OT 562 PERSONAL TRANSFORMATION II
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 be assigned as the course coordinator.

OFFICE PHONE: 203-371-7734

OFFICE EMAIL: bettsj1008@sacredheart.edu

OFFICE HOURS: By appointment with advisor

CLASS DAY AND TIME: Asynchronous

CLASS FORMAT: Online with group and individual advising

COURSE DESCRIPTION:

Personal transformation II is a continuation of the course you began last semester. This course will again require self-reflection and will begin to relate your self-reflection to the process of professionalization and building of professional identity in 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, journaling, 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 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.

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. 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 Journaling	Portfolio Journaling
Evaluate your own performance. Generate and organize a portfolio that documents your professional competence and growth and supports your evaluation of your own 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.4.1 B.4.23 B.7.2 B.7.4	Online activities Self-assessment Advising meetings Journaling	Portfolio Journaling

Demonstrate beginning professional involvement and identity development as an occupational therapist		Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.		Attendance at local professional activity	Reflection paper on participation in state /national association event LinkedIn post

Table 2 Description of Assignments and Grading

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
Journaling	You will be asked to journal one time this semester about the theory of planned behavior related to your personal growth and transformation into an OT professional. The journal entry should be included in your final portfolio.	10%
LinkedIn Activities	You will be required to create your LinkedIn account, "connect" with your academic advisor, and make posts throughout the next three trimesters. These posts are due during weeks 5 and 13.	10%
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. Any deduction of points will be documented on the professional behavior violation tracking form posted to BB.	30%

ASSIGNMENT	DESCRIPTION	PERCENT OF GRADE
Participation in a professional OT event with brief paper	You will attend one of the following: 1. ConnOTA board meeting 2. ConnOTA spring conference 3. Another state association event in your state 4. AOTA national conference 5. Another OT professional event You write a 2-page reflection paper that focuses on attendance and engagement in OT associations as important professional behavior. Due April 13th at 11:59PM.	20%
Portfolio	Students will continue to add to their portfolio created in the first semester. An updated 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. Submit this documentation to your advisor via blackboard no later than April 24th at 11:59PM.	20%
Attendance at advising meetings	Students will have 2 group advisement meetings, as well as 2 individual meetings across the semester.	10%

TOPICAL OUTINE

Week	TOPICS/ READINGS	Online activities	ASSIGNMENT DUE DATES
1-3	The theory of planned behavior to understand and guide your professional development activities	View PPT on BB about TPB Readings on BB (Azjen- just skim through, it is long/ Archer/ Johnson and May)	Journal Entry #1 See Bb for specific prompts. **Due January 26th at 11:59PM on Bb.**
4-5	Developing professional identity	Online activities: • See the Tech Resources Button on BB • Join Linked In and start your page o Connect with academic advisor, peers, other faculty, and 3-5 OT organizations. o Make a post explaining what OT is or means to you (your "elevator speech"). o Use the hashtag #shuOT2026	Group Advisement (1-5) **Complete LinkedIn post by February 2nd at 11:59PM.**
6-8	Professional events and organizations- ConnOTA	View ConnOTA website View AOTA website	Individual Advising meeting (6-8)
9-10	Documenting your transformation	You will learn about various methods of documenting your change and growth and determine which you would like to include in your portfolio.	Group Advising meeting (9-10)
11-13	Professional Involvement and Professional	Read articles posted on BB Online Activities:	Individual advising meeting (11-13)

Week	TOPICS/ READINGS	Online activities	ASSIGNMENT DUE DATES
	Engagement / Volunteerism in OT Professional behaviors check in	• Create a LinkedIn Post. In the post, mention the key takeaways from the event you attended and how it contributes to your professional development as an OT student. • Use the hashtag #shuOT2026	**Complete LinkedIn Post by April 6th at 11:59PM.**
14-15	Continued portfolio development	Portfolio revision and update	**Professional Event Self-reflection Paper Due April 13th at 11:59PM on Bb.** Provide evidence of artifacts that will be included in your final portfolio. **Submit this documentation to your advisor via blackboard no later than April 24th at 11:59PM.**