

Professional Development Plan

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Program: PhD in Human Services

Specialization: General

Walden University

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Professional Development Plan

Part 1: Professional Goals

Professional Introduction

Start off with a clear paragraph that describes your academic and professional goals. Include the name of your specialization, if relevant, and possible career goals and special academic interests. List past professional and personal efforts that you will likely carry into future work. This paragraph will be extremely useful to assist those assigning mentors who will guide your academic work after HUMN 6000/8000 is completed.

Professional and Academic Background

Discuss your education and work history, using details to help create a clear picture of the chronology, locations, and type of work or study involved. You do not need to provide elaborate details here as you will be discussing the nature of your past pursuits in Part 2.

Goal Statements and Their Relation to Academic Research

Here you will answer the question of how your graduate study at Walden will contribute to meeting your overall goals. Be sure to discuss both your goals and how you expect to achieve them through academic research. Here, you might refer to your tentative dissertation topic.

Reflection of Walden's Mission Statement

Discuss how Walden's mission statement corresponds to your own philosophy and goals. Be sure to demonstrate that you have read the mission statement by using specific examples from the statement itself.

Attainment of the Advanced Degree Related to Goals

Discuss how an advanced degree from Walden will help you attain your goals. Why did you choose this university and/or online environment above all others?

Part 2: Educational Background and Research Proficiency

In this section, discuss your academic and relevant personal proficiencies. Consider using subheadings to separate different sections of this part of your narrative. See the resources on the [Writing Center website](#) for instructions on formatting APA headings.

Academic Coursework in the Social and Behavioral Sciences

This is your chance to elaborate on your educational background and competencies. You may choose to list in bulleted form your most relevant courses.

Academic Coursework in Other Fields

Here you should elaborate on your educational background, competencies, past research, relevant coursework, publications, and other academic achievements. You may choose to list in bulleted form your most relevant courses.

Professional Presentations, Seminars, Training, and Workshops

Discuss any training, skills, or other experience related to your professional endeavors.

Volunteer Work

If relevant, discuss work you have done in your community that has inspired your current course of study.

Past Research, Publications, and Teaching Assignments

If relevant, discuss past research you have been involved with, along with any of your teaching assignments. If you have published research in the past, list the publications.

Access to Research Materials

Describe the availability of databases, information technology, and other research materials necessary for graduate study. Think about local libraries, resource centers, and your professional contacts to which you may have access.

Academic and Research Strengths and Weaknesses

In this section you should analyze the strengths and weaknesses you bring to graduate study, the opportunities or assets you have to help you, and any situations or conditions that may pose a threat to your success. You should also give your faculty a sense of how they may help you meet your goals, so give an honest account of this analysis.

Conclusion

Wrap up this section with your perspective on your readiness for graduate study.

Part 3: Plan of Study and Program of Study Form

Overall Learning Goals

Describe your goals for study at Walden, using as much detail as you can at this point. How do you plan to use Walden's course offerings? What are your goals for the courses you plan to take?

Description of Coursework

Discuss your plan for taking courses here at Walden. Be sure to browse through the course catalog, paying attention to the differences among the courses and the content they will include. Think about each course in your Program of Study (POS), and spend some time here discussing what you hope to learn from these courses.

We understand that your ideas will change and develop as you move through the program, but we want you to get your creative ideas flowing, identify reasons to spend more time with the resources for your studies and in dialogue with other scholars and fellow students, and be more prepared for your first conversations with your Instructors.

References

(Please note that the following references are intended as examples only.)

Alexander, G., & Bonaparte, N. (2008). My way or the highway that I built. *Ancient Dictators*, 25(7), 14–31. doi:10.8220/CTCE.52.1.23-91

Babar, E. (2007). The art of being a French elephant. *Adventurous Cartoon Animals*, 19, 4319–4392. Retrieved from <http://www.elephants104.ace.org>

Bumstead, D. (2009). The essentials: Sandwiches and sleep. *Journals of Famous Loafers*, 5, 565–582. doi:12.2847/CEDG.39.2.51-71

Hansel, G., & Gretel, D. (1973). *Candied houses and unfriendly occupants*. Thousand Oaks, CA: Fairy Tale Publishing.

