HOCS 323: Occupational Justice I
Spring 2016
Course Syllabus

FACULTY: Carol Scheerer, EdD, OTR/L

OFFICE: Cohen 41

TELEPHONE: 513-745-3310

E-MAIL: scheerer@xavier.edu

OFFICE HOURS: Tue 4:00-5:00pm & Fri 2:00-3:00pm by confirmed appointment

COURSE SCHEDULE: Tue & Thu 2:30-3:45pm ROOM: Tue in Cohen 187; Thu in Hailstones 2

CREDIT: 3.0 hours

COURSE DESCRIPTION:
Occupation refers to the familiar and meaningful things that people do every day (AOTA, 1995). Occupations are necessary for our being and identity. This course will provide an overview of occupational participation and supports/barriers at individual, community, and societal levels both nationally and internationally. Students will explore critically the concepts of occupational justice, social justice, and occupational marginalization as related to health and community participation. This course will include discussion of governmental policies related to equalizing rights of people who may be occupationally disadvantaged, the effects of these policies on occupational functioning, and ethical responses to these situations. This course includes introduction to change theory, discussion of (individual and societal) morals and values, and the development of advocacy strategies to promote occupational justice and participation. Students will develop a service learning plan in partial fulfillment of the requirements for HOCS 405 (Occupational Justice II: Independent Study). This course serves as an E/RS elective & GDST course.

ABBREVIATED PROGRAM MISSION STATEMENT:
The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

ABBREVIATED PROGRAM PHILOSOPHY STATEMENT:
We believe:

- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Meaningful occupations shape human beings and provide a bridge to health and wellness.
- Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

Furthermore, our student centered focus on learning is driven by our belief that students are self-directed, active learners who construct their own knowledge in authentic contexts.

The sequence of our curriculum is based upon a developmental model that builds knowledge and skills to form competent, caring & ethical practitioners.
RELATIONSHIP TO INSTITUTIONAL MISSION:
- Empowers integration of academic, practical and technological knowledge with questions of human values and ethical behavior
- Stimulates critical thinking and inter-disciplinary approaches to learning
- 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 engagement with civic, social, cultural, and global issues
- Demonstrates respect of the dignity and needs of the individual
- Encourages self-reflection and self-analysis of values and ethics in accordance with E/RS objectives

RELATIONSHIP TO CURRICULUM DESIGN:
- Views occupation from social perspective of marginalization and subsequent negative effects on individual and community; continues to build upon occupation-based and client-centered principles for future application
- Focuses on ethical ramifications of occupational marginalization
- Fosters clinical reasoning: continues foundation for ethical reasoning regarding identification of relevant ethical issues; scientific reasoning continues via use of literature to form basis of service learning plan
- Develops role of advocate
- Introduces concepts related to change theory and advocacy to function as a change agent in promoting occupational and social justice
- Provides overview of public health policy and legislation impacting occupational functioning at individual and community levels introduced at national and international levels to promote student understanding of global issues
- Involves active student learning via participation in service learning project as well as advanced reflection to continue to develop sense of social responsibility

COURSE OBJECTIVES:
Upon successful completion of the course, the student will demonstrate competence in the following:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>ACOTE Standard (2011)</th>
<th>Course Evaluation Method (#)</th>
<th>ACOTE Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in class discussions and activities demonstrating professional behavior in preparation of role as future occupational therapist</td>
<td>9.6</td>
<td>#1</td>
<td>8-participation; thank you</td>
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<tr>
<td>2. Describe legislation (including that related to public health) designed to promote occupational justice and analyze effects on human participation</td>
<td>6.2</td>
<td>#4</td>
<td>1</td>
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<tr>
<td>3. Identify community need and promote occupational justice at a local level; develop a personal reflective analysis summary of planning experience</td>
<td>5.17</td>
<td>#7, #10, #11</td>
<td>1. 4, 5</td>
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<tr>
<td>4. Adhere to ethical standards of behavior</td>
<td>9.1</td>
<td>#5, #6, #7, #9</td>
<td>1</td>
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<td>5. Compare and contrast the influence of social conditions on issues of occupational justice including health and the prevention of disease at the national and international levels</td>
<td>2.5</td>
<td>#3, #10, #11</td>
<td>1, 3, 4</td>
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<td>6. Describe underlying concepts of change theory and develop plan to apply process to a specific situation to promote change</td>
<td>3.1</td>
<td>#10</td>
<td>1</td>
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<tr>
<td>7. Describe situations resulting from various forms of occupational injustice including but not limited to occupational imbalance, deprivation, marginalization, and alienation.</td>
<td>1.5, 1.6</td>
<td>#4, #11</td>
<td>1, 4</td>
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</tbody>
</table>
8. Describe insights into growth related to personal social consciousness, responsibility, and becoming a “person for others”

