

**DEPARTMENT OF OCCUPATIONAL THERAPY**

**HOCS 405 Occupational Justice II**  
**Course Syllabus**  
**Summer/Fall 2011**

<b>Time:</b> Summer - TBD Fall - Tuesday, 5:30-6:45pm Thursday, 5:30-6:45pm	<b>Room:</b> TBA
<b>Faculty:</b> Carol R. Scheerer, EdD, OTR/L	<b>Credit:</b> 3.0
<b>Office:</b> Cohen 41	<b>Telephone:</b> 745-3310
<b>Office Hours:</b> Tuesdays 4:30-5:30pm and Thursdays 4:30-5:30pm by confirmed appointment	<b>E-mail:</b> <a href="mailto:scheerer@xavier.edu">scheerer@xavier.edu</a>

**COURSE DESCRIPTION:**

Implementation of previously planned service learning project constructed in *HOCS 325 Occupational Justice I*. Service learning hours may be conducted locally or internationally. 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 local or international communities is supported. Responsible civic engagement and relationship to 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
- 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 (2007)	Objective	ACOTE Assessment Measure; Evaluation Method #
1.1, 1.2, 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, #7
1.2, 5.6, 5.15, 6.1, 9.3	2. Implement service learning plan per coordinated and approved plan.	5, 6; #3, #8, #9
1.2, 1.8, 2.5, 2.6, 2.9, 3.1	3. Examine the relationship between participation, life meaning, occupational justice, and occupational justice theory.	1; #3, #5, #10
1.2, 1.7, 1.8, 2.5, 2.6, 2.7, 3.1	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, #2, #6, #9
1.2, 1.9, 6.2, 6.3, 9.1	5. Examine the role of politics in occupational therapy (pADL; PADL) and the role of a "social occupational therapist."	1, 2, 8- participation; #1, #4
1.8, 6.4, 6.6, 9.1, 9.2	6. Critique occupational therapy's response to occupational injustice.	1, 8- participation; #1
1.1, 1.2, 9.1, 9.2, 9.4, 9.6	7. Defend self-responsibility through reflection at micro and macro levels.	1, 4, 8- thank you; #11, #12
1.1, 1.2, 1.7, 1.8, 9.1, 9.6	8. Evaluate implementation, outcomes, and self-learning experience of the service learning project.	4; #11
1.1, 1.2, 9.4, 9.6	9. Describe insights in to growth related to personal social consciousness, responsibility, and becoming "a person for others."	4; #5, #6

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: (available via e-reserves if not previously-required text)

E-reserves password: justice

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

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

Capital Briefing. *OT Practice* (3 most recent issues)

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.

Kronenbreg, 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.

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)

## 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](http://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* (2<sup>nd</sup> e.d.). Thorofare, NJ: Slack.

## **COURSE POLICIES:**

### **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 before each session so that thoughtful, critical, and insightful discussions can occur. 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 departure is also considered like a tardy. 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. 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. Note: students who participate in Guatemala 2010 need not attend the class sessions where a processing discussion will occur.

### **Email Accounts:**

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

### **Assignment Due Date:**

Students are expected to complete assignments in a timely manner. Assignments are due on the date specified and must be turned in at the beginning of the class specified for each due date. Assignments turned in after the beginning of class time on the due date 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 which must be documented prior to due date/time.

### **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%.

### **Academic Honesty**

As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism, and collusion will not be tolerated. Refer to Xavier University's Catalog for specifics on academic honesty.

### **Essential Functions**

To pass this course, students must meet all expectations that may arise in this class as identified on the list of Department of Occupational Therapy Essential Functions with or without LAC-generated/instructor approved accommodations. Additionally, each service learning site may require additional and other essential functions.

### **Accommodations for Special Needs:**

According to ADA (1990) regulations, a student who has a qualified disability that requires special accommodations in a classroom setting, must register with the Learning Assistance Program (LAP) before accommodations will be made. The first step of this process is self-identification of the disability or need for accommodations by the student. Contact the director of the Learning Assistance Center, for further information (745-3280).

