

2016

HOCS 405 Occupational Justice II

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DEPARTMENT OF OCCUPATIONAL THERAPY

HOCS 405 Occupational Justice II
Course Syllabus
Fall 2016

Course Credit: 3.0

Course Time: 11:0am-1:50pm

Course Location: Cohen 24

Faculty: Carol R. Scheerer, EdD, OTR/L

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Faculty Office: Cohen 41

Office Hours: Monday 2-3pm; Tuesday 2-4pm by confirmed appointment

COURSE DESCRIPTION:

Implementation of previously planned service learning project constructed in *HOCS 325 Occupational Justice I*. Service learning hours will be conducted in the Greater Cincinnati area. Through participation in service learning hours, learning via self-generated objectives, discussion, and personal/group reflection, students will continue to build an understanding of issues of justice and occupational patterns in the construction of life meaning. In-depth study of occupational justice theory in relationship to international communities is supported. Responsible civic engagement and relationship to a future career as an occupational therapist will be explored. The independent study nature of this course requires student responsibility for meeting self-identified service and learning objectives.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- Challenges students intellectually, morally and spiritually
- Explores concepts of culture and diversity
- Promotes creative and authentic learning opportunities
- Engages in service learning with local or international organizations and communities
- Stimulates critical thinking
- Encourages self-reflection and self-analysis of values and ethics
- Encourages the formation of women and men for others in the service of faith and the promotion of justice
- Encourages genuine participation in civic, social, cultural, and global issues
- Shows respect for the dignity and needs of individuals

RELATIONSHIP TO CURRICULUM DESIGN:

- Implements service learning plan developed in HOCS 323
- Bridges concepts of occupational justice with "lived" local or international community experiences
- Provides authentic learning experience
- Promotes advocacy for occupational justice
- Supports understanding of the value of occupation in lives and the role of culture in relation to occupations and life meaning
- Uses confluence, confrontation of ethical issues, and student self-reflection to support student growth

COURSE OBJECTIVES:

ACOTE Standard (2011)	Objective	ACOTE Assessment Measure; Evaluation Method #
B.9.6	1. Participate in class discussions and activities demonstrating professional behavior in preparation of role as future occupational therapist.	8- participation, mid-term exam; #1, #8
B.1.5	2. Implement service learning plan per coordinated and approved plan.	5, 8- thank you note; #4, #9, #12
B.1.5, B.1.6	3. Examine the relationship between participation, life meaning, occupational justice, and occupational justice theory.	1; #5, #6, #11
B.2.9	4. Appraise the barriers and support to theoretical and lived issues of occupational justice as defined by service learning population.	1, 2, 4, 6; #1, #3, #7, #10
B.6.2	5. Examine the role of politics in occupational therapy (pADL; PADL) and the role of a "social occupational therapist."	1, 2, 8- participation; #1, #5, #6
B.1.5	6. Critique occupational therapy's response to occupational injustice.	1, 8- participation; #1, #5, #6
B.9.1	7. Defend self-responsibility through reflection at micro and macro levels.	4, #11
B.1.5	8. Evaluate implementation, outcomes, and self-learning experience of the service learning project.	1, 4; #2, #10, #11
B.6.3	9. Describe insights in to growth related to personal social consciousness, responsibility, and becoming "a person for others."	4; #11

Key to ACOTE Assessment Measures: 1. Assignment 2. Lab test 3. Objective test 4. Essay test 5. Project 6. Presentation 7. Demonstration 8. Other- specify

REQUIRED READINGS:

Previously established self-identified reading requirements (2 per person).

American Occupational Therapy Association. (2006). *OTA's statement on health disparities*. Bethesda, MD: Author.

Capital Briefing. *OT Practice* (1 recent issues within past 6 months).

Galheigo, S. M. (2005). Occupational therapy and the social field: Clarifying concepts and ideas. In F. Kronenberg, S. S. Algado, & N. Pollard (Eds.), *Occupational therapy without borders* (pp. 87-98). Philadelphia: Elsevier.

Kronenberg, F., & Pollard, N. (2005). Introduction: A beginning. In F. Kronenberg, S. S. Algado, & N. Pollard (Eds.), *Occupational therapy without borders* (pp. 1-13). Philadelphia: Elsevier.

Kronenberg, F., & Pollard, N. (2005). Overcoming occupational apartheid: A preliminary exploration of the political nature of occupational therapy. In F. Kronenberg, S. S. Algado, & N. Pollard (Eds.), *Occupational therapy without borders* (pp. 58-84). Philadelphia: Elsevier.

Kronenberg, F., & Pollard, N. (2006). Plenary presentation, 2006: Political dimensions of occupation and the roles of occupational therapy. *American Journal of Occupational Therapy*, 60(6), 617-625.

