

## **How My Professional Development Plan Aided In My Learning**

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I can remember back to when I was a child, and everyone asked me what I wanted to be when I was older. Back then I didn't know what I wanted to be. As I progressed and got older and more heavily-involved with dance, I was led into Physical Therapy from a past instructor. I loved this idea and pushed forward with that through high school, community college, and up until about a year and half prior to my bachelors degree, and realized that I don't want to do that. I then was introduced into student affairs through housing. I had no idea what this area was, and started to look into it - this is where I found my joy. Now, fast-forward to today and I am about to be graduating with a masters degree in student affairs and I couldn't be happier that I am doing what I want to be doing - helping other people (but in a way that brings me joy and is educational). So, as I was looking at my professional development plan, I am now looking forward to where I want to be in my future, but now with a better idea of my reason why.

My 'why' is what guides me to be where I want to be and do what I want to do. Through building out what my professional development plan looked like, I had ideas of what I wanted to do, but seeing it in a visual really solidified what I want to do and is helping me make sure I stay on track and holds me accountable to my 'why.' This assignment had me look at the NASPA and ACPA Ten Competencies and re-evaluate where I find myself between foundational to advanced in each one. I then needed to share specific examples and details that would help me work on the competencies that I evaluated at a foundational level. I also had to think about what work I want to do and how I want to help students. This opportunity looked at my career and growth plan as defined at intervals of 1 year, 3 years, 5 years, and 10 years out from today. This allowed me the time to reflect on experiences and what I want to do as I grow as a professional.

Reflecting on my time through this course and the learning and experiences I have processed through, I gained direct and impactful knowledge and ideas on how I engage in student growth and development, apply self-awareness and self-regulation practices through advising, vary my leadership approaches as I coach students through trying times, engage in meaningful outcomes-based assessment by finding out how I can adjust and be better for the next student I work with, constantly ask questions and researching topics that are impactful to students, communicate ideas effectively, and employ equity-mindedness when working with the students I advise (PLO 1, PLO 2, PLO 3, PLO 5, PLO 6, PLO 7, and PLO 8). Specifically, I plan to constantly ask questions and research topics that are impactful to students to gather consistent feedback so I can make sure that my interactions are consistent with their development (PLO 6). The more I work on my own development and the development of students, I feel more energized to explore what that looks like for students (PLO 1) and help communicate effectively with them (PLO 7) as they work through their own growth into their professional lives.

Reflecting on my revised and original program goals I had set, I have not completed any of my revised or standing goals that I had set for myself through this artifact or my work in this course. Although I had not completed any goals, this class allowed me to reflect on who I want to be and where I want to go, and provided me the opportunity of other career goals I have set for myself and where I aspire to go and become. As this artifact for this class was to plan out my professional development, I am left with many goals for myself to work on to attain the specific area I hope to go into. A lot of this work will work through networking, and taking opportunities presented to myself to grow.

### **References**

SDSU PELSA. (2021). *Curriculum*. ARPE | College of Education | SDSU.

<https://education.sdsu.edu/arpe/ma-student-affairs/curriculum>