

**Personal Transformation Reflection Paper**

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This Personal Transformation course has been an important step in my journey to becoming an occupational therapist. This semester, I had the opportunity to learn more about myself through self-assessments, advisement meetings, and co-curricular activities. These experiences not only helped me grow academically but also shaped my understanding of what it means to be a professional in this field. This reflection explores how I applied lessons from self-assessments to my coursework, what I gained from group and individual advisement meetings, and how engaging in the Vision 2025 Goal assignment and other assignments contributed to my growth. After examining these aspects, I believe this course has prepared me to succeed in the program and in my future career as an occupational therapist.

The self-assessments in this course helped me understand my strengths and areas I needed to improve. For example, the Professional Behaviors Checklist helped me focus on dependability by ensuring I checked in weekly to score myself on my progress. By having to look at these goals and professional behaviors weekly, I was constantly reminded to act upon them during my coursework. I made it a goal to turn in all my assignments on time and stay consistent in group projects (Lucia, 2024a). As a result, I stayed on top of this goal throughout the semester and all my assignments were turned in on time and to the best of my ability. I also used the Grit Scale to learn the value of persistence (Duckworth, 2024). After completing the questions, this scales results showed me that I consider myself very persistent and passionate. This motivated me to stick with challenging topics like anatomy and find ways to succeed through hard work. Although I struggled at times throughout the semester, I reminded myself to stay persistent to reach my goal. The VARK questionnaire taught me that I am a visual learner which was helpful for me throughout the semester since I was then able to use visual learning

techniques to help me succeed (VARK, 2024). As a result of this, I often studied using printed out or written notes rather than listening to lectures again. This helped me retain information better in all my courses this semester. Completing these self-assessments taught me how to manage my time and responsibilities better, which improved my confidence in handling the challenging workload of OT school.

The group and individual advisement meetings were opportunities to reflect and plan for my future. In these meetings, I learned about setting professional goals and developing a roadmap to reach them. For example, a main professional goal was to build strong clinical reasoning and I used the roadmap of actively participating in class discussions and seeking feedback during coursework from professors to achieve this goal. I also enjoyed being able to hear what my other classmates were feeling in group advisement meetings because it helped me know I am not alone and that we are all in this together. The group advisement meetings helped me work on collaboration as well. One assignment that stood out from this course was the Vision 2025 Development Plan, an assignment where I made specific SMART goals for my time during OT school. I set measurable goals like incorporating evidence-based practices into interventions (Lucia, 2024b). This taught me the importance of breaking big goals into smaller steps and taking action to meet them. By writing down my goals and a time frame for them, I was able to better work towards them. The support and feedback from my advisor also helped me see how I could grow as a professional and allowed me to understand that I have people to help me when the semester got challenging.

The learning activities and co-curricular events this semester helped me grow both personally and professionally. Writing my Vision 2025 plan made me think about my long-term goals such as becoming a leader and providing culturally sensitive care, and how to achieve them (Lucia, 2024b). Completing the Vision 2025 assignment even encouraged me to run for the secretary of SOTA, a leadership association of OT students at SHU, which I selected as one of my goals. I was successful in completing this goal and owe it all to this assignment for opening my eyes to the possibility of a leadership role. Participating in events like the ConnOTA conference gave me a chance to connect classroom learning to real-world occupational therapy. For example, many of the concepts discussed during the conference related to what I was learning in my coursework. This experience taught me a lot and one I will continue to participate in. The Professional Behaviors Checklist also guided my development in areas like empathy and integrity (Lucia, 2024a). For example, I committed to respecting client confidentiality and being more aware of how my own biases might affect my work in the future. Reflecting on these behaviors reminded me to always treat clients with compassion and understanding.

Personal Transformation has been a meaningful part of my journey in becoming an occupational therapist. By using tools like self-assessments, advisement meetings, and co-curricular activities, I have learned how to set and reach goals, work with others, and continue growing. Overall, I am extremely satisfied with my personal, academic and professional growth this semester. This course has prepared me to take on challenges and succeed in providing client-centered care. I now feel more than prepared to continue my journey to become an occupational therapist.

## References

Duckworth, A. (2024). *Grit scale*. Angela Duckworth. <https://angeladuckworth.com/grit-scale/>

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