

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.

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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](#) 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.

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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](#).

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](#).
- 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.

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- All course expectations are designed according to Bloom's Taxonomy of Learning Domains---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%

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
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 OUTLINE

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. <i>British Journal of Occupational Therapy</i> , 82(6), 357-366. https://doi.org/10.1177/0308022619829722	Group Advisement #1 Linked In Post Due May 18 th at 11:59 PM
4-6	Growing your understanding of cultural	Readings posted to BB Kokorelias, K. M., Wu, V., Colquhoun, H.,	Cultural Humility Pre-Test, Online OT.com Course, and Journal Entry

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Week	TOPICS/ READINGS	Online activities	ASSIGNMENT DUE DATES
	humility Differing worldviews and perspectives	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. <i>The American Journal of Occupational Therapy</i> , 79(2), 7902180080. https://doi.org/10.5014/ajot.2025.050738	All items due June 8 th 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

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