Hera, J. (2008). Why Paris was wrong. *Journal of Greek Goddess Sore Spots*, 20(4), 19–21. doi: 15.555/GGE.64.1.76-82

Laureate Education (Producer). (2007). *How to cite a video: The city is always Baltimore* [Video file]. Baltimore, MD: Author.

Laureate Education (Producer). (2010). *Name of program* [Video webcast]. Retrieved from <http://www.courseurl.com>

Sinatra, F. (2008). Zing! Went the strings of my heart. *Making Good Songs Great*, 18(3), 31–22. Retrieved from <http://articlesextollingrecordingsofyore.192/fs.com>

Smasfaldi, H., Wareumph, I., Aeoli, Q., Rickies, F., Furoush, P., Aeegrade, V., ... Fiiel, B. (2005). *The art of correcting surname mispronunciation*. New York, NY: Supportive Publisher Press.

Rubric Detail

Select *Grid View* or *List View* to change the rubric's layout.

Name: HUMN_6000_Weeks_2-5_Assignment_Rubric

Exit

Grid View

List View

	A: Exemplary	B: Meets the Standard	C: Progressing	F: Emerging
Paper or writing Assignment is:	42 (33.6%) - 45 (36%) <i>Responsive to and exceeds the requirements given in the instructions. It:</i> ☐ Responds to the assigned or selected topic; ☐ Goes beyond what is required in some meaningful way (e.g., ideas contribute a new dimension to what we know about the topic, unearths something unanticipated); ☐ Is substantive and evidence-based; ☐ Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and	38 (30.4%) - 41 (32.8%) <i>Responsive to and meets the requirements given in the instructions. It:</i> ☐ Responds to the assigned or selected topic; ☐ Is substantive and evidence-based; ☐ Demonstrates that the student has read, viewed, and considered the Learning Resources in the course and that the Paper topic connects in a meaningful way to the course content; and ☐ Is submitted by the due date.	32 (25.6%) - 37 (29.6%) <i>Somewhat responsive to the requirements given in the instructions. It:</i> ☐ Somewhat misses the point of the assigned or selected topic; and/or ☐ Lacks in substance, relying more on anecdotal evidence; and/or ☐ Contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the Paper topic connects in a meaningful way to the	0 (0%) - 36 (28.8%) <i>Unresponsive to the requirements given in the instructions. It:</i> ☐ Misses the point of the assigned or selected topic; and/or ☐ Relies primarily on anecdotal evidence; and/or ☐ Contains little evidence that the student has read, viewed, and considered the Learning Resources in the course and that the Paper topic connects in a meaningful way to the course content; and/or ☐ Is

	A: Exemplary	B: Meets the Standard	C: Progressing	F: Emerging
	that the Paper topic connects in a meaningful way to the course content; and ☐ Is submitted by the due date.		course content; and ☐ Is submitted by the due date.	submitted past the late deadline.
Paper or writing Assignment demonstrates/provides:	38 (30.4%) - 40 (32%) ☐ In-depth understanding and application of concepts and issues presented in the course (e.g., insightful interpretations or analyses; accurate and perceptive parallels, ideas, opinions, and conclusions), showing that the student has absorbed the general principles and ideas presented and makes inferences about the concepts/issues or connects them to other ideas; ☐ Rich and relevant examples; ☐ Thought-provoking ideas and interpretations, original thinking, new perspectives; ☐ Original and critical thinking; and ☐ Mastery	34 (27.2%) - 37 (29.6%) ☐ Understanding and application of the concepts and issues presented in the course, demonstrating that the student has absorbed the general principles and ideas presented; ☐ Relevant examples; ☐ Thought-provoking ideas and interpretations, some original thinking, and critical thinking; ☐ Mastery and application of knowledge and skills or strategies presented in the course.	28 (22.4%) - 33 (26.4%) ☐ Minimal understanding of concepts and issues presented in the course, and, although generally accurate, displays some omissions and/or errors; and/or ☐ Few and/or irrelevant examples; and/or ☐ Few if any thought-provoking ideas, little original thinking; and/or ☐ "Regurgitated" knowledge rather than critical thinking; ☐ Little mastery of skills and/or numerous errors when using the knowledge, skills, or strategies presented in the course.	0 (0%) - 37 (29.6%) ☐ A lack of understanding of the concepts and issues presented in the course, and/or application is inaccurate and contains many omissions and/or errors; and/or ☐ No examples or irrelevant examples; and/or ☐ No thought-provoking ideas or original thinking; and/or ☐ No critical thinking; ☐ Many critical errors when applying knowledge, skills, or strategies presented in the course.