Pollard, N., Sakellariou, D., & Kronenberg, F. (2008). *A Political Practice of Occupational Therapy* (pp. xxi-38). Edinburgh, England: Churchill Livingstone Elsevier.

RELATED READINGS:

- Crabtree, R. D. (2007). Asking hard questions about the impact of international service learning: What will we feel? Pity? Sympathy? Guilt? *Conversations on Jesuit Higher Education*, 31, 39-42.
- Duncan, M., & Watson, R. (2004). Transformation through occupation: Towards a prototype. In R. Watson & L. Swartz (Eds.), *Transformation through occupation* (pp. 301-318). London: Whurr.
- Goldstein, J. S. (1996). International relations and everyday life. In R. Zemke & F. Clark (Eds.). *Occupational science: The evolving discipline* (pp. 13-21). Philadelphia: F. A. Davis.
- Pollard, N., & Sakellariou, D. (2007). Occupation, education and community-based rehabilitation. *British Journal of Occupational Therapy*, 70(4), 171-173.
- Sakellariou, D., & Pollard, N. (2006). Rehabilitation: In the community or with the community? *British Journal of Occupational Therapy*, 69(12), 562-566.
- Simons, L., & Cleary, B. (2006). The influence of service learning on students' personal and social development. *College Teaching* 54(4), 307-319.
- Van Engen, J. A. (January/February, 2000). Short term missions: Are they worth the cost. *The Other Side*. (pp.1- 4)
- Whiteford, G. (2011). From occupational deprivation to social inclusion: Retrospective insights. *British Journal of Occupational Therapy*, 74(12), 545.

RECOMMENDED READINGS:

- Hill, B., Knitter, P. & Madges, W. (1990). *Faith, religion & theology: A contemporary introduction*. Mystic, CA: Twenty-Third Publications.
- Kronenberg, F., Algado, S. S., & Pollard, N. (Eds.) (2005). *Occupational therapy without borders: Learning from the spirit of survivors*. Philadelphia: Elsevier.
- Lett, L., Rigby, P., & Stewart, D. (2003). *Using environments to enable occupational performance*. Thorofare, NJ: Slack.
- Sayers, S. (1999). *Plato's republic: An introduction*. Edinburgh, CN: Edinburgh University Press.
- Smart, J. (2001). *Disability, society and the individual*. Austin, TX: Pro-Ed.
- Townsend, E., & Wilcock, A. (2004). Occupational justice. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: The art and science of living* (pp. 243-273). Upper Saddle River, NJ: Prentice Hall.
- Townsend, E., & Wilcock, A. A. (2004). Occupational justice and client-centered practice: A dialogue in progress. *Canadian Journal of Occupational Therapy*, 71, 75-87.
- U. S. Department of Health and Human Services. (2001). *Healthy people in healthy communities*. Washington, CD: U. S. Government Printing Office.
Website: www.healthypeople.gov/Publications/HealthyCommunities2001/healthycom01hk.pdf
- WGBH Educational Foundation. (1999). Culture shock. [videorecording] / NX180.S6 C85 1999 (available at McDonald Library).
- Wilcock, A. (2006). *An occupational perspective of health* (2nd e.d.). Thorofare, NJ: Slack.

COURSE POLICIES:

Academic Honesty:

As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. At minimum, instances of plagiarism will result in a score of "0" on the assignment. As noted in the University catalogue, students found to be in violation of the Academic Honesty Policy may receive an "F" for the course and may be considered for expulsion from the University. Definitions of cheating, plagiarism, and collusion are as follows (from XU OT Student Handbook Academic Year 2013-2014):

- A. "Cheating" includes, but is not limited to:
1. Use of unauthorized assistance in taking quizzes, tests, or examinations.
 2. Dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments.
 3. The acquisition, without permission, of tests or other academic materials belonging to a member of the faculty or staff.
 4. Fabrication or falsification of documentation or data.
 5. Deception for the purpose of academic gain.
- B. "Plagiarism" includes, but is not limited to:
1. The use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement on any course assignment.
 2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
 3. Active/intentional and/or unintentional/passive use of another's material or thoughts. See *Commission on Standards and Ethics of the American Occupational Therapy Association Advisory Opinion on Plagiarism* (American Occupational Therapy Association, 2000) for further definitions. See also AOTA's Advisory Opinion for the Ethics Commission on Avoiding Plagiarism in the Electronic Age (Moodey, 2011).
 4. Self-plagiarism: ". . . occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from all professors involved. . . Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous permission from both professors." (Retrieved from <http://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml>)
- C. "Collusion" includes, but is not limited to:
1. Collaboration with another person or persons for the purpose of engaging in acts which constitute academic misconduct as defined above; or
 2. Conspiring with another person for the purpose of aiding, abetting or contributing in a secondary way to an act of academic misconduct committed by another person as defined above.
 3. A student allowing access to his/her independent work, which is then misused by the second student, will be guilty of collusion even if the work is used without the first person's knowledge.

