



Sacred Heart UNIVERSITY

Semester: Late Spring/Summer 2026
Course #: OT 578
Course Title: Personal Transformation III

SYLLABUS AND TOPICAL OUTLINE

	Instructor Information
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.
Contact	Course Coordinator: Dr Sheelagh Schlegel schlegels@sacredheart.edu 203 365-4771
Office Hours	Monday to Thursday
Office Location	N-122

Course Overview

	Course Information
Course Meeting Times	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.
Format	Asynchronous
Location	Building location: CHE, 4000 Park Avenue, Fairfield, CT Class location:
Credit & Workload	This is a 1-credit course. The course is offered in a 15-week special trimester calendar. One (1) credit hour represents 45 hours of work over the course of a term, which includes activities such as lectures, discussions, group work, individual work, and experiential activities For a one (1) credit hour course, the total expected workload is 45 hours. In a 15-week course, this course averages approximately 3 hours per week.
Prerequisites	Not applicable

Course Information

COURSE DESCRIPTION and PURPOSE:

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 2030:

"Vision 2030 is:

- The guiding force and definitive aspiration for the profession, to which AOTA aligns its organizational, strategic, and operational plans for maximum mission impact over the next five years.*
- Inextricably linked to AOTA's mission to advance occupational therapy practice, education, and research through standard setting and advocacy on behalf of its members, the profession, and the public.*
- Essential to the profession's ongoing viability and success," ([AOTA, 2025](#)).*

"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," ([AOTA, 2025](#)).



Vision Statement: Enriching life for ALL individuals and society through meaningful engagement in everyday activities.

Foundational Pillars			
Inclusive and Equitable Professional Community	Evidence-Based, Client-Centered, and Innovative Practice	Universally Recognized with Valued Excellence	Occupational Justice and Advocacy
Creates a supportive environment fostering belonging, collaboration, networking, and continuous learning for all professionals to enhance growth and development.	Delivers high-quality and skilled care using latest research, focusing on individual client needs and goals while encouraging innovative approaches to enhance treatment outcomes.	Establishes occupational therapy's importance across various settings, demonstrating its unique value in improving individuals' quality of life and functional abilities.	Promotes education, advocacy, and the right for ALL to engage in meaningful occupations through collaboration with consumers, other professionals, and policymakers.

([AOTA, 2025](#))



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OUR THOUGHTS ABOUT LEARNING IN RELATION TO THIS COURSE: While it may appear that knowledge is certain, that there are facts we can count on, in reality knowledge changes over time. What we did in occupational therapy in the 1950's is not what we do today. We can teach you skills, assessment tools, and specific diagnostic categories, but all of that may be different in 20 years. That tool may no longer exist, the DSM may change the criteria for a diagnosis or drop it altogether, and the skills you rely on today may be shown to be ineffective by tomorrow's research.

Therefore, an important characteristic for you to develop is your capacity for curiosity and the desire to continually learn and improve. If you remain static in OT, you may become bored and may burn out. If the profession remains static, we may become irrelevant. All of us must engage in continual improvement for our profession to remain viable and for us to achieve our centennial vision.

We believe that all our students can learn given sufficient resources, proper instruction, and adequate motivation and effort. For you to continue a path of lifelong learning as an OT, and not become stifled and complacent, you will need the intention to do so, the motivation, drive, and curiosity to ensure you do not become bored or boring, in your practice. We will make this course playful and silly wherever it is appropriate to do so.

We also believe in evidence-based teaching and have crafted activities and assignments that research suggests will help you learn the material. There is abundant evidence that repetition is important, that writing (in pencil) helps you to remember, that merely reading and highlighting content is not sufficient for long term learning, and that quizzes, and self-questioning will help you learn. We will use many, if not all, of these strategies this semester.

RELATIONSHIP TO CURRICULUM DESIGN: The cornerstone of the MSOT program and curriculum at SHU is "**Transformation through values-based education.**" Our curriculum design is a blueprint for learning. The curriculum reflects the mission, vision, and philosophy of our program. Our program philosophy contains our beliefs about occupations, human beings, learners, and teaching practices. Consequently, the design of the curriculum has emerged from our philosophical beliefs. The Sacred Heart University occupational therapy program curriculum-design is based on the longstanding symbol of occupational therapy, the profession, going back to our professional history and roots, to that of weaving. Weaving is the craft of fabric production, in which two distinct sets of yarns or threads are interlaced at right angles to form a fabric or cloth. The visual representation of a piece of cloth shows the intersections of the warp and weft of the woven fabric. Our curriculum design utilizes the warp as a representation of the values of the profession, the program, and the university. Within this course, the values of *authenticity, justice, integrity, altruism, and open-mindedness* are emphasized. The weft are the threads or streams of occupational therapy content, knowledge, skills, the experiences that comprise the foundation of our



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program (occupational performance analysis and interpretation, enabling occupations, scholarship, professional communication, interpersonal skills, and professionalism).