9. Identify local community resources and advocacy groups

10. Describe the current health care arena and explain the relationship between global socioeconomic, political factors/policies, and occupational justice structures with meeting of human health care needs

11. Describe your population’s PEO (person, environment, occupation) and the associated quality of life and well-being considering the contexts of occupational justice theory (i.e., age, gender, sexual orientation, ability/disability, income, employment, ethnicity, religion, origin, geographic, and/or social networks)

<table>
<thead>
<tr>
<th>Activity</th>
<th>ACOTE Measure</th>
<th>Notes</th>
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<tr>
<td>8. Describe insights into growth related to personal social consciousness, responsibility, and becoming a “person for others”</td>
<td>#1, #8</td>
<td>1, 8 – discussion; oral review</td>
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<td>9. Identify local community resources and advocacy groups</td>
<td>#4</td>
<td>1</td>
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<tr>
<td>10. Describe the current health care arena and explain the relationship between global socioeconomic, political factors/policies, and occupational justice structures with meeting of human health care needs</td>
<td>#3, #4, 1, 3</td>
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<tr>
<td>11. Describe your population’s PEO (person, environment, occupation) and the associated quality of life and well-being considering the contexts of occupational justice theory (i.e., age, gender, sexual orientation, ability/disability, income, employment, ethnicity, religion, origin, geographic, and/or social networks)</td>
<td>#4, #9</td>
<td>1</td>
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Key to ACOTE Assessment Measure: 1 Assignment; 2 Lab Test; 3 Objective Test; 4 Essay Test; 5 Project; 6 Presentation; 7 Demonstration; 8 Other - specify

**REQUERED READINGS:**


Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets* (pp. 1-11; 345-354). Chicago: ACTA.


**RECOMMENDED READINGS:**


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 (*taken from XU OT Student Handbook, Spring 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.
   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.

ACCOMODATIONS
The goal of this class is for it to serve as 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, please 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 POLICY
Class attendance will be noted and documented for review in final grade calculation. Promptness for class is expected, as late arrivals or early departures cause disruption to the instructor and to the group process. Three unexcused late arrivals or early departures will be treated as an unexcused absence. Five percentage points will be deducted from the final grade for the second and any additional unexcused absence(s) incurred; unexcused absences include but are not limited to vacations, wedding, and funerals outside the immediate family. Excused absences include but are not limited to death of immediate family member, personal or dependent’s serious illness or injury, natural disasters. Verification of an excused absence is required and must be received within five business days of the date of absence. Students missing a scheduled class session are responsible to obtain any handout material or information presented from their peers. Any student missing more than four class sessions (excused or unexcused) may be required to repeat the course.

CANVAS
The course syllabus and required readings are posted on Canvas. Other items will be posted as announced throughout the semester.

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.

E-MAIL ACCOUNTS
All students are required to use a Xavier-provided email address. It is the responsibility of each student to check this email on a daily basis for course and Department communications. When emailing a question to the
instructors regarding class topics for which the answer will benefit the entire class, that email with the accompanying answer may be forwarded to all class members. Unless needed for understanding or reference, the name of the person asking the question will not be included in any forwarded response to the entire class.

**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 on the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document.

**GRADE DISCREPANCY POLICY**
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.

**GRADE “ROUNDING UP” POLICY**
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: Estes, J., & Cheny, L. (2010). On-line social networking: Advisory Opinion. In D. Slater (Ed.) *Reference guide to occupational therapy code of ethics and ethics standards* (pp. 213-217). Bethesda, MD: AOTA Press

**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 the start of class); 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.

