Self-Assessment Narrative

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OTS 905: Applied Leadership Experience

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When choosing a post-professional occupational therapy doctoral program, one thing I do is study programs by considering the proposed outcomes of that specific program. According to the Post Professional- Doctor of Occupational Therapy (OTD) Program Student Handbook at Eastern Kentucky University, upon completion of the OTD program, I will be able to engage in occupation-based practice as a method of change to positively impact the future of the profession and the quality of occupational therapy services, I will ethically and responsibly meet the needs of diverse client populations by addressing issues related to health disparity, policy, and legislation, I will serve as a leader of change at local, state, and national levels using tools such as program development, research, client education, and evidence-based practice and I will use advanced critical thinking and reasoning skills to provide ethical occupational therapy services. I am very pleased that I again chose Eastern Kentucky University to further my education.

Previously in my self-assessment narrative following a year into the program, I spoke to already feeling accomplishment to all above said outcomes. Now two years into the program, I can speak even more confidently about myself as a leader in occupational therapy utilizing evidence-based and occupation-based practice, being a change-agent, and addressing issues related to health disparities and policy, and a large part of that is due to the outcome of applied leadership experience. My personal objectives for the applied leadership experience (ALE) included to transition from being a full time occupational therapist to full time occupational therapist/educator with an occupational science lens, become a change agent in the field of occupational therapy by promoting and educating on occupational science in occupational therapy services through journal club meetings with the goal to bridge the barrier between occupational science and occupational therapy, assess the teaching techniques and lecture style of Dr. Camille Skubik- Peplaski, Ph.D., OTR/L, FAOTA, and the use of occupational science in her career as an instructor at Eastern Kentucky University, learning more about mentoring through mentor/mentee relationships, begin transitioning/training from clinician to educator, and practicing as educator to build experience and confidence.

I have completed all the ALE activities I set to do within the anticipated time frame, and I am excited to demonstrate the products from the outcomes through my personal wix site. I have led two journal clubs on the topics of occupational science in occupational therapy practice, I have interviewed my mentor, met with my mentor multiples times virtually throughout the summer. I have taught two courses at the college level and completed the AOTA clinician to educator series. Now, as I await finishing the ALE course and beginning my capstone, I often reflect on my why (Sink, 2009). As an aspired leader, I remind myself of the importance of utilizing the resources in the EKU OTD program to not only lead but to inspire, not because we must, but because we want to (Sinek, 2009). I feel confident that I will utilize these leadership skills as a practicing clinician, and educator, especially as a researcher in the capstone. Following completion of the program, I plan to continue to grow and change the occupational therapy profession in a way that always supports the objectives of the OTD program.

References

Eastern Kentucky University College of Health Sciences. (n.d.). Post-professional Doctor of Occupational Therapy (OTD) student handbook. *EKU Blackboard.* https://learn.eku.edu/

Sinek, S. (2009, September 29). Start with why- how great leaders inspire action [Video]. YouTube. https://www.youtube.com/watch?v=u4ZoJKF\_VuA&t=7s