INSTRUCTIONAL 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: All university programs and courses adhere fully to the University Policy on Academic Integrity, as stated in the [Undergraduate and Graduate Catalogs](#) and on the [Academic Integrity Web Page](#). Academic dishonesty (e.g., cheating, plagiarism, and other unethical behavior) could result in a grade of F for the assignment and/or course.

This syllabus and course outline are subject to change by the instructor during the semester. Changes may be necessary because of students' specific interest(s), general class progression, and class cancellations. If such changes are implemented, they will be announced in class and posted online. This syllabus and any addendums attached shall not be construed by the student as a contract, implied or expressed, between the student and/or the professor and the University.

COURSE MATERIALS:

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

Link to SHU Bookstore: [SHU Bookstore](#)

STUDENT BUDGET FOR COURSE SUPPLIES: All materials for this course will be provided by your instructors. The Occupational Therapy Department has already selected and purchased a wide range of materials for use during this course. If, for any reason, you choose to engage and teach an activity for which we do not have the specific materials, you may have to purchase those materials from your own funds. Adjust as needed for your course



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INDIVIDUAL AND GROUP WORK: Students are responsible for independent reading of all materials. Students are responsible for independent work, unless there is a requirement for group work. If group work is a requirement, students are expected to participate fully, collaborate, share, and exchange in equal measure. Adjust as needed for your course

LEARNING OBJECTIVES AND OUTCOMES: 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. The standards that are addressed in this course are listed in the table below. This link will allow you to review all the [ACOTE standards](#).

The course objectives, program objectives, the mission and vision of the department and the overall curricular design are all linked to the ACOTE standards. Table 1 shows the connection between the entire course series objectives, the program objectives they are linked to, and 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.

Table 1- Program Outcomes, Course Objectives, ACOTE Standards, Learning Activities & Measures

Program Outcomes	Course Objective	ACOTE Standard	Learning Activities	Learning Measures
Engage in continual learning with intellectual open-mindedness	Engage in self-reflection to guide continued learning and transformation	B.1.2. B.2.9 B.2.10 B.3.1	Online activities Knowledge Assessment Group meetings Journaling	LinkedIn Post Portfolio Professional behaviors
Engage in continual learning and evidence-based practice with intellectual open-mindedness.	Develop and deliver education to a professional audience	B.2.12	Readings Group meeting learning activities Preparation with course instructor	Teaching What You're Learning – Instructional Design for OT Peers due June 7th



Exhibit critical thinking, clinical reasoning, use of evidence, and competence in skills requisite for entry-level, holistic application of the occupational therapy process.	Evaluate your own performance. Organize a portfolio that documents professional competence and growth and supports your evaluation of your professionalism and professional involvement.	B.2.9 B.2.10 B.3.1	Online activities Knowledge assessment Group meetings Journaling	LinkedIn Post Portfolio Professional behaviors
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Topical Outline & Course Schedule:

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 Meeting #1 Linked In Post Due May 17 th at 11:59 PM
4-6	Creating your resume and personal mission statement	Readings and viewing examples	Resume draft due Mission statement draft due
7-9	Professional Development Plan check in	Revisit your goals and document your growth and development towards them.	Individual meeting with advisor to review PDP



Week	TOPICS/ READINGS	Online activities	ASSIGNMENT DUE DATES
10-13	Instructional Design	Readings posted to BB White, M., Smith, M., Obembe, A., & Haas, K. (2024). Visualize Whole-Self Model - An Instructional Design for Occupational Therapy Education. <i>Journal of Occupational Therapy Education</i>, 8 (4). https://doi.org/10.26681/jote.2024.080415 Cole, J. Y., Graham, J., Norvell, S., & Schaber, P. (2024). Universal Design for Learning Principles Impact on Students with Neurodiverse Learning Styles. <i>Journal of Occupational Therapy Education</i>, 8 (2). https://doi.org/10.26681/jote.2024.080204	Group Meeting #2 Teaching What You're Learning – Instructional Design for OT Peers Goals and Objectives Due June 7th Teaching Activity due for second group meeting Self-Reflection due July 15th
14-15	Portfolio Development	Continue to add to, revise and reorganize your portfolio.	Upload documents to portfolio