Accommodations for Special Needs:

It is my goal that this class be an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me to arrange an appointment to share your Accommodation Letters from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services (located in the Learning Assistance Center) to arrange accommodations, I encourage you to do so by contacting Cassandra Jones, by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

Attendance:

Because this course is experiential-based and independent study in nature, group participation is essential. It is assumed all readings and assignments will be completed prior to the due date of related assignments. Attendance of all group members for each designated session is imperative. Class attendance will be noted and documented for review in final grade calculation. Promptness for class is expected, as late arrivals cause disruption to the instructor and to the group process. Early departures are also considered disruptive. Three

unexcused late arrivals or early departures will be treated as an unexcused absence. Six points will be deducted from the final grade for the second and any additional unexcused absence(s) incurred after the first missed session; unexcused absences include but are not limited to funerals outside the immediate family, vacations, and weddings. Excused absences include but are not limited to death of immediate family member, personal or dependent's serious illness or injury, natural disasters. Documentation for excused attendance days must be received within 5 business days of the absence. Students missing a scheduled class session are responsible to obtain any handout material or information presented from their peers.

Canvas:

The course syllabus with assignment grading criteria forms will be posted to Canvas. Other items will be posted as announced throughout course duration.

Electronic Media Usage:

As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic distractions and text messaging are not permitted during class. Exceptions may be approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have a cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class-related purposes only. Classroom activities may be recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor's permission, but may not be further copied, distributed, published or used for any other purpose.

Email Accounts:

All students are required to use their Xavier portal email account. It is the responsibility of the student to check this email on a daily basis for course and Department communications.

Essential Functions:

To pass this course a student must meet all expectations, with or without LAC generated and instructor-approved accommodations, that might arise in this class as identified in the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document. Additionally, each service learning site may require additional and other essential functions.

Grade Discrepancy:

After verbal discussion with instructor to obtain reasoning for initial grade, any student who feels the grade received from the class instructor is in error (rather than due to difference of opinion) may request the grade be reconsidered. To do so, a written statement of 150-500 words in length regarding the area of discrepancy needs to be submitted to the course instructor. Such a statement needs to include documented and sound justification including referenced material. All requests must be received within five business days of assignment return and resolved no later than the last class day of the semester. Verbal requests for change of grade consideration will not be considered. If a re-grade is approved, the grade of the re-grade will stand whether higher or lower than the original grade.

Grade Rounding Up:

Grades for assignments and exams will be calculated out three decimal points and trimmed to two (e.g. 88.676 will become 88.67). Upon calculation of the final score, all grade percentages will be weighted as indicated and added together. At that time, and only at that time, grades will be rounded up to the nearest whole number (e.g. 92.56% will be rounded to 93%; 84.51 will be rounded to 85%). A grade lower than 0.5 of a percentage point will not be rounded up e.g. 92.49% will not be rounded up. In such a case the final percentage grade will be 92%.

On-line Social Networking:

On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another's site. Make every effort to present yourself as mature, responsible, and professional. For further details see the advisory opinion published by the American Occupational Therapy Association's Ethics Commission at:

Professional Behavior

Professional behavior is expected within the classroom as well as when communicating and interacting outside of the classroom. Students are expected to attend classes; arrive on time (i.e. be seated with class materials available at class start); actively participate in class discussions; avoid side conversations during class; stay in the room the entire class session; and, accept responsibility for their actions. Community interactions are expected accordingly. Additionally, the wearing of the occupational therapy “uniform” shirt is expected during all community visits unless otherwise approved. Attire of business casual is expected as a show of respect in the presence of guest speakers and/or attendance at community events.

Timely Submission of Assignments:

Students are expected to complete assignments in a timely manner. Assignments are due on the date specified and must be turned in by class-start-time of that day unless prior arrangements and approval have been made with the instructor that resulted in modifying the due dates for a specific student. Late assignments will result in an automatic reduction of ten percentage points for each day late. Assignments emailed to instructor are considered received only upon instructor confirming receipt of which the latter must be evidenced prior to due date/time.

