment and feedback from others.

**Examples:**

- Attend training program;
- Attend campus based teaching methods course;
- Complete a standardized instrument that helps you understand your strengths and interests and develop and carry out a plan for development.

***Interprofessional Development and/or Experiences:*** Collaborate with students or professionals in other healthcare disciplines to expand your understanding of interprofessional roles and responsibilities and the role of the physical therapist within the healthcare team

**Examples:**

- Coordinate and participate in a journal club or case-based discussion group with students in other applied health science programs
- Set up observations of other healthcare professionals (OT, ST, Nutrition)
- Interview healthcare professionals and create a method to disseminate learned information.

**Examples of Possible Content Area Artifacts/Evidence**

Anecdotal records – a journal or diary of your experience  
Article summaries or critiques  
Assessments by others  
Awards and certificates  
Lesson plan strategies  
Curriculum plans  
Essays  
Evaluations  
Field trip plans/reports  
Goal statements and reflection on achievement of goals  
Individualized plans for participating in activity  
Interview transcripts, recordings, videos  
Lesson plans  
Letters to agencies or participants  
Management and organization of experience – project plan  
Meetings and workshop logs  
Observation Reports  
Peer critiques  
Philosophy statements  
Pictures and photographs  
Problem-solving logs  
References & resources used  
Schedules  
Self-assessment instruments  
Teaching materials  
Video Scenario critiques  
Lesson reflections

**Portfolio Checkpoints** – It is the responsibility of the student to meet the checkpoints indicated below.

**How to Avoid Late Submissions:** Make an appointment with your advisor at least a month prior to the due date.

- 1) **Second Semester –To receive credit for PT 625 – Professional Development I**
  - Students should meet with their advisor to demonstrate completion of **at least 1 SDLE area of competence**; this includes a completed Appendix 3, reflection paper and all artifacts for each SDLE submitted for approval.
  - The Advisor will review, approve, and sign Appendix 3 if the SDLE is fully completed.
  - **Upload a signed copy of Appendix 3 to the Portfolio Documentation Black Board Site by April 30<sup>th</sup>.**
  
- 2) **Fifth Semester –To receive credit for PT 622 – Psychosocial I**
  - Students should meet with their advisor to demonstrate completion of **at least 2 additional SDLE areas of competence (a total of 3/5)**. This includes a completed Appendix 3 for the 2 additional SDLEs. Each SDLE should have a reflection paper and artifacts.
  - The Advisor will review, approve, and sign Appendix 3 demonstrating completion of at least 3 of 5 SDLEs.
  - **Upload a signed copy of three Appendix 3 to the Portfolio Documentation Black Board Site by February 15<sup>th</sup>.**

**Submission of the Completed Portfolio - Seventh Semester:  
A Contingency of Graduation:**

- **Seventh semester:** Students should submit the completed portfolio to their advisor, **by December 15<sup>th</sup>**
  - Include a printed copy of Appendix 4
  - Include the project title of each SDLE in Column 2 of Appendix 4.
  
- **The portfolio must include**
  - **SDLEs**
    - The three completed SDLES (semesters 2 and 5)
    - The two final SDLEs with a completed Appendix 3 for each SDLE, a reflection paper and artifacts for each of the remaining SDLEs.
  
  - **Core Value Self-Assessment (see following section)**
    - Core Values Self-Assessment form with three assessments completed.

## **Section 2: Core Values Self-Assessment**

This section includes the self-assessments completed throughout the didactic and clinical portions of the PT curriculum. The UIC DPT curriculum utilizes a variety of tools to assist in the development of professional behaviors. The tool “**Professionalism in Physical Therapy: Core Values Self-Assessment**” developed by the APTA and an assessment of “generic abilities,” May et al, 1995 and published in the Journal of PT Education are used as a framework for the assessment of Professional Behaviors. **(See Appendix 2)**

**The self-assessment serves as a reflection your growth as a professional over the duration of the DPT program.**

**Core Value Assessment Checkpoints** - It is the responsibility of the student to meet the due dates listed below.

To demonstrate completion of the Core Values Self-Assessment, **upload a copy of your self-assessment to the Blackboard Site: Portfolio Documentation**

- 1) **Semester 2** – At least two weeks prior to the end of the semester of to receive full credit  
PT 625 – Professional Development I
- 2) **Semester 4:** At least two weeks prior to the end of the semester to receive full credit  
PT 626 – Professional Development II
- 3) **Semester 7:** By the last week of the fall capstone courses to receive full credit in  
PT 627 – Professional Development III

### **Appearance of Portfolio**

The portfolio can be a website or blog, a display, or organized in a binder. **The format of portfolio is determined by the student and advisor.** Additional information can be found at the following websites:

- WordPress.com (Up to 3GB of space provided by WordPress at no cost)
- Wix.com or similar blog site

### **References**

1. Campbell DM, Cignetti PB, Melenyzer BJ, Nettles DH, Wyman RM. *How to develop a professional portfolio: A manual for teachers*. Boston, MA: Allyn and Bacon, 1997.
2. Vision 2020. American Physical Therapy Association, Fairfax, VA. <http://www.apta.org/Vision2020/>
3. Beyond Vision 2020, American Physical Therapy Association, Fairfax, VA. <http://www.apta.org/BeyondVision2020/>
4. *Guide to Physical Therapist Practice, Third Edition*. American Physical Therapy Association, 2013.

