

OT 525

OT 525
PERSONAL TRANSFORMATION I
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.

Dr Schlegel will be the course coordinator.

OFFICE PHONE: 203 365 4773

OFFICE EMAIL: schlegels@sacredheart.edu

OFFICE HOURS: Monday – Thursdays 8:30 – 4:40

CLASS DAY AND TIME: 1st Group Advisement meeting on Tuesday August 20th
9:30 – 11am and then as scheduled with faculty advisor

CLASS FORMAT: Online with group and individual advising

COURSE DESCRIPTION:

Personal transformation is a course where you will learn and practice some of the “soft skills” required of an occupational therapy professional. Soft skills are often highly valued by employers and can be the reason you get a job or get that promotion. Soft skills are things in addition to the skills you will learn in terms of “DOING” OT. They include things like communicating effectively, being flexible, being motivated, showing a good attitude, and successfully relating to others. To examine these skills in yourself requires self-reflection. This course will require frequent self-reflection in relation to a variety of assessments of your strengths and areas for growth and development. You will consider your personal values, your communication style, and your personality type. We believe that the

PERSONAL TRANSFORMATION I 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.

Dr Schlegel will be the course coordinator.

OFFICE PHONE: 203 365 4773

OFFICE EMAIL: schlegels@sacredheart.edu

OFFICE HOURS: Monday – Thursdays 8:30 – 4:40

CLASS DAY AND TIME: 1st Group Advisement meeting on Tuesday August 20th
9:30 – 11am and then as scheduled with faculty advisor

CLASS FORMAT: Online with group and individual advising

COURSE DESCRIPTION:

Personal transformation is a course where you will learn and practice some of the “soft skills” required of an occupational therapy professional. Soft skills are often highly valued by employers and can be the reason you get a job or get that promotion. Soft skills are things in addition to the skills you will learn in terms of “DOING” OT. They include things like communicating effectively, being flexible, being motivated, showing a good attitude, and successfully relating to others. To examine these skills in yourself requires self-reflection. This course will require frequent self-reflection in relation to a variety of assessments of your strengths and areas for growth and development. You will consider your personal values, your communication style, and your personality type. We believe that the process of becoming an occupational therapist in this program will transform

you. You will be documenting this transformation across the program through your portfolio. In addition, professional self-reflection should lead to careful planning for continued learning and growth across the rest of your career. This course will continue across 4 semesters, culminating in the completion of your academic portfolio and initiating your professional portfolio and professional development plan.

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.” 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 begin the

creation of their portfolio which will 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

ATTENDANCE: 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.

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

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. The program's objectives were developed based upon our PRIDE vision. 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](#)--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.4.1 B.4.23 B.7.2 B.7.4	Online activities Self-assessment Advising meetings	Portfolio Professional behaviors checklist Vision 2025 Assignment Self-Assessments
Create an academic portfolio to document your competence, as well as your growth and transformation		Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.	B.4.1 B.4.23 B.7.2 B.7.4	Online activities Self-assessment Advising meetings	Portfolio

Identify your personal values and compare those with the values of the profession		Apply ethical reasoning aligned with the AOTA and the program's values to make decisions and practice professionally	B.4.1 B.4.2 B.4.23 B.7.2 B.7.4	Online activities Self-assessments Advising meetings	Portfolio Vision 2025 Assignment
Behave professionally in interactions with peers and faculty		Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.	B.4.1 B.4.2 B.4.23 B.7.2 B.7.4	Online activities Self-assessments Advising meetings	Portfolio Professional behaviors Napier Professional Behaviors Checklist

Table 2 Description of Assignments and Grading

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
Vision 2025 Assignment	This is an individual assignment. Instructions and grading rubric are on BB.	20%
Professional Behaviors Checklist	Complete the Professional Behaviors reading from the OT Fieldwork Survival Guide (Napier, 2012) and complete the Professional Behavior Checklist) on yourself	10%

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
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 contract, or other activities as designated by the professional performance committee.	30%
Creation of portfolio	Students will begin their online portfolio using the platform of their choice. A list of documents from the first semester will be uploaded but it will be up to the student to choose what to highlight in the portfolio to document self-transformation. All self- assessments will be provided on BB or via links to online tools. Students will be required to include proof of their completion in their portfolio. Methods for grading the portfolio will be provided on BB.	10%
Personal Transformation Self-Reflection paper	In a 2-3 page, APA-style paper, articulate how the integration of self-assessment, goal development, and previous/current learning contributed to personal transformation this semester	30%

TOPICAL OUTLINE

Meeting	TOPICS/ READINGS	Learning Activities	ASSIGNMENT DUE DATES
Group Advisement Meeting 1 – Orientation week	<p>Examining important soft skills and learning Styles</p> <p>Prior to the advisement meeting please read and review: https://www.thebalancecareers.com/list-of-soft-skills-2063770#toc-list-of-top-soft-skills https://www.linkedin.com/business/talent/blog/talent-strategy/linkedin-most-in-demand-hard-and-soft-skills https://varklearn.com/introduction-to-vark/the-vark-modalities/</p>	<p>Complete Self Efficacy Scale https://edinstruments.org/instruments/college-academic-self-efficacy-scale-cases#:~:text=The%20College%20Academic%20Self%2DEfficacy,%2C%20writing%2C%20and%20class%20attendance.</p> <p>Complete VARK questionnaire during the group meeting and discuss as a group with your faculty advisor https://varklearn.com/the-vark-questionnaire/</p>	
Week 3-4	Professional behaviors	Self-assessment: Complete the professional behaviors checklist (Napier,	Schedule first individual advising meeting during week 3 or 4, sign individual advisor/advisee form

Meeting	TOPICS/ READINGS	Learning Activities	ASSIGNMENT DUE DATES
		2012) on yourself - posted on Blackboard	
Group Advisement Meeting 2	Emotional Intelligence Grit	Complete online prior to class: 1. Emotional Intelligence Test https://globalleadershipfoundation.com/geit/eitest.html Complete the GRIT scale during the meeting and discuss: https://angeladuckworth.com/grit-scale/ Discuss Vision 2025 Assignment	Personal Behaviors Checklist Due 10/20/24
Week 6-10		Begin filling out the Vision 2025 assignment with goals for yourself to be achieved during your time in the OT program	Schedule second individual advising meeting during week 6 - 10. Discuss your goals with your advisor. Sign individual advisor/advisee form
Group Advisement Meeting 3	Self- reflection Using self- reflection within your OT studies to improve your learning and performance	Review the VARK, Emotional intelligence Test, Self-Efficacy Scale, and the GRIT scale and write a reflection paper following the	Complete Vision 2025 Goal Assignment and submit to Blackboard by end of week 13 Complete Self Reflection paper and submit on BB by end of week 14

Meeting	TOPICS/ READINGS	Learning Activities	ASSIGNMENT DUE DATES
		instructions on Blackboard.	Upload initial documents (self-assessments) to your portfolio