# OT 578

# PERSONAL TRANSFORMATION III

# SYLLABUS AND TOPICAL OUTLINE

## CREDIT HOURS: 1

FACULTY: All faculty will function as advisors for a small group of students for this course. You will be assigned a faculty advisor at the outset of the program. One faculty member will function as the course coordinator.

OFFICE PHONE: 203-371-7734

OFFICE EMAIL: bettsj1008@sacredheart.edu

OFFICE HOURS: By appointment in person or virtual

CLASS DAY AND TIME: Asynchronous

CLASS FORMAT: Online with group and individual advising

**COURSE DESCRIPTION:**  
Personal transformation III is a continuation of the course you began in your first semester. This course will again require self-reflection and will begin to relate your self-reflection to the practice of occupational therapy.

We believe that the process of becoming an occupational therapist in this program will transform you. You will be continuing to document this transformation in your portfolio.

**COURSE RELATIONSHIP TO OCCUPATIONAL THERAPY PRACTICE AND AOTA VISION 2025**The AOTA vision currently states that “As an inclusive profession, occupational therapy maximizes health, well-being, and quality of life for all people, populations, and communities through effective solutions that facilitate participation in everyday living.” In order for the profession to make this vision become a reality, practitioners must engage in self-reflective practice and ensure continual growth and learning.

## RELATIONSHIP TO CURRICULUM DESIGN

Our curriculum design is depicted by a longstanding symbol in OT going back to our origins- that of a weaving. The warp are the values of the profession, the program, and the university which run throughout the curriculum. The weft are the threads of occupational therapy content knowledge, skills, and experiences that comprise the foundation of our program. This course specifically addresses the warp as you will consider your own values in relation to the values of occupational therapy practice.

**TEACHING AND LEARNING METHODS**

This course will be completed through a variety of online activities, self-assessments, and both individual and group advising. Students will continue adding to their portfolio to document their transformation throughout the course of the program.

## COURSE POLICIES

STUDENT BUDGET FOR COURSE SUPPLIES: None

INDIVIDUAL AND GROUP WORK: All work in this course is individual with the exception of the group advising.

ACADEMIC INTEGRITY: refer to Program Manual

ATTENDENCE: this is an online asynchronous course but attendance is required for advising meetings whether in person or by Zoom.

PROFESSIONAL BEHAVIORS: refer to Program Manual

**ACCESS AND ACCOMMODATIONS**

The [Office of Student Accessibility](https://www.sacredheart.edu/offices--departments-directory/jandrisevits-learning-center/office-of-student-accessibility/) provides instructional accommodations and services for students with disabilities in compliance with the Americans with Disabilities Act of 1990 and Section 504 of the Rehabilitation Act of 1973.

If you are in need of assistance to access any materials related to this course or anything else related to your learning experience or time on campus, please contact your instructor or visit the [Office of Student Accessibility](https://www.sacredheart.edu/offices--departments-directory/jandrisevits-learning-center/office-of-student-accessibility/).

**REQUIRED TEXT**

## None

## RECOMMENDED RESOURCES

Davis, L. & Rosee, M. (2015). Occupational therapy Student to Clinician: Making the transition. Thorofare, NJ: Slack

Nagayda, J., Schindehette, S., & Richardson, J. (2005). The professional portfolio in occupational therapy: Career development and continuing competence. Thorofare, NJ: Slack

## PULLING IT ALL TOGETHER WITH LEARNING OBJECTIVES

* Each program in OT must meet the same Accreditation Council for Occupational Therapy Education (ACOTE) standards. How they are met varies from program to program. In each program, each standard must be addressed in at least two courses. The standards that are addressed in this course are listed in the table below. This link will allow you to review the [ACOTE standards](https://www.aota.org/Education-Careers/Accreditation/StandardsReview.aspx).
* The course learning objectives are linked to the ACOTE standards as well as the program’s objectives, mission and vision, and the overall curricular design. . Table 1 shows the connection between the course learning objectives, the program objectives they are linked to, the ACOTE standards that are addressed in this course, as well as how we plan to meet and measure the learning objectives for this course.
* All course expectations are designed according to [Bloom’s Taxonomy of Learning Domains](http://www.celt.iastate.edu/teaching-resources/effective-practice/revised-blooms-taxonomy/)---Remember, Understand, Apply, Analyze, Evaluate, and Create. This course requires students to analyze, evaluate, and create.