EVALUATION METHODS:

- 10% 1) Class Participation (ACOTE assessment measure #8-participation)
- 15% 2) Lab Check-out (ACOTE assessment measure #2)
- 20% 3) Related Readings – 10% each (ACOTE assessment measure #1)
- 01% 4) Instructor Site Visit (ACOTE assessment measure #1)
- 01% 5) Evaluation of Process and Learning: Midterm Review (ACOTE assessment measure #8-oral review)
- 10% 6) Dissemination/Advocacy Article (ACOTE assessment measure #1)
- 10% 7) Keeping the Experience Alive (ACOTE assessment measure #1)
- 06% 8) Social Justice Event (ACOTE assessment measure #1)
- 01% 9) Documentation of Service Learning Hours (ACOTE assessment measure #1)
- 01% 10) Thank you note to site (ACOTE assessment measure #8 – thank you note)
- 10% 11) Presentation of Service Learning Experience (ACOTE assessment measure #6)
- 15% 12) Evaluation of Process and Learning: Final Essay (ACOTE assessment measure #4)

Grading Scale:

A	B	C	D	F
93-100	85-92	77-84	69-76	68 and below

DESCRIPTION OF ASSIGNMENTS:

1. Class Participation:

As befitting a health professional, students are expected to complete required readings prior to class sessions. Each student is expected to contribute to class discussions and activities in a way that is meaningful, noticeable, and measurable as such are the professional expectations in all health-related fields. Because there are a limited number of class sessions, planned participation will be critical. At midterm and final each student will complete a self-report including a rubric score (see grading criteria) with accompanying evidence (e.g., dated notation of quantity/quality using index card or other similar means) and a paragraph critique of his/her class contributions to date, submitting both on the same page at semester-end. The final grade will be determined by the instructor with consideration of student input. Ten percentage points will be deducted if midterm and final ratings are not on the same page or if midterm rating is not submitted with the final rating.

2. Lab Check-Out:

Each student will complete the Lab Check-Out form prior to the end of the lab session. Complete items 1-5 in lab; complete basic content of items 6 & 7 prior, adjust as needed during lab. See grading criteria.

3. Related Readings:

As an individual, complete the readings assigned to you by you from *HOCS 323 Occupational Justice I* (at least 2 readings related directly to your population, 4-6 pages in length comparable to a peer-reviewed journal). For each article provide a one-half page summary of the content, compare and contrast the article's main points relative to your service and learning experience, and identify related occupational justice theory structures. End by discussing "take-home" points (points to remember the rest of your career) from the reading w/ accompanying rationale. Limit 2-3 pages each. Include reference page per APA style for each including the DOI (or URL); if neither DOI nor URL is available, provide a hard copy. See grading criteria.

4. Instructor Site Visit:

As a group arrange a mutually agreed upon time (among students, instructor, site) for instructor to visit your service learning site. Intent of visit is to gain insight into student participation with population and to encourage communication between site and course instructor. Visit must occur before midterm. See grading criteria.

5. Evaluation of Process and Learning- Midterm Review:

As an individual in two minutes share with the class what you have learned to date in relationship to one identified course objective. Avoid duplication within the same service learning group. Sharing will take place in a discussion-type format with students following after each other as the discussion unfolds. See grading criteria.

6. Dissemination/Advocacy Article:

As a group identify an approved newspaper, newsletter, journal for whom the audience will appreciate the process and/or outcomes of your service learning project. Write a short article (2 paragraphs to 2 pages) featuring and highlighting your work toward promoting occupational justice. It can feature the process, outcomes, and/or tell a "story" as an example. Its nature can be informative (dissemination about what you have done) or activist (advocacy in giving your population a voice). Identify the address (web or postal) and person/department to which submission is appropriate. See grading criteria.

7. Keeping the Experience Alive:

As a group generate a list of 30-numbered and realistic ways to keep your service learning experience alive. Add a 1-3 sentence explanation for each item. List may be categorical (e.g., personal, professional; daily, weekly, annually; short term, long term; thinking/acting globally, thinking/acting locally) or noncategorical in nature. Highlight the top 3 most salient ways. End with a one-page critique of occupational therapy's response to injustice. See grading criteria.

8. Social Justice Event:

As an individual attend a campus-wide event (e.g., one sponsored by E/RS, the Brueggeman Center, Office of Interfaith Community Engagement, Mission and Identity, or another as approved by instructor). Write a one-page reflection discussing the import of 2-3 "take-home points" relative to course content. Include one citation. See grading criteria.

9. Documentation of Service Learning Hours:

As a group conduct service learning hours per approved plan developed in the pre-requisite course *HOCS 323 Occupational Justice I*. Documentation log must include date, time, event/activity, and evidence of your presence (e.g., signature, picture, report). Contact hours must total a minimum of 30 that are spent in direct contact with your population. Indicate the total number of hours spent in service. Track also in documentation log the number of clients/members to whom service was provided, the number of professionals with whom you worked, and a category of "other" to include all who may have been impacted by your services. Indicate the total number of individuals who were impacted by your group. End with an analysis of your perceived impact.