	A: Exemplary	B: Meets the Standard	C: Progressing	F: Emerging
	and thoughtful/ accurate application of knowledge and skills or strategies presented in the course.			
Writing is:	38 (30.4%) - 40 (32%) Scholarly and <i>exceeds</i> graduate-level writing expectations. Paper: ☒ Uses language that is clear, concise, and appropriate; ☒ Has few if any errors in spelling, grammar, and syntax; ☒ Is extremely well organized, logical, clear, and never confuses the reader; ☒ Uses a preponderance of original language and uses direct quotes only when necessary and/or appropriate; ☒ Provides information about a source when citing or paraphrasing it; ☒ Consistently uses correct APA form and style (including citations,	34 (27.2%) - 37 (29.6%) Scholarly and <i>meets</i> graduate-level writing expectations. Paper: ☒ Uses language that is clear; ☒ Has a few errors in spelling, grammar, and syntax; ☒ Is well organized, logical, and clear; ☒ Uses original language and uses direct quotes when necessary and/or appropriate; ☒ Provides information about a source when citing or paraphrasing it; ☒ Provides correct APA citations about a source when citing or paraphrasing it.	28 (22.4%) - 33 (26.4%) <i>Somewhat below</i> graduate-level writing expectations. Paper: ☒ Uses language that is unclear and/or inappropriate; ☒ Has more than occasional errors in spelling, grammar, and syntax and/or lacks correct APA citations; ☒ Is poorly organized, is at times unclear and confusing, and has some problems with logical flow; ☒ Reflects an underuse of original language and an overuse of direct quotes and paraphrases; ☒ Sometimes lacks	0 (0%) - 27 (21.6%) <i>Well below</i> graduate-level writing expectations. Paper: ☒ Uses unclear and inappropriate language; ☒ Has many errors in spelling, grammar, and syntax; and/or ☒ Lacks organization in a way that creates confusion for the reader; ☒ Contains many direct quotes from original source materials and/or consistently and poorly paraphrases rather than using original language; ☒ Lacks information about a source when citing or paraphrasing

A: Exemplary

references, use of nonbiased language, clear organization, good editorial style, etc.) with very few or no errors.

B: Meets the Standard

C: Progressing

information about a source when citing or paraphrasing it.

F: Emerging

it and/or incorrect use of APA.

Total Points: 125

Name: HUMN_6000_Weeks_2-5_Assignment_Rubric

Exit

Week 3

Assignment: Professional Development Plan: Parts 1 & 2

A Professional Development Plan (PDP) helps you to plan your studies and identify how a degree program fits into your overall academic and professional goals. When creating a PDP, it is important to consider your skills, experiences, and resources and assess how they might impact your broader plan. For this Assignment, use the template in this week's Learning Resources to complete your own PDP. Keep in mind that as you progress academically and professionally, it might be necessary to modify your plan.

To complete:

Using the template provided in the Learning Resources, complete Part 1 and Part 2 of your Professional Development Plan (PDP). Be sure to address all topics within the template, as this will help you to create a plan that cultivates your professional identity.

Week 3- 9/14/2017-The first draft of Part 1 and Part 2 is due.

Week 4- 9/21/2017- The first draft of Part 3 is due.

Please save your Assignment using the naming convention "WK3Assgn+last name+first initial.(extension)" as the name.

Click the Weeks 2–5 Assignment Rubric to review the Grading Criteria for the Assignment.