## APPENDIX 1

### UNIVERSITY OF ILLINOIS AT CHICAGO DEPARTMENT OF PHYSICAL THERAPY Self-Directed Learning Experience Project Proposal

Name: \_\_\_\_\_

I. Description of Project (*no more than 100 words*)

II. The proposed project will fulfill the following competencies:

- \_\_\_\_\_ Social Responsibility
- \_\_\_\_\_ Teaching
- \_\_\_\_\_ Career Development
- \_\_\_\_\_ Prevention and Wellness
- \_\_\_\_\_ Interprofessional Development and/or Experiences

III. List of Participants and expected contributions of each participant for group projects (*for example - generating idea and design of project, writing or creating documents, presentations, data collection and analysis, project coordinator*)

Participants	Role/s of Each Participant
1.	
2.	
3.	

IV. Objectives to be achieved (Insert rows as needed)

- a.
- b.
- c.
- d.

V. Project Plan (Insert Rows as Needed)

Tasks ( <i>background research, interviews, meetings, preparation of materials, presentations, data collection, analysis, project evaluation</i> )	Expected Time Required for Completion of Task	Deadline (dates or indicate Semester 1-7)	Person(s) Responsible

VI. Evidence of achievement for each competency



**Appendix 2**  
**Professionalism in Physical Therapy: Core Values Self-Assessment**

**Perform a Self-Assessment using the following Rating Scale**  
**(1=Never, 2=Rarely, 3=Occasionally, 4 = Frequently, 5 = Always)**

<b>Core Value</b>	<b>Definition</b>	<b>Ave. Rating Semester 2 PT 625</b>	<b>Ave. Rating Semester 4 PT 626</b>	<b>Ave. Rating Semester 7 PT 627</b>
<b>Accountability</b>	Accountability is active acceptance of the responsibility for the diverse roles, obligations, and actions of the physical therapist including self-regulation and other behaviors that positively influence patient/client outcome, the profession and the health needs of society.			
<b>Altruism</b>	Altruism is the primary regard for or devotion to the interest of patients/clients, thus assuming the fiduciary responsibility of placing the needs of the patient/client ahead of the physical therapist's self-interest.			
<b>Compassion/ Caring</b>	Compassion is the desire to identify with or sense something of another's experience; a precursor of caring. Caring is the concern, empathy, and consideration for the needs and values of others.			
<b>Excellence</b>	Excellence is physical therapy practice that consistently uses current knowledge and theory while understanding personal limits, integrates judgment and the patient/client perspective, challenges mediocrity, and works toward development of new knowledge.			
<b>Integrity</b>	Integrity is steadfast adherence to high ethical principles or professional standards; truthfulness, fairness, doing what you say you will do, and "speaking forth" about why you do what you do.			
<b>Professional Duty</b>	Professional duty is the commitment to meeting one's obligations to provide effective physical therapy services to individual patients/clients, to serve the profession, and to positively influence the health of society.			
<b>Social Responsibility</b>	Social responsibility is the promotion of a mutual trust between the profession and the larger public that necessitates responding to societal needs for health and wellness.			

**Professionalism in Physical Therapy: Core Values Self-Assessment”**  
Reflection Statements

**1<sup>st</sup> Semester Assessment:**

**4<sup>th</sup> Semester Assessment:**

**7<sup>th</sup> Semester Assessment:**

**Appendix 3**  
**UNIVERSITY OF ILLINOIS AT CHICAGO COLLEGE OF**  
**APPLIED HEALTH SCIENCES DEPARTMENT OF**  
**PHYSICAL THERAPY**

**PORTFOLIO**  
**CHECK POINTS**

Student name: \_\_\_\_\_

Meet with your advisor and **upload a copy of this form to the Portfolio Blackboard** site by the dates indicated below. For the final portfolio submission use Appendix 4.

SDLEs	Portfolio Check Points	
	2 <sup>nd</sup> semester ( PT 625 - 4/30) At least 1 SDLE	5 <sup>th</sup> semester (PT 622 2/15) At least 2 additional SDLEs
1. TEACHING & MENTORING		
2. PREVENTION & WELLNESS		
3. SOCIAL RESPONSIBILITY		
4. CAREER DEVELOPMENT		
5. INTERPROFESSIONAL DEVELOPMENT and/or EXPERIENCES		

Appendix 4

UNIVERSITY OF ILLINOIS AT CHICAGO  
COLLEGE OF APPLIED HEALTH SCIENCES  
DEPARTMENT OF PHYSICAL THERAPY

SEMESTER 7  
PORTFOLIO SIGN-OFF FORM

Name: \_\_\_\_\_

**Section 1: Self-Directed Learning Experiences:**

*Fill-in project title/s associated with each SDLE category before turning in the portfolio and Sign-off form to your advisor.*

Category	Project Title	Faculty advisor signature/date	Comments
Teaching			
Prevention and Wellness			
Social Responsibility			
Interprofessional Development and/or EXPERIENCES			
Career Development			

**Section 2: Include your completed Self-Assessment of Core Values form**

\_\_\_\_\_  
Advisor Initial

Name of Faculty Advisor: \_\_\_\_\_

Faculty Advisor signature: \_\_\_\_\_

Date: \_\_\_\_\_