Final Grades

Please read this section carefully. Final grades will be determined by student performance according to the following:

Assignment/Assessment	Percentage 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%



Teaching What You're Learning – Instructional Design for OT Peers Each small group will design and deliver a teaching activity on an area of occupational therapy of their choice. This assignment is intended to provide hands-on experience in instructional design, including the development of objectives, materials, assessments, and professional delivery, while promoting reflective practice.	25%
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%
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%
Attendance at Group Meetings Students will attend 2 group meetings during the trimester	10%
Total	100%

The final letter grade is assigned in accordance with the university grading policy: [SHU Graduate Grading System](#).

Student Expectations

ATTENDANCE: As per program policy, a 100% attendance rate for all courses is required. Per university policy, attendance will be recorded on Blackboard for each class and for each student. Absences from classes are allowed only under extraordinary circumstances, such as illnesses, emergencies, religious obligations, or important family events; for example, a wedding of an immediate family member. Documentation for an absence due to an important family event requires at least three weeks advance notice, and documentation of all other absences confirming circumstances that caused them are required within a week of returning to school. Please contact the course instructor in advance of an absence unless it is an emergency. In case of emergency, notify the department as soon as possible.

Failure to follow these procedures will result in the total grade reduction of one letter grade increment for each unexcused absence. Please refer to COVID Contingencies policy in the Student Manual with regards to absences/isolation for colds and flu symptoms, or the SHU [Coronavirus](#) web page. Please note that, while classes might take place online (using Zoom, Webex, or Microsoft Teams) in case of inclement



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weather or other unforeseen circumstances, attendance policies for the online classes are the same as for the in-person classes.

To the extent permitted by federal and state copyright laws, the class lectures and materials provided by the professor are copyrighted. By participating in the class lectures, students consent to the video and audio recording of said lectures. As part of the requirements of the course, students are required to participate, whether in person or via electronic communications. At the professor's discretion, students may be required to leave their audio and video devices on during the class lectures.

ACADEMIC INTEGRITY and PARTICIPATION: Please refer to the 2025-2027 OT Student Handbook.

PROFESSIONAL BEHAVIORS: Please refer to the 2025-2027 OT Student Handbook.

ARTIFICIAL INTELLIGENCE PLATFORMS: In accordance with Sacred Heart University's [Academic Integrity Policy](#), the use of Artificial Intelligence platforms is on a case-by-case basis in the Department of Occupational Therapy. Students are permitted to use artificial intelligence chatbots (such as ChatGPT) **only when explicitly directed by the instructor**. If you are ever unsure whether the use of an artificial intelligence chatbot is allowed, please contact the instructor prior to using it.

How We Support Your Learning at SHU

WHAT YOU CAN EXPECT FROM YOUR OCCUPATIONAL THERAPY FACULTY:

- Your materials will always be available to you at least one week before class (usually much earlier than that).
- We will answer your emails during the work week within 24 business hours.
- We will grade your papers and have things back to you within 3 weeks of your turning them in (if you turn them in on time).
- We will explain why we are doing what we are doing. We don't believe in 'busy work' and won't give you any.
- We will have very high standards for your behavior and ours. We believe in Stephen Covey's 7 habits of highly effective people. We also believe that to demonstrate and model responsibility and efficacy, we must have integrity. Integrity starts with making and keeping promises and commitments. We pride ourselves on being dependable and keeping our commitments.
- When we are meeting with you, and in class with you, you will have our undivided attention. We will all practice 'being present' in the moment in our communication with each other. 'Being present' in the moment is an important skill to learn. If it ever seems like we are distracted and not listening fully, please say so. If you ask a question when we are distracted or when we



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cannot give you our full attention (for example at the beginning of class while setting up), we will tell you so and will tell you when we will be able to give you our full attention.

- We will start and end class on time, unless there are extreme events.
- We spend a lot of time planning what we will do in class and what we think are activities that will help you learn this material- but that will also be fun.
- We will model the same professional behaviors we expect of all of you. We will treat you as a future colleague and an adult student. Please speak with us if you're having any difficulties with the material or assignments. However, we also believe in personal responsibility.

University Supports (Read the University Syllabus Extension)

The university has many supports, services, and policies available to support your success at Sacred Heart University. Be sure to visit this course on Blackboard and click "Syllabus Extension" under the Syllabus module to read important information regarding academic integrity, academic accommodations, learning support services, and more. If you have any questions, please contact your instructor.