**RETURN OF GRADED ASSIGNMENTS**
Graded assignments will normally be returned within one week after turn-in.

**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 (2:30pm). Assignments turned in after the due date will result in an
automatic reduction of ten percentage points for each day late. Emailed assignments will be considered turned in at the date and time which the instructor emails confirmation of successful opening, downloading, and copying of the same. All assignments must include student’s name to avoid a 50% point reduction.

**GRADING SCALE**

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<tr>
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<th>B</th>
<th>C</th>
<th>D</th>
<th>F</th>
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<tbody>
<tr>
<td>%</td>
<td>93-100</td>
<td>85-92</td>
<td>77-84</td>
<td>76-69</td>
<td>68 and below</td>
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</tbody>
</table>

**EVALUATION METHODS**

| %    | 1) Participation (ACOTE assessment measure #8 - participation) | P/F 2) Guest Lecturer Thank You (ACOTE assessment measure #8 – thank you) | 25% 3) Reading Reviews (ACOTE assessment measure #3) | 05% 4) Service Learning Population Analysis (ACOTE assessment measure #1) | 05% 5) Meeting with Former Service Learning Group (ACOTE assessment measure #1) | 05% 6) Service Learning Visit (ACOTE assessment measure #1) | 10% 7) Service Learning Interview (ACOTE assessment measure #1) | 01% 8) Midterm Exam (ACOTE assessment measure #8 – oral review) | 10% 9) Service Learning Observation (ACOTE assessment measure #1) | 05% 10) Service Learning Plan (ACOTE assessment measure #1) | 24% 11) Evaluation of Process and Learning: Final Essay (ACOTE assessment measure #4) |

**ASSIGNMENT DESCRIPTIONS**

1. **Class Participation**
   As befitting a health professional, students are expected to complete required readings prior to class sessions as they will be expected to contribute to all class-related activities in a way that is meaningful, noticeable, and measurable. During class sessions students are expected to turn off, and avoid using, all cell phones, pagers, and other non-course related electronic media. Use of the same is considered impolite and a disruption to the student and entire class. 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 means) and a paragraph critique of his/her class contributions to date, submitting both on the same page at semester-end. Without both a midterm and final form at semester end points for this assignment will not be awarded. The final grade will be determined by the instructor with consideration of student input.

2. **Guest Lecturer Thank You**
   Each service learning group will complete one hand-written thank you note to a specified guest lecturer. Personal and specific content is expected and will be appreciated by the guest lecturer who gave of his/her time and expertise to enhance the learning process. Grading will be pass/fail with a 5% total point deduction for failure to turn in a thank you note to the instructors for a quality-control check before forwarding on to the guest speaker.

3. **Reading Reviews**
   At randomly selected class sessions throughout the semester 5 reading reviews containing questions about the assigned required reading(s) for that date will be conducted. Question format will include multiple-choice, fill in the blank, short answer, and/or short essay-type. Each review of the required reading will be worth 5% points (25% points total).

4. **Service Learning Population Assessment/Analysis**
   Each student group will write a paper related to their service learning project. The contents therein will better equip the group to get to know their population and thus develop a plan to carry out. The paper will include a
description of their population as well as the resources available to their population. Completion of a SWOT table will begin the analysis process as will connections to the occupational justice theory. Page limit is 8-10 pages with required APA (6th edition) style referencing. See grading criteria.

5. Meeting with Former Service Learning Group
All members of each student group will meet in person with the students who conducted their service learning group with the same population last year (a phone call or email communication is not acceptable). A one-page bulleted list with ≥5 items for each category describing what worked, what didn’t work, and the recommendations for this year will be written for a total of ≥15 bulleted items (single-spaced within, double-spaced between categories). Ensure detail specificity is sufficient for understanding and learning. See grading criteria.

6. Service Learning Visit
Each student group will set up an initial meeting with their service learning site. The meeting will be attended by all group members and include any/all “key” persons at the site who will be involved in coordinating and/or supervising the students’ experience. A one-two page report will be written about what was learned about the site and the services they provide, the population served, how the population spends their time, and in what occupations the population typically engages. See grading criteria.

7. Service Learning Interview
Each student will set up an interview related to his/her service learning project. Interview must be at least 30 minutes in length and obtain information to add depth to the level of understanding about the population’s strengths, concerns, needs, and participation patterns. Interviews may occur of any service site professional, para-professional or population member. Each interview must be unique and non-duplicating of another group member. Individually, summarize what was learned during the interview; combine efforts to describe how the individual interviews will inform the service you will provide and the learning you will gain. See grading criteria.