Click the Week 3 Assignment link. You will also be able to "View Rubric" for grading criteria from this area.

Next, from the Attach File area, click on the Browse My Computer button. Find the document you saved as "WK3Assgn+last name+first initial.(extension)" and click Open.

If applicable: From the Plagiarism Tools area, click the checkbox for I agree to submit my paper(s) to the Global Reference Database.

Week 5 - Assignment: Plagiarism and Paraphrasing

Whether or not an act of plagiarism is intentional or accidental, it can be a serious threat to a student's academic integrity. To avoid plagiarism in your scholarly writing, it is important to recognize what it might look like and learn how to use paraphrasing instead. By paraphrasing and correctly citing the original author for his or her ideas, you are able to take the ideas of others, summarize them, and incorporate them into your own thinking.

For this Assignment, read the passages provided and compare the original passages to the student writing samples.

Example 1:

Passage 1:

Reference: Crossen, C. (1994). *Tainted truth: The manipulation of fact in America*. New York, NY: Simon & Schuster.

Doctors, whose first allegiance is supposed to be to their patients, have traditionally stood between drug company researchers and trusting consumers. Yet unless there is evidence of misconduct (the deliberate misrepresentation of something as fact by someone who knows it is not), it is very difficult to discover and virtually impossible to prove that a piece of biomedical research has been tainted by conflict of interest. No study is perfect, and problems arise in the labs of even the most conscientious and honest researchers. Although biomedical research incorporates rigorous scientific rules and is often critically scrutinized by peers, the information can nevertheless be warped—by ending a study because the results are disappointing; changing rules mid-study; not trying to publish negative results; publicizing preliminary results even with final and less positive results in hand; skimming over or even not acknowledging drawbacks; and, especially, casting the results in the best light or, as scientists say, buffing them.

This next passage was written by a student who wants to use the Crossen resource in a paper and is trying not to plagiarize. Evaluate the student's work for evidence of plagiarism and/or paraphrasing.

Passage 2:

Consumers must trust that the research that has gone into the manufacture of new drugs is safe. But it is hard to know if a conflict of interest between doctors, researchers, and the drug company stockholders has tainted the results. Biomedical researchers incorporate strict rules of science into their work, which is examined by peers. Yet the resulting information can be warped for five reasons: ending a study too soon, not publishing negative results, publishing results too early, skimming over or ignoring drawbacks, and "buffing" the results by showing them in the best light (Crossen, 1994, p. 167).

Example 2:

Passage 1:

Reference: O’Conner, P. (2003). *Woe is I: The grammarphobe’s guide to better English in plain English*. New York, NY: Riverhead Books.

A good writer is one you can read without breaking a sweat. If you want a workout, you don’t lift a book—you lift weights. Yet we’re brainwashed to believe that the more brilliant the writer, the tougher the going.

The truth is that the reader is always right. Chances are, if something you’re reading doesn’t make sense, it’s not your fault—it’s the writer’s. And if something you write doesn’t get your point across, it’s probably not the reader’s fault—it’s yours. Too many readers are intimidated and humbled by what they can’t understand, and in some cases that’s precisely the effect the writer is after. But confusion is not complexity; it’s just confusion. A venerable tradition, dating back to the ancient Greek orators, teaches that if you don’t know what you’re talking about, just ratchet up the level of difficulty and no one will ever know.

Don’t confuse simplicity, though, with simplemindedness. A good writer can express an extremely complicated idea clearly and make the job look effortless. But such simplicity is a difficult thing to achieve because to be clear in your writing you have to be clear in your thinking. This is why the simplest and clearest writing has the greatest power to delight, surprise, inform, and move the reader. You can’t have this kind of shared understanding if writer and reader are in an adversary relationship (pp. 195–196).

This last passage was written by a student who wants to use the O’Conner resource in a paper and is trying not to plagiarize. Analyze the student’s work for evidence of plagiarism and/or paraphrasing.