10. Thank You to Site:

As a group write a thank you note to your service learning site. Turn in a copy of the note. Points will be awarded equally for degree of thoughtfulness, creativity, and personalization. Correct grammar, spelling, punctuation are assumed.

11. Presentation of Service Learning Experience:

Each student group will give a 10-minute presentation on the service provided and learning that occurred from engagement in the service learning experience; an additional 5 minutes will be dedicated for questions/answers/discussion. Note: as an alternative any approved subgroup may opt to create a 2-5 minute video; see course instructor to plan and execute. See grading criteria.

12. Evaluation of Process and Learning- Final Essay (or Exam):

During the designated final exam time, an essay question and the accompanying grading criteria will be presented for individual completion. Any and all related course material can be brought to the session and accessed throughout the writing process. In addition to reflection on the service that was provided and the learning that occurred, citing of several references will be required. A pre-prepared reference page may be brought to the exam and used throughout. Essay length is limited to 3-5 pages.

Course Schedule: Please note schedule is subject to change as needed.

<p><u>Aug 22</u> TOPIC: Review syllabus, and, assignments (11:00am-11:50am) Guest speakers – Lisa and Rolando Monterroso from Guatemala on “Service in Action” (12pm-1:50pm)</p>
<p><u>Sep 12</u> TOPIC: p/PADLs & P/ADLs REQUIRED READINGS: Galeheigo, pp. 87-98 Kronenberg & Pollard, pp. 1-13, 69-86 Kronenberg & Pollard, pp. 617-625 Pollard, Sakellariou, & Kronenberg, pp. xxi-38 (pages 3-19 repeat from HOCS 323) AOTA’s Health Disparities Statement</p>
<p><u>Sep 19</u> TOPIC: Advocacy Lab REQUIRED READINGS: One recent <i>OT Practice</i> “Capital Briefings” (bring copy with you to lab) DUE: Lab Check-out prior to end of lab</p>
<p><u>Sep 26</u> TOPIC: Processing Discussion- What “faces” have you seen, what “voices” have you heard? What is your population teaching you? Where have you seen questions/despair? Joy/hope? What are you learning about human kind? Living in community? Occupational justice and theory? DUE: Related Readings</p>
<p><u>Oct 3</u> TOPIC: Midterm Review (see description & grading criteria) DUE: Participation Form Instructor Site Visit</p>
<p><u>Nov 7</u> TOPIC #1: Processing Discussion- What “faces” have you seen, what “voices” have you heard? What is your population teaching you? Where have you seeing questions/despair? Joy/hope? What are you learning about human kind? Living in community? Occupational justice and theory? TOPIC #2: Presentation preparation DUE: Dissemination/Advocacy Article</p>
<p><u>Nov 21</u> TOPIC: Social Justice Event – (goal to have it completed prior so this due date can be met) REQUIRED READING: Kronenberg & Pollard (2006), pp.617-625 DUE: Keeping the Experience Alive Social Justice Event</p>
<p><u>Dec 5 – tentative 11:00am-1:50pm</u> TOPIC: Presentations (15 minutes total for each group a time that includes discussion) DUE: Documentation of Service Learning Hours Participation Form Copy of Thank you Note sent to site</p>
<p><u>DEC 12 – 11-12:50</u> TOPIC: Final Essay – open book/open note – completed in class and turned in at class-end time (Note: please bring personal computer or provide notice ahead of need for one).</p>

DEPARTMENT OF OCCUPATIONAL THERAPY
HOCS 405 Occupational Justice II
Grading Criteria
Fall 2016
Class Participation

At midterm and final each student will complete a self-report including a rubric score (see grading criteria) with accompanying evidence (e.g., dated notation of quantity/quality using index card or other similar means) and a paragraph critique of his/her class contributions to date, submitting both on the same page at semester-end. The final grade will be determined by the instructor with consideration of student input. Points will be deducted if midterm and final ratings are not on the same page.

Name: _____

Midterm date:

Component	9	8	7	6	5	4	3	2	1
1. Participation in class discussion	Provides insightful comments, questions, clarifies concepts, shares experiences and ideas on topic several times t/o class sessions.			Occasionally provides comments, questions, insights, and shares experiences t/o class sessions.			Seldom participates, very quiet, withdrawn from discussion t/o class sessions.		
Component	9	8	7	6	5	4	3	2	1
2. Interpersonal skills and body language	Alert, interested in lecture/activity, positive facial expressions, good eye contact, appears to be listening.			Occasionally looks bored or uninterested, body language is closed, e.g., hands crossed on chest, flat affect.			Falls asleep in class, has poor body language, rolls eyes, looks bored, uninterested, or distracted.		