8. Midterm Exam Discussion
Each student will arrive to the class session with a written ½ - full page reflection to share in 90 seconds with the class regarding what has been learned to date in relationship to a selected course objective(s). See grading criteria. Sharing will take place through a rapid written discussion process with students responding to each other through response sheets. Large group discussion will follow.

9. Service Learning Observation
Each student group will set up a site visit related to his/her service learning project. The visit may be an observation or, ideally, a time of volunteering at the site where the project will commence. The site visit must be at least 30-minutes in length. Visits may occur individually, in small groups, and/or as an entire group. A 2-3 page report will be written that includes a summary of the observation, population perceptions, further insights into the environment and occupations of the population, additional info gained relative to the interviews, and how occupational justice theory is manifested. See grading criteria.

10. Service Learning Plan for Occupational Justice II
Each student group will develop a service learning plan in partial fulfillment of the requirements for HOCS 405 (Occupational Justice II: Independent Study) that will be carried out in Summer or Fall 2016. The plan will include service and learning objectives, self-assigned readings, and artifact identification along with related outcomes as well as the timeframe of events. Students who do not wish to take OJ II will be assigned accordingly to the small groups that will be implemented in OJ I (please notify course instructor of intent by week 2). See grading criteria.
The following areas are the populations for whom a service learning projects may be planned: Assignments will be made by instructor after consideration of group preferences.

- Adults who have mental illness (Welcome Center)
- Adults who have mental illness (Recovery Center)
- Children living in the inner city (Evanston Academy Elementary)
- Adults who have developmental disabilities (Starfire)
- Adults who have Down syndrome (Summer Weekend Camp)
- Adults who have head injuries (InReturn)
- Children who have developmental disabilities (Guatemala)

11. Evaluation of Process and Learning - Final Essay
During the designated final exam time, an essay question from which to select and the accompanying grading criteria will be presented. Any and all related course material may be brought to the session and accessed throughout the writing process. The citing of references will be required. To that end, a pre-prepared reference page may be brought to the exam and used throughout. Essay length is limited to 3-5 pages.

Note: Samples of student work (de-identified) may be kept for purposes of program and/or faculty evaluation.