## EVALUATION METHODS:

- 10% 1) Class Participation (ACOTE assessment measure #8-participation)
- 12% 2) Related Readings - 6% each (ACOTE assessment measure #1)
- 01% 3) Instructor Site Visit (ACOTE assessment measure #1)
- 04% 4) Lab Check-out (ACOTE assessment measure #2)
- 10% 5) Keeping Experience Alive (ACOTE assessment measure #1)
- 10% 6) Dissemination/Advocacy Article (ACOTE assessment measure #1)
- 05% 7) Evaluation of Process and Learning: Midterm Review (ACOTE assessment measure #8-oral review)
- 02% 8) Documentation of Service Learning Hours (ACOTE assessment measure #1)
- 20% 9) Presentation of Service Learning Experience (ACOTE assessment measure #6)
- 05% 10) Presentation Handout (ACOTE assessment measure #1)
- 20% 11) Evaluation of Process and Learning: Final Essay (ACOTE assessment measure #4)
- 01% 12) Thank you note to site (ACOTE assessment measure #8 – thank you note)

### Grading Scale:

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

## DESCRIPTION OF ASSIGNMENTS:

### 1. Class Participation:

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. 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. Points will be deducted if midterm and final ratings are not on the same page.

### 2. Related Readings:

As an individual complete the readings assigned to you by you from *HOCS 323 Occupational Justice I* (at least 2 readings). Provide a one-half page summary of the content, compare the article's main points in relationship to your service and learning experience, and identify related occupational justice structures. End with identifying "take-home" points from the reading w/ accompanying rationale. Limit 2-3 pages. Complete this assignment for each reading. Include reference page and copy of reading. See grading criteria.

### 3. Instructor Site Visit:

As a group arrange a mutually agreed upon time (among students, instructor, facility) 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 facility and course instructor. Visit must occur before midterm. See grading criteria.

### 4. Lab Check-Out:

Each student will complete the Lab Check-Out form prior to the end of the lab session.

### 5. 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.

## **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 more informative (dissemination about what you have done) or more activist (advocacy in giving your population a voice). Identify the address (web or postal) and person/department to which submission is appropriate. Points will be awarded for rigorousness of source and submission. Obtain prior approval for equivalency rating or accept default rating of instructor. See grading criteria.

## **7. Evaluation of Process and Learning- Midterm Review:**

Each student will have 2 minutes to share with the class what has been learned to date in relationship to one of the occupational justice contextual or structural factors 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. See grading criteria.

## **8. Documentation of Service Learning Hours:**

Conduct service learning hours per approved plan developed in the pre-requisite course *HOCS 323 Occupational Justice I*. Documentation must include date, time, event/activity, and evidence of your presence (e.g., signature, picture, report). Contact hours must total a minimum of 30 with 20 in direct contact with population; 10 may be in indirect contact. To reach the minimum total of 30 hours, the number of contact hours may be increased while the number of noncontact hours cannot exceed 10. Use list of approved contact and non-contact hours from HOCS 323 as a guide.

## **9. Presentation of Service Learning Experience:**

Each student group will give a 10-minute presentation on what was done and what was learned from engagement in the service learning experience; an additional 5 minutes will be dedicated for questions/answers/discussion. See grading criteria.

## **10. Presentation Handout:**

As a group create a one-page handout to accompany your group’s presentation. The handout should offer a summary and/or highlights of the service learning project and serve as a resource for guests; especially those who may not be able to attend at the specified presentation time and/or for those desiring further information. Advocate for your population. See grading criteria.

## **11. Evaluation of Process and Learning- Final Essay:**

During the designated final exam time, several essay questions from which to select and the accompanying grading criteria will be presented. 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.

## **12. Thank You to Site:**

Each group will write a thank you note to their service learning site. A copy of the note should be turned in to instructor per due date. Points will be awarded equally for degree of thoughtfulness, creativity, and personalization. Correct grammar, spelling, punctuation is assumed.

**COURSE SCHEDULE:** Please note schedule on next page is subject to change as needed.

<p><u>Aug 23 &amp; Aug 25</u>  TOPIC: Review syllabus including assignments  Review of occupational justice and theory  Review/update service learning plans by group (last step; next step)</p>
<p><u>Sep 13</u>  TOPIC: p/PADLs &amp; P/ADLs  REQUIRED READINGS: Galeheigo, pp. 87-98  Kronenberg &amp; Pollard, pp. 1-13, 69-86  Pollard, Sakellariou, &amp; Kronenberg, pp. xxi-38  AOTA's Health Disparities Statement</p>
<p><u>Sep 15</u>  TOPIC: Civic Responsibility (guest speaker)  REQUIRED READINGS: Three most recent <i>OT Practice</i> "Capital Briefings"  DUE: Related Reading</p>
<p><u>Sep 20 &amp; 22</u>  TOPIC: Advocacy Lab  DUE: Lab Check-out prior to end of lab time</p>
<p><u>Oct 4</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?</p>
<p><u>Oct 6</u>  TOPIC: Midterm Review (see description &amp; grading criteria)  DUE: Participation Form  Instructor Site Visit</p>
<p><u>Nov 8 &amp; 10</u>  TOPIC: 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?  DUE: Keeping the Experience Alive (Nov 10)</p>
<p><u>Nov 23</u>  TOPIC: Presentation preparation  DUE: Dissemination/Advocacy Article  Copy of Thank you Note sent to site</p>
<p><u>Dec 7 – tentative 5:30-7:30pm</u>  TOPIC: Presentations (15 minutes each)  DUE: Presentation Handout  Documentation of Service Learning Hours  Participation Form</p>
<p><u>DEC 14</u>  TOPIC: Final Essay – open book/open note – completed in class and turned in at class-end time (Note: bring personal computer or provide notice ahead of need for one)</p>