## Table 1- Learning objectives and ACOTE standards

|  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- |
| Course Learning Objective | Blooms Taxonomy Level | Program Objective | ACOTE Standard | Learning Experiences | How Will the Learning Objective be Measured? |
| Engage in self-reflection to guide continued learning and transformation |  | Engage in continual learning …. with intellectual open-mindedness | B.1.2.  B.2.9  B.2.10  B.3.1 | Online activities  Knowledge Assessment  Advising meetings  Journaling | LinkedIn Post  Portfolio  Professional behaviors  Cultural Humility Assignments |
| Evaluate your own performance.  Organize a portfolio that documents professional competence and growth and supports your evaluation of your professionalism and professional involvement. |  | Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process. | B.2.9  B.2.10  B.3.1 | Online activities  Knowledge assessment  Advising meetings  Journaling | LinkedIn Post  Portfolio  Professional behaviors |

## Table 2 Description of Assignments and Grading

| ASSIGNMENT | DESCRIPTION | PERCENT OF GRADE |
| --- | --- | --- |
| LinkedIn Post | There will be one LinkedIn post assignment this semester. | 10% |
| Resume and mission statement | You will complete or update your resume and will write a personal mission statement for your portfolio. You will not be graded on these for quality, but you will create and submit them and will get feedback on both. Both will be part of your final portfolio. | Complete/Incomplete  5% |
| Professional Behaviors | Students will be required to demonstrate the professional behaviors they learn about in the first semester courses. Difficulties with professional behaviors may result in additional advising, loss of points, the development of a professional behavior plan, or other activities as designated by the professional performance committee. | 30% |
| Portfolio | Students will continue to add to their online portfolio created in the first semester. A list of documents will be provided as options for uploading but it will be up to the student to choose what to highlight in the portfolio to document self-transformation. Methods for grading the portfolio will be provided on BB. | 20% |
| Cultural Humility Course, Pre-Test, and Journal Entry | Students will be asked to complete the pre-test about cultural humility, then complete the course "Learning to Practice with Cultural Humility" on occupationaltherapy.com. This is a free course with your graduate student email address. Later in the program, you will take the same test again. See BB for details on the journal entry. | 25% |
| Attendance at advising meetings | Students will have 3- 5 advising meetings across the semester either in a small group or as an individual. | 10% |

# TOPICAL OUTINE

| **Week** | **TOPICS/**  **READINGS** | **Online activities** | **ASSIGNMENT DUE DATES** |
| --- | --- | --- | --- |
| 1-3 | How our values influence our practice as OTs  Relate values to FW and our program | Readings posted to BB:  Thomas, Y., Seedhouse, D., Peutherer, V., & Loughlin, M. (2019). An empirical investigation into the role of values in occupational therapy decision-making. *British Journal of Occupational Therapy, 82*(6), 357-366. https://doi.org/10.1177/0308022619829722 | Group Advisement #1  Linked In Post Due May 18th at 11:59 PM |
| 4-6 | Growing your understanding of cultural humility  Differing worldviews and perspectives | Readings posted to BB  Kokorelias, K. M., Wu, V., Colquhoun, H., Sangrar, R., Wijekoon, S., Nelson, M. L. A., Assaf, H., Ramachandran, M., & Singh, H. (2025). Cultural humility practices in occupational therapy services: A scoping review. *The American Journal of Occupational Therapy, 79*(2), 7902180080. <https://doi.org/10.5014/ajot.2025.050738> | Cultural Humility Pre-Test, Online OT.com Course, and Journal Entry  All items due June 8th at 11:59 PM |
| 7-9 | Professional Development Plan check in | Revisit your goals and document your growth and development towards them. | Individual advising meeting #1 to review PDP |
| 10-13 | Creating your resume and personal mission statement | Readings and viewing examples | Resume draft due  Mission statement draft due  Group Advisement #2 |
| 14-15 | Portfolio Development | Continue to add to, revise and reorganize your portfolio. | Upload documents to portfolio  Optional Individual advising meeting #2 |