**COURSE SCHEDULE:**
Note: Schedule is tentative & subject to change per instructor discretion. Note 2 bolded non-T/R days/times.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
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<tbody>
<tr>
<td>Jan 12</td>
<td>Introductions Review of syllabus</td>
<td>Syllabus</td>
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<tr>
<td>Jan 14</td>
<td>Service learning Overview &amp; selection of SL population &amp; sites</td>
<td>Adams &amp; Wonnacott – grp learning (pp. 118-131) Crabtree – hard questions (pp. 39-42)</td>
</tr>
<tr>
<td>Jan 19</td>
<td>Overview of sociopolitical populations Biomedical &amp; social models</td>
<td>S/L in L/R/S - paradigms (p. 6, Chart only) S/T/W in C/T – chp. 13 occupational justice (pp. 340-347)</td>
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<td></td>
<td>Philosophical approach to occupation and justice Review of Population &amp; Former Group assignments</td>
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<td>Jan 20-W</td>
<td>MLK Week Keynote - Becoming a Social Activist, Cintas Center, 7pm-9pm (no class on Jan 21)</td>
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<td>7-9pm</td>
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<td>Jan 26</td>
<td>Social justice Occupational justice theory including structures/context/outcomes Reflection upon keynote Review of Visit assignment Sign-up for Thank You Note</td>
<td>S/T/W in C/T – chp. 13 occupational justice (pp. 329-340)</td>
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<td>Jan 28</td>
<td>Minority group views (guest speaker)</td>
<td>Healey – diversity (pp. 7-31) Sue - chps. 5 &amp; 6</td>
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<tr>
<td>Feb 2</td>
<td><strong>SL Population Assessment due</strong> Minority group views (guest speaker)</td>
<td>Healey – diversity (pp. 7-31) (con’t) Sue - chps. 5 &amp; 6 (con’t)</td>
</tr>
<tr>
<td>Feb 02-T</td>
<td>Town Hall Meeting – 15 Years Later, Cintas Center, 7pm-9pm (no class on Thursday)</td>
<td>Attending any/all ‘lead-up’ events is advised; additionally explore this site to learn more - <a href="http://libguides.xavier.edu/otrtownhall2016">http://libguides.xavier.edu/otrtownhall2016</a></td>
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<tr>
<td>Date</td>
<td>Event</td>
<td>Notes</td>
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<td>Feb 09</td>
<td><strong>Meeting with Former SL Group due</strong>&lt;br&gt;dis(Ability)&lt;br&gt;Reflection upon minority group views&lt;br&gt;Reflection upon town hall meeting&lt;br&gt;Review of Interview &amp; Observation assignments</td>
<td>Baskin &amp; Harris – contemporary society (pp. 1-22)</td>
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<td>Feb 11</td>
<td>HIPAA; Universal precautions</td>
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<td>Feb 16</td>
<td><strong>SL Visit due</strong>&lt;br&gt;Unpacking occupational justice theory</td>
<td>S/T/W in C/T – chp. 13 occupational justice (pp. 329-340)</td>
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<td>Feb 18</td>
<td>Privilege and power</td>
<td>Black &amp; Wells – privilege; whiteness (pp. 79-106)</td>
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<td>Feb 23</td>
<td>Asset-based communities (guest speaker)</td>
<td>K/M – intro &amp; mobilizing (pp. 1-11; 345-354)</td>
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<td>Feb 25</td>
<td>Reflection upon asset-based communities</td>
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<td>Asset-based communities (con’t)</td>
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<td>Mar 01</td>
<td><strong>SL Interview due</strong>&lt;br&gt;Measures of change of learning and service&lt;br&gt;Reflection as a learning tool&lt;br&gt;Review of Plan assignment</td>
<td>Hansen – service learning (pp. 25-49)</td>
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<td>Mar 03</td>
<td><strong>Midterm Exam due</strong>&lt;br&gt;Participation form due</td>
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<td>Mar 08, 10</td>
<td>Spring Break (no class)</td>
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<td>Mar 15</td>
<td>Responding to occupational injustices – advocacy &amp; approaches</td>
<td>Townsend – social vision (pp. 175-182)</td>
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<td>Braveman - AOTA Statement - health disparities</td>
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<td>Mar 17</td>
<td><strong>SL Observation due</strong>&lt;br&gt;Social occupational therapy, p/PADLs</td>
<td>P/S/K – political practice (pp. 3-19)</td>
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<td>Goldstein in Z/C – chp 2 international relations (pp. 13-21)</td>
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<td>Mar 22</td>
<td>A population perspective&lt;br&gt;Community health and population-based&lt;br&gt;approaches</td>
<td>Watson in W/S – chp. 4 population approach (pp. 59-65)</td>
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<td>Neufeld – CE1-CE7</td>
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<td>Mar 24</td>
<td>Easter Break (no class)</td>
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<td>Mar 29</td>
<td>International examples – Street Children; GAPA, Ubuntourism&lt;br&gt;Reflection upon justice response</td>
<td>Kronenberg in K/A/P – chp 19 street children (pp. 261-276)</td>
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<td>Kronenberg – ubuntourism (pp. 195-207)</td>
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<tr>
<td>Mar 31</td>
<td>Response to justice (guest speaker)</td>
<td></td>
</tr>
<tr>
<td>Apr 05</td>
<td>TBD - AOTA Conference</td>
<td></td>
</tr>
<tr>
<td>Apr 07</td>
<td>TBD - AOTA Conference</td>
<td></td>
</tr>
<tr>
<td>Apr 12</td>
<td>Local examples – Venice on Vine, Jimmy Heath House, Homeboy Industries</td>
<td>Dear in Z/C – chp. 11 homelessness (pp. 107-113)</td>
</tr>
<tr>
<td>Apr 14</td>
<td>Liberation theology and the perspective of the poor (guest speaker)&lt;br&gt;Types of solidarity</td>
<td></td>
</tr>
<tr>
<td>Date</td>
<td>Activity Description</td>
<td></td>
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<tr>
<td>Apr 19</td>
<td>Advocacy, change, empowerment, sustainability Reflection upon liberation theology</td>
<td></td>
</tr>
<tr>
<td></td>
<td>D/W in W/S - chp 20 prototype (pp. 301-318) Whiteford &amp; Townsend – POJF 2010 (pp. 65-84)</td>
<td></td>
</tr>
<tr>
<td>Apr 21</td>
<td>Contemplatives in action (guest speaker)</td>
<td></td>
</tr>
<tr>
<td>Apr 26</td>
<td>Movie - Intouchables</td>
<td></td>
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<tr>
<td>May 28</td>
<td>Finish Movie and Discussion</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Reflection upon contemplative action</td>
<td></td>
</tr>
<tr>
<td>May 03*</td>
<td><strong>Participation form due</strong>&lt;br&gt;<strong>Essay Final Exam due</strong> – open book/open note –&lt;br&gt;completed in class and turned in at class-end time (note: bring personal computer or provide notice prior of need for one)</td>
<td></td>
</tr>
</tbody>
</table>
Grading Criteria Form – 1. Class Participation

