

# Sandra Anderson, 25

## OTD

### BACKGROUND:

Sandra is a 25 year old Caucasian woman with a degree in Psychology. She lives in San Diego with her fiancé and her dog. She currently volunteers with an OT who works with children and has now decided to pursue this career and become an OT herself.

### GOALS:

To be a licensed an OT and make an impact on the world, starting with her community. She is interested in pursuing new and interesting areas of practice and having an impact on the overall future of the profession; ideally by helping the under served communities.

### BEHAVIORS:

Very altruistic; impact is high priority for her and she's very active in her local community. Sandra is a very strong learner and has high expectations for herself and what she can achieve. She is very tech savvy and doesn't need a lot of support when it comes to digital.

### NEEDS:

She doesn't know what she needs and usually needs help pacing herself throughout her course. She needs support with questioning her assumptions and what she can realistically achieve.

### POINTS OF CONCERN:

Group projects are difficult for Sandra because the other people in the group often don't live up to her expectations and she struggles with not being a leader. She also struggles with flexibility when it comes to things outside her control (annoyed by schedule change).

### SPENDING HABITS:

She's taking a loan to fund her studies. She comes from a middle class background; she is careful with money and very practical.



# Jennifer Smith, 30

## OTD Flex

### BACKGROUND:

Jennifer is a 30 year old mixed race woman who lives in Dallas where she currently works part-time as a fitness instructor. She and her husband don't yet have children but are planning for a family soon.

### GOALS:

Jennifer is excited about working as an OT practitioner. She is most excited by the idea of working with children on the Autism spectrum but is also curious to learn more about working with older people.

### BEHAVIORS:

Jennifer is quite independant; a self-motivated and self-disciplined personality. She comes to class quite prepared but doesn't have the bandwidth to volunteer in the community or go above and beyond what is required. When it comes to tech, she's a digital native virtue of her age but not an early adopter.

### NEEDS:

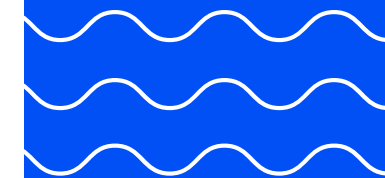
She needs the flexibility to be able to maintain her life outside her doctoral program. She needs to be able to do her field work successfully, despite her very full schedule.

### POINTS OF CONCERN:

Despite needing the flexibility of the flex program to accommodate her work schedule, Jennifer doesn't like feeling disconnected from her cohort on her doctoral experience. Juggling her doctorate, job and personal life is a huge challenge.

### SPENDING HABITS:

Despite having taken out loans for tuition, she has to work in order to help fund and maintain her studies. A big part of why she chose the flex program is so that she can continue to work while obtaining her doctorate.





# Jessica Fernandez, 24

## MOT

### BACKGROUND:

Jessica is a Latin American woman from Miami, Florida who lives at home with her parents and grandmother. She completed an undergraduate degree in sports medicine last year. Two years ago Jessica's grandmother had a stroke with HP and watching her receive in-home occupational therapy helped her to fall in love with the profession. The OT her grandmother worked with recommended Jessica to USAHS.

### GOALS:

Jessica wants to be a clinician and to work with older adults; she has a particular interest in orthopedic hands. She would very much like to work in a skilled nursing facility one day.

### BEHAVIORS:

Jessica is independent and self-motivated. She is also a good communicator, empathetic and altruistic. She's tech savvy and navigates the online portions of her course with ease.

### NEEDS:

Jessica needs to graduate quickly and get into the workforce for financial reasons. She is not afraid to ask for help and will probably require some tutoring to succeed in the hard science classes (anatomy and neuroscience).

### POINTS OF CONCERN:

Jessica struggles with the research methodologies as well as the hard sciences (anatomy and neuroscience); this is frustrating for her as she is quite independent. She expects support from her PDs and instructors if and when she needs it to overcome these challenges.

### SPENDING HABITS:

Jessica grew up in a middle-class home; her parents are very hardworking and taught her the value of a dollar. One place Jessica believes it's okay to splurge a little is education; she believes in herself and views her tuition as an investment in herself.



# Rachel Stone, 36

# Post-Professional OTD

## BACKGROUND:

Rachel is a 36 year old Caucasian woman who lives in Tampa, Florida with her husband and two young children. She has been working as an OT, primarily with veterans, for the past 5 years. She is currently teaching part time at an entry level OT Program.

## GOALS:

Rachel has a strong interest in academia and plans to use her post professional doctorate to move from entry level teaching to a core faculty role. She is ambitious, keen to complete her degree quickly, and motivated by the prospect of a leadership role.

## BEHAVIORS:

Rachel's academic focus is currently veterans but she is open-minded and may switch to a pediatrics, or even something else, halfway through her courses. She is incredibly self-directed and motivated; she's doing this degree because she wants to, not because she has to. When it comes to tech, Rachel really struggles.

## NEEDS:

Rachel is not afraid to ask for help, she needs an open line of communication with her program director, who she often seeks out for support and guidance. She also needs flexibility with everything she has going on, this is partially why she's only taking one course per term.

## POINTS OF CONCERN:

Despite wanting to go into academia, the 'academic' aspects of the course are difficult for Rachel. She struggles with tech and needs significant support. She also struggles with academic writing (APA is a challenge) and the writing lab is a valued resource for her.

## SPENDING HABITS:

Rachel is quite savvy with her money. She is paying for this course out of pocket (as she is still paying off her MOT loan) and this is part of why she is only taking one course at a time.





# OT Personas

## COMMON GROUND

- Mostly Women
- Aged 23-28 for MOT and OTD
- All are empathetic, altruistic
- Believe they can change the world
- Self Motivated, but like to feel supported.
- Often arrived at OT through personal experience
- Strong interests in helping under served communities
- Many are interested in pediatrics
- Require / expect a great deal of support from faculty
- Struggle with hard sciences and academic writing
- Are careful with money but willing to invest in Education if they can be convinced of the ROI; believe in themselves.
- Most require a student loan to complete their degree.

## DIFFERENCES

- Flex students need more support; dependent on the on-campus experiences.
- Flex students worry about feeling disconnected from their cohort. .
- OTD Students have very high expectations of themselves and others.