Critique of class participation (one paragraph):

Final date:

Component	9	8	7	6	5	4	3	2	1
1. Participation in class discussion	Provides insightful comments, questions, clarifies concepts, shares experiences and ideas on topic several times t/o class sessions.			Occasionally provides comments, questions, insights, and shares experiences t/o class sessions.			Seldom participates, very quiet, withdrawn from discussion t/o class sessions.		
Component	9	8	7	6	5	4	3	2	1
2. Interpersonal skills and body language	Alert, interested in lecture/activity, positive facial expressions, good eye contact, appears to be listening.			Occasionally looks bored or uninterested, body language is closed, e.g., hands crossed on chest, flat affect.			Falls asleep in class, has poor body language, rolls eyes, looks bored, uninterested, or distracted.		

Critique of class participation (one paragraph):

DEPARTMENT OF OCCUPATIONAL THERAPY

HOCS 405 Occupational Justice II
Grading Criteria
Fall 2016

Advocacy Lab Check-Out
(possible points earned are in parentheses) (limit 3-4 pages)



Purpose of Lab: To promote engagement in P/ADLs at the national level
To advocate for populations via AOTA's Legislative Forum

Directions: Go to AOTA's homepage, click on AOTA's Legislative Action Center; complete questions below.

1. Identify your home town. What is your home town zip code? (2) _____
2. Identify two of your federal legislators (4) _____
3. Select 2 current issues and take action (or explain why you could not take action). Identify the issue, the population most impacted; describe the issue; state the action you took (the latter 2 ea in 1 sentence):

Issue: (2)	Issue: (2)
Population: (2)	Population: (2)
Description: (2)	Description: (2)
Action taken: (2)	Action taken: (2)

4. Go to the websites of 2 of your federal legislators. Spend 5-10 minutes on each site (yes, time yourself). What did you learn (2-3 sentences)? How does that relate to your service learning population (2-3 sentences)? How does that relate to occupational justice (OJ) theory (3-5 sentences)?

1st website: Learning (05): Population (05): OJ Theory (10):
2nd website: Learning (05): Population (05): OJ Theory (10):

5. Summarize, in 1 paragraph, a 1-page "Capital Briefing" from *OT Practice*. Add a 2nd paragraph stating what specific advocacy action an occupational therapist might take on the issue (hint: including the word advocacy alone is not sufficient; instead, describe a specific advocacy action). Attach article (10).
6. What is a "social occupational therapist" (1 paragraph). Should there be a social occupational therapist or should all occupational therapists assume that role (another paragraph)? What might such an occupational therapist 'do' (third paragraph)? Provide 2 references to support your argument (15).
7. What about Kronenberg's view of politics resonates with you (one paragraph)? Why (second paragraph)? Support your view by relating to, and citing specifically, his 2006 article in *AJOT* (10).
8. Above is formatted & referenced using APA style including correct GSP; reference page is included (6).

How do you rate this activity as a way to learn about P/ADLs and advocacy action? (1)

Not Helpful 1 2 3 4 5 6 7 8 9 10 Helpful

How likely are you to return to AOTA's Legislative Action Center? (1)

Not Likely 1 2 3 4 5 6 7 8 9 10 Likely

Total____/105

DEPARTMENT OF OCCUPATIONAL THERAPY

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Grading Criteria
Fall 2016

Related Readings

As an individual, prior to departure date, complete the readings assigned to you by you from *HOCS 323 Occupational Justice I*. For each article provide a one-half page summary of the content, compare and contrast the article's main points relative to your anticipated service and learning experience, and identify related occupational justice theory structures. End by discussing "take-home" points (points to remember the rest of your career) from the reading w/ accompanying rationale. Limit 2-3 pages each. Include reference page per APA style for each including the DOI (or URL); if neither DOI nor URL is available, provide a hard copy. See grading criteria.

Name: _____

Date _____

Article #1:

- | | |
|---|--------------------------|
| 1. Summary of content | _____ (17) |
| 2. Compare and contrast content to service experience | _____ (17) |
| 3. Compare and contrast content to learning experience | _____ (17) |
| 4. Relate aspect of the article to occupational justice theory (structure, context, or outcome) in a way that is clear, direct, & tightly aligned (cite the theory) | _____ (17) |
| 5. Identify two take-home points and explain their importance to future career | _____ (19) |
| 6. Text is organized, flows, and free of GSP errors (3 pts ea category w/ GSP pt deducted per ea 2 errors) | _____ (09) |
| 7. Page limit observed | _____ (02) |
| 8. Reading is referenced using APA style | _____ (02) |
| | Total _____ (100) |

Article #2:

