

Guidelines for Study Group

- A study group should contain a minimum of three participants and a suggested maximum of no more than 20 participants.
- Each study group session should be no less than 50 minutes; participants may earn one unit per three clock hours while in session with the group.
- Attendance records shall be maintained.
- The study group shall develop and document learning goals. The goals may be in the areas of assessments, interventions, resources and other evidence-based practice topics. The goals should be written based on demonstrative outcomes of the participants.
- The study group shall next develop and document a plan by which the group goals are to be achieved. This may be done by reading and reviewing journal articles; reviewing journal articles; reviewing professional books or texts in books; developing a research study; or presenting a topic pertinent to the group's goals.
- One participant should take minutes or notes of each meeting. Once the group has met its goals, analysis of the learning outcomes should be summarized reviewing what was learned, how the learning can be incorporated in one's role, and implications for future learning.

Guidelines for Volunteer Service

The certificant should:

- Apply the skills and knowledge learned throughout his/her career to enhance, evaluate, monitor, and/or better the lives or situations of organizations, populations, communities, or individuals in a volunteer setting (e.g., teaching swimming to children with special needs or grief counseling in a hospice setting.)
- Develop and implement community-focused activities to enhance reliance on occupational therapy.
- Record the names of the organizations/communities/individuals in which interaction occurred.
- Record the dates of interactions and length of time spent at interactions.
- Summarize the interactions and outcomes of the professionally related situation.

Guidelines for Journal Reading

- For journal reading a minimum of one article is equivalent to .5 units.
- The readings shall be related to one's professional role.

- The annotated bibliography is required.
- Write a report that analyzes the content of the articles and the impact these articles have with respect to one's role. Areas to be addressed are journal topics, applicability to role, and impact on communities served.
- Dates of when the articles were read should be recorded.

Guidelines for Mentoring

- The mentor and the mentee have a one-on-one relationship.
- The mentee is the learner of a certain skill or skill set, while the mentor is the teacher of the mentee and shall be initially certified with NBCOT, and currently licensed in the State of Missouri.
- The mentor is to teach the mentee a particular area or areas of his or her expertise.
- The relationship length should be no less than ten (10) clock hours. *NOTE: A supervisor in a work setting is not acceptable; mentoring is not supervision.*

The following documentation is required to be maintained by both the mentor and the mentee:

Names of both mentor and mentee

Goals of the mentee

Mentors' plan of instruction

Date and times of instruction

Upon completion of the mentoring (attainment of skill), the mentor is to evaluate

The mentee; and the mentee is to evaluate the mentorship program and his or her

attainment of skills.

Upon receipt of the mentee evaluation of this mentorship experience, the mentor

will review the feedback and document improvement for future mentor roles and

activities.