**DEPARTMENT OF OCCUPATIONAL THERAPY**
**HOCS 405 Occupational Justice II**
**Grading Criteria  
 Summer/Fall 2011**
Class Participation

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. 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. 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.			Occasionally provides comments, questions, insights, and shares experiences t/o class.			Seldom participates, very quiet, withdrawn from discussion t/o class.		
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.			Occasionally provides comments, questions, insights, and shares experiences t/o class.			Seldom participates, very quiet, withdrawn from discussion t/o class.		
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**  
**Summer/Fall 2011**Related Reading

As an individual, complete the readings assigned to you by you from *HOCS 323 Occupational Justice I* (at least 2 readings). Provide a one-half page summary of the content, compare the article's main points in relationship to your service and learning experience, and identify related occupational justice structures. End with identifying "take-home" points from the reading w/ accompanying rationale. Limit 2-3 pages. Complete this assignment for each reading. Include reference page and copy of reading.

Name: \_\_\_\_\_

Date \_\_\_\_\_

1. Summary of content \_\_\_\_\_ (23)
2. Comparison of content to service and learning experience \_\_\_\_\_ (23)
3. Identification and defense of two related occupational justice structures &/or contextual factors \_\_\_\_\_ (23)
4. Identification of two take-home points w/ accompanying rationale \_\_\_\_\_ (23)
5. Article is organized, flows, and free of GSP errors \_\_\_\_\_ (05)
6. Page limit observed \_\_\_\_\_ (02)
7. Reference page included; copy of article included \_\_\_\_\_ (01)

Total \_\_\_\_\_ (100)

**DEPARTMENT OF OCCUPATIONAL THERAPY****HOCS 405 Occupational Justice II  
Grading Criteria  
Summer/Fall 2011**Instructor Site Visit

As a group arrange a mutually agreed upon time (among students, instructor, facility) 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 facility and course instructor. Visit must occur before midterm.

Name: \_\_\_\_\_

Date \_\_\_\_\_

1. Time of visit was agreeable to all \_\_\_\_\_ (25)
2. The potential to gain insight into population was available \_\_\_\_\_ (25)
3. The potential to encourage facility/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**  
**Summer/Fall 2011**Midterm Review

Each student will have 2 minutes to share with the class what has been learned to date in relationship to one of the occupational justice contextual or structural factors 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 occupational justice theory contextual or structural factors \_\_\_\_\_ (25)
2. Learning shows synthesis of influence on participation \_\_\_\_\_ (25)
3. One reference or reading is cited \_\_\_\_\_ (25)
4. Time limit is observed \_\_\_\_\_ (25)

**DEPARTMENT OF OCCUPATIONAL THERAPY****HOCS 405 Occupational Justice II**  
**Grading Criteria**  
**Summer/Fall 2011**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 \_\_\_\_\_ (25)
2. 1-3 sentence explanation for each is included \_\_\_\_\_ (25)
3. Items appear reflective and realistic for potential individual &/or immediate response \_\_\_\_\_ (07)
4. The 3 most salient items are highlighted \_\_\_\_\_ (03)
5. Critique occupational therapy's response, as a profession, to injustice using a pADL &/or PADL lens. Include a reference to provide backing for your critique.
  - Include 4 different points each with a different citation from the reference including page number (pull reference from required reading)
  - Provide entire reference listed APA style \_\_\_\_\_ (40)

Total \_\_\_\_\_ /100

**DEPARTMENT OF OCCUPATIONAL THERAPY**

**HOCS 405 Occupational Justice II**  
**Grading Criteria**  
**Summer/Fall 2011**

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 more informative (dissemination about what you have done) or more activist (advocacy in giving your population a voice). Identify the address (web or postal) and person/department to which submission is appropriate. Points will be awarded for rigorousness of source and submission. Obtain prior approval for equivalency rating or accept default rating of instructor. See grading criteria.