- | | |
|---|--------------------------|
| 1. Summary of content | _____ (17) |
| 2. Compare and contrast content to service experience | _____ (17) |
| 3. Compare and contrast content to learning experience | _____ (17) |
| 4. Relate aspect of the article to occupational justice theory (structure, context, or outcome) in a way that is clear, direct, & tightly aligned (cite the theory) | _____ (17) |
| 5. Identify two take-home points and explain their importance to future career | _____ (19) |
| 6. Text is organized, flows, and free of GSP errors (3 pts ea category w/ GSP pt deducted per ea 2 errors) | _____ (09) |
| 7. Page limit observed | _____ (02) |
| 8. Reading is referenced using APA style | _____ (02) |
| | Total _____ (100) |

DEPARTMENT OF OCCUPATIONAL THERAPY**HOCS 405 Occupational Justice II**
Grading Criteria
Fall 2016Instructor Site Visit

As a group arrange a mutually agreed upon time (among students, instructor, site) for instructor to visit your service learning site. Intent of visit is to gain insight into student participation with population and to encourage communication between site and course instructor. Visit must occur before midterm.

Name: _____

Date _____

1. Time of visit was agreeable to all _____ (25)
2. The potential for student group to gain insight into population was available _____ (25)
3. The potential to encourage site/course instructor communication was available _____ (25)
4. Visit occurred before midterm _____ (25)

Total _____ /100

DEPARTMENT OF OCCUPATIONAL THERAPY**HOCS 405 Occupational Justice II**
Grading Criteria
Fall 2016Midterm Review

Each student will have two minutes to share with the class what has been learned to date in relationship to one course objective with one reference or reading cited. Avoid duplication within the same service learning group. Sharing will take place in a discussion-type format with students following after each other as the discussion unfolds.

Name: _____

Date _____

1. Learning shows synthesis of course content _____ (25)
2. Relationship to one course objective is clear _____ (25)
3. One published reference or reading is cited (not quoted).
Presence of a quote will result in an automatic 10-pt reduction _____ (25)
4. Time limit is observed _____ (25)

Total _____ (100)

DEPARTMENT OF OCCUPATIONAL THERAPY**HOCS 405 Occupational Justice II**
Grading Criteria
Fall 2016Dissemination/Advocacy Article

As a group identify an approved newspaper, newsletter, journal for whom the audience will appreciate the process and/or outcomes of your service learning project. Write a short article (2 paragraphs to 2 pages) featuring and highlighting your work toward promoting occupational justice. It can feature the process, outcomes, and/or tell a "story" as an example. Its nature can be informative (dissemination about what you have done) or activist (advocacy in giving your population a voice). Identify the address (web or postal) and person/department to which submission is appropriate. See grading criteria.

Name: _____

Date _____

1. Newspaper, newsletter, or journal is identified; prior approval was obtained _____ (05)
2. Content is appropriate for audience to appreciate _____ (05)
3. Content highlights promotion of occupational justice _____ (35)
4. Article features process, outcomes, tells a story and/or advocates for population _____ (35)
5. Length is two paragraphs to two pages _____ (05)
6. Address (web or postal) & person/department identified _____ (05)
7. Article is organized, flows, and free of GSP errors _____ (10)

Total _____ /100

DEPARTMENT OF OCCUPATIONAL THERAPY**HOCS 405 Occupational Justice II
Grading Criteria
Fall 2015**Keeping the Experience Alive

As a group generate a list of 30 numbered and realistic ways to keep your service learning experience alive. Add a 1-3 sentence explanation for each item. List may be categorical (e.g., personal, professional; daily, weekly, annually; short term, long term; thinking/acting globally, thinking/acting locally) or noncategorical in nature. Highlight the top 3 most salient ways. End with a one-page critique of occupational therapy's response to injustice. See grading criteria.

Name: _____

Date _____

1. 30 realistic items are included _____ (30)
2. 1-3 sentence explanation for each is included _____ (30)
3. Items appear reflective and realistic for potential individual &/or immediate response _____ (07)
4. The 3 most salient items are highlighted (literally with a highlight pen or feature; no further comment is needed) _____ (03)
5. Critique occupational therapy's response, as a profession, to injustice using a pADL &/or PADL lens (hint: a critique might address to what degree are we responding as we should, to what degree are we doing enough?)
Include references to provide backing for the points made in your critique.
 - Include 2 different points (one pADL and one PADL) each with a different citation from a reference including page number (may cite from self-assigned required readings or course-assigned required readings)
 - Provide citation for reference using APA style
 - Limit to one page _____ (30)

Total _____ /100

DEPARTMENT OF OCCUPATIONAL THERAPY**HOCS 405 Occupational Justice II**
Grading Criteria
Fall 2016Social Justice Event

As an individual attend one campus events (e.g., one sponsored by E/RS, the Brueggeman Center, Office of Interfaith Community Engagement, Mission and Identity, or another as approved by instructor). Write a one-page reflection discussing the import of 2-3 “take-home points” relative to course content. Include one citation.