Passage 2:

Some people think the most intelligent writing should be difficult for readers to comprehend. However, this is a misconception about writing. Complicated sentences create unnecessary confusion and prevent readers from understanding the main ideas. Instead, simple and clear writing helps readers understand even the most difficult concepts. Therefore, writers have an important responsibility to express their thoughts and ideas in a way that is succinct, comprehensible, and engaging. A good writer should be mindful of who the target readers are and then use simple and clear language to communicate ideas (O’Conner, 2003).

To complete:

Write a 1- to 2-page paper that addresses the following:

Explain how you tell a story or paraphrase in your own words and keep its meaning.

Explain how personal and cultural views on plagiarism might present challenges.

Identify and explain any evidence of plagiarism and/or paraphrasing that is found in the student passages provided.

Explain at least two strategies you might use to revise the student passages and avoid plagiarism.

Reminder: Proper formatting and APA citations are required. Refer to the Writing Template for Course Papers for additional guidance.

By Day 7

This Assignment is due.

Submission and Grading Information

To submit your completed Assignment for review and grading, do the following:

Please save your Assignment using the naming convention "WK5Assgn+last name+first initial.(extension)" as the name.

Click the Weeks 2–5 Assignment Rubric to review the Grading Criteria for the Assignment.

Click the Week 5 Assignment link. You will also be able to "View Rubric" for grading criteria from this area.

Next, from the Attach File area, click on the Browse My Computer button. Find the document you saved as "WK5Assgn+last name+first initial.(extension)" and click Open.

Week 6

Assignment 1: Journal: Academic Writing Reflection

Although it has only been 6 weeks, hopefully, you have already seen growth and development in your academic writing skills. Throughout your program, you will be exposed to an abundance of academic literature and continue to grow as a scholar. Take a little time to think about your current writing, based on what you have learned and your Instructor's feedback over the past 6 weeks. Reflect on existing strengths that you can leverage and areas you can continue to develop. Ensure that you are continuing to do this throughout your academic journey. It is just as important to reflect on the progress you have made, as it is to recognize areas that you can continue to improve.

To prepare:

Review this week's assigned reading in the course text, *Essential Guide to Critical Reading and Writing*. Then, review and reflect on the journal entry you wrote in Week 1. Provide a self-assessment in your journal this week on:

- **How has your academic writing changed throughout the course? Provide examples.**
- **What areas in your academic program do you think have improved the most, and why?**
- **What areas do you think you need further guidance? What is your strategy to improve the areas identified?**

Your journal entry should be approximately 400–800 words. Include at least two Walden resources from the Learning Resources this week (that you used in your self-assessment).

Rubric Detail

Select **Grid View** or **List View** to change the rubric's layout.

Name: HUMN_6000_Week_6_Journal_Rubric

Exit

Grid View

List View

	Excellent	Good	Fair	Poor
Content Review of parameters for individual Assignments	25 (50%) - 25 (50%) All required content is discussed in the Journal.	22 (44%) - 24 (48%) One of the required components is missing.	19 (38%) - 21 (42%) More than one of the required components is missing; OR Entries are a little off topic or a little vague.	0 (0%) - 18 (36%) Entry is missing; OR Entries are very off topic; AND/OR Limited depth and/or insufficient detail is given for the reader to understand the content.
Reflective Analysis and Writing Reflective thoughts about the topics and some self-analysis	25 (50%) - 25 (50%) Reflection is thoughtful, convincing, insightful, and exploratory.	22 (44%) - 24 (48%) Some analysis and reflection is present BUT Could be been more thoughtful, convincing, insightful, or exploratory; AND/OR Is somewhat lacking in connection between the topic and the personal experiences and thoughts.	19 (38%) - 21 (42%) Analysis and reflection is not very compelling, thoughtful, insightful, or convincing; AND/OR Analysis is very brief and ideas were not elaborated upon; AND/OR Connection between the topic and personal experiences and thoughts is limited.	0 (0%) - 18 (36%) Analysis/reflection of the topics is missing; AND/OR Writing is limited to basic generalizations; AND/OR Writing is disorganized and unclear.

Total Points: 50

Name: HUMN_6000_Week_6_Journal_Rubric

Exit