Name: \_\_\_\_\_

Date \_\_\_\_\_

- |   |            |
|---|------------|
| 1. Newspaper, newsletter, or journal is identified                                    | _____ (05) |
| 2. Content is appropriate for audience to appreciate                                  | _____ (05) |
| 3. Content highlights promotion of occupational justice                               | _____ (25) |
| 4. Article features process, outcomes, and/or tells a story                           | _____ (25) |
| 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                                | _____ (20) |
| 8. Rigor of submission [equivalency of newspaper (3), newsletter (6), "journal" (10)] | _____ (10) |

Total \_\_\_\_\_ /100



DEPARTMENT OF OCCUPATIONAL THERAPY

HOCS 405 Occupational Justice II
Grading Criteria
Summer/Fall 2011

Documentation of Service Learning Experience

Conduct service learning hours per approved plan developed in the pre-requisite course HOCS 323 Occupational Justice I. Documentation must include date, time, event/activity, and evidence of your presence (e.g., signature, picture, report). Contact hours must total a minimum of 30 with 20 in direct contact with population; 10 may be in indirect contact. To reach the minimum total of 30 hours, the number of contact hours can be increased while the number of noncontact hours cannot exceed 10. Use list of approved contact and non-contact hours from HOCS 323 as a guide

Name: \_\_\_\_\_

SL Group: \_\_\_\_\_

- 1. Hours conducted per plan (or adjustment to plan) \_\_\_\_ (20)
2. Includes date, time, event/activity \_\_\_\_ (20)
3. Hours are verifiable (evidence of presence) \_\_\_\_ (20)
4. Hours total 30 w/ at least 20 in direct contact \_\_\_\_ (20)
5. Hours align w/ approved hours for both categories \_\_\_\_ (20)

Total \_\_\_\_ /100

**DEPARTMENT OF OCCUPATIONAL THERAPY****HOCS 405 Occupational Justice II**  
**Grading Criteria**  
**Summer/Fall 2011**Presentation Handout

As a group create a one-page handout to accompany your group's presentation. The handout should offer a summary and/or highlights of the service learning project and serve as a resource for guests especially those who may not be able to attend at the specified presentation time and/or for those desiring further information. Advocate for your population. See grading criteria.

Name: \_\_\_\_\_

Date \_\_\_\_\_

1. Content summarizes and/or highlights service learning project \_\_\_\_\_ (20)
2. Text can be understood by general public \_\_\_\_\_ (20)
3. Method of obtaining further information is provided \_\_\_\_\_ (20)
4. Advocacy for population is present and clear \_\_\_\_\_ (20)
5. Handout is free of GSP errors \_\_\_\_\_ (10)
6. Handout is one-page in length \_\_\_\_\_ (10)

Total \_\_\_\_\_ /100

**DEPARTMENT OF OCCUPATIONAL THERAPY**

**HOCS 405 Occupational Justice II  
Grading Criteria  
Summer/Fall 2011**

Presentation of Service Learning Experience

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

Name: \_\_\_\_\_ Group \_\_\_\_\_

- |   |            |
|---|------------|
| 1. Description of PEO   | _____ (05) |
| 2. Analysis of experience in relationship to:   |            |
| Overview of involvement/timeline  | _____ (05) |
| Specific accomplishment of service and learning goals/objectives  | _____ (10) |
| Specific evidence of measurable outcomes for service and learning   | _____ (20) |
| Unfolding of process (what went well; what was a challenge)   | _____ (10) |
| Feedback from facility (formal or informal)   | _____ (05) |
| 3. Understanding of occupational justice theory is evident and presented in lay terms w/ literature cited (3-5x ea. different) (include evidence of insights gained – how were structures and contexts seen initially; how are they seen now? What supports participation in occupation? What impedes participation in occupation?) | _____ (15) |
| 4. Overall, what else was learned? Include how reflection played a role in learning   | _____ (10) |
| 6. Presentation is creative, professional, and interesting  | _____ (10) |
| 7. Artifact is described and evidenced  | _____ (03) |
| 8. Discussion is facilitated & related to issues of occupational justice  | _____ (05) |
| 9. Time limit is respected  | _____ (02) |

Total \_\_\_\_\_/100