Name: _____

Group _____

1. Attendance at approved event was verified _____ (05)
(specify date, time, duration, place, sponsor along with verification)
 2. Two “take-home” points are described and discussed _____ (60)
Note: Take-home points are those most meaningful that you want to make
sure you remember as they are anticipated they will be useful the rest of your career
 3. Relationship to course content is articulated and clear _____ (20)
(e.g., objectives, service learning content, population, role of p/ADLs, advocacy role, etc.)
 4. One reading is cited in text (not quoted) _____ (07)
(connection to event is articulated clearly & accurately)
 5. Article is organized, flows, and free of GSP errors _____ (05)
 6. Page limit observed _____ (02)
 7. Reflection is referenced using APA style _____ (01)
- Total _____ (100)

DEPARTMENT OF OCCUPATIONAL THERAPY

HOCS 405 Occupational Justice II
Grading Criteria
Fall 2016

Documentation of Service Learning Experience

As a group conduct service learning hours per approved plan developed in the pre-requisite course *HOCS 323 Occupational Justice I*. Documentation log must include date, time, event/activity, and evidence of your presence (e.g., signature, picture, report). Contact hours must total a minimum of 30 that are spent in direct contact with your population. Indicate the total number of hours spent in service. Track also in documentation log the number of clients/members to whom service was provided, the number of professionals with whom you worked, and a category of "other" to include all who may have been impacted by your services. Indicate the total number of individuals who were impacted by your group. End with an analysis of your perceived impact.

Name: _____

SL Group: _____

Service Hours:

- | | |
|---|----------|
| 1. Hours conducted per plan (or adjustment to plan) | ____(05) |
| 2. Includes date, time, event/activity | ____(05) |
| 3. Hours are verifiable (evidence of presence) | ____(05) |
| 4. Hours total 30 (minimum) | ____(05) |
| 5. Total number of hours is clearly stated | ____(05) |

Service Impact:

- | | |
|---|----------|
| 6. Number of clients/members served | ____(05) |
| 7. Number of professionals with whom worked | ____(05) |
| 8. Number of other contacts (specify) | ____(05) |
| 9. Total number of individuals impacted by service | ____(05) |
| 10. Summarize your perceived service impact relative to an overall impression and your specific assessment measures (limit 1-2 pages) | ____(55) |

Total ____ /100

DEPARTMENT OF OCCUPATIONAL THERAPY**HOCS 405 Occupational Justice II
Grading Criteria
Fall 2016**Thank You to Site

As a group write a thank you note to your service learning site. Turn in a copy of the note. Points will be awarded equally for degree of thoughtfulness, creativity, and personalization. Correct grammar, spelling, punctuation are assumed.

Date: _____

SL Group: _____

- | | |
|---|----------|
| 1. Thoughtfulness | ____(25) |
| 2. Creativity | ____(25) |
| 3. Personalization | ____(25) |
| 4. Correct grammar, spelling, punctuation | ____(25) |

Total ____ /100

DEPARTMENT OF OCCUPATIONAL THERAPY

HOCS 405 Occupational Justice II
Grading Criteria
Fall 2016

Presentation of Service Learning Experience

As a group give a 10-minute presentation on what was accomplished and what was learned from engagement in the service experience; an additional 5 minutes will be dedicated for questions/answers and/ or discussion.

Name: _____ Group _____

1. Describe the service you provided & how that was measured
(include mention of the artifact) _____ (20)

2. Describe the learning you gained & how that was measured
(include mention of the readings) _____ (20)

3. Explain how your experience related to occupational justice theory
(present in lay terms w/ literature cited (2-3x ea. different); include evidence of
insights gained – how were structures and contexts seen initially, how are they
seen now? What supported participation in occupation? What impeded participation
in occupation?) _____ (15)

4. Share how the experience impacted you as a human being
(what changes in thoughts, beliefs, and/or behavior have or are anticipated to occur?) _____ (15)

5. Share how the experience impacted your perception of community
(what changes in thoughts, beliefs, and/or behavior have or are anticipated to occur?) _____ (15)

6. Presentation is creative, professional, and interesting _____ (05)

7. Discussion is facilitated & related to issues of occupational justice and/or service learning _____ (08)

8. Time limit is respected _____ (02)

Total _____/100

Alternatively:

1. Convince course instructor of your learning related to course content _____ (90)

2. Presentation is creative, professional, and interesting _____ (03)

3. Discussion is facilitated & related to issues of occupational justice and/or service learning _____ (06)

4. Time limit is respected _____ (01)

Total _____/100