Each student is expected to contribute to class discussions and activities in a way that is meaningful, noticeable, and measurable. At midterm and final each student will complete a self-report including a rubric score (see below) with accompanying evidence (e.g., dated notation of quantity/quality using index card or other means) and a paragraph critique of his/her class contributions to date. The final grade will be determined by the instructor with consideration of student input.

Name: ____________________________________________

Midterm date:

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

Critique of class participation (one paragraph):

Final date:

<table>
<thead>
<tr>
<th>Component</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
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<tr>
<td>Component</td>
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<td>8</td>
<td>7</td>
<td>6</td>
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</table>

Critique of class participation (one paragraph):
Grading Criteria Form – 4. Service Learning Population Assessment/Analysis

Write a paper that addresses each item (#1-#10) below; append #11. Length is limited to 8-10 numbered pages (excluding appendices), double-spaced using a size 12 font.

Group: ___________________________ Date: ____________

Assessment:
1. Describe how your population is portrayed in the local news.
   Append 3 current, related, & local newspaper articles from which your description was based. (05) _____

2. Describe how your population is portrayed in the popular media.
   Append list of 6-12 popular resources, e.g., films, books, magazines, TV shows, websites from which your description was based. (05) _____

3. List & briefly describe 6 population-relevant policies/laws/legislative actions.
   (2 each at local, state, national, and/or international level) (10) _____

4. Complete population assessment on pg. 16 of syllabus
   Population (obtain ⅔ to ¾ of the contextual stats) (8). Describe your population in a brief paragraph (4). List resources as indicated (5). Footnote URL for all (3). (20) _____

Analysis:
6. SWOT Analysis (see syllabus page 16) (05) _____

7. Define and describe one occupational injustice outcome that your population is facing.
   Cite the occupational justice theory to support your response. (15) _____

8. Define and describe one contextual factor that is influencing this outcome.
   Cite the occupational justice theory to support your response. (15) _____

9. Define and describe one structural factor that is influencing this outcome.
   Cite the occupational justice theory to support your response. (15) _____

10. Include reference page with theory source formatted via APA style (01) _____

Writing Style:
12. Clarity (03) _____

11. Organization, flow (03) _____

13. Mechanics (grammar, spelling, punctuation) (03) _____

Total (100) _____
### 4. Service Learning Population Assessment

<table>
<thead>
<tr>
<th>Statistics (Contextual factors of OJ Theory; Stadnyk in C &amp; T, 2010)</th>
<th>Who is your population?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>(specify scope, e.g., international, national, state, local)</td>
</tr>
<tr>
<td>2. Gender</td>
<td></td>
</tr>
<tr>
<td>3. Sexual orientation</td>
<td></td>
</tr>
<tr>
<td>4. Ability/disability</td>
<td></td>
</tr>
<tr>
<td>5. Income/wealth</td>
<td></td>
</tr>
<tr>
<td>6. Employment status</td>
<td></td>
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<td>7. Ethnicity</td>
<td></td>
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<td>8. Religion</td>
<td></td>
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<tr>
<td>9. National origin</td>
<td></td>
</tr>
<tr>
<td>10. Political beliefs</td>
<td></td>
</tr>
<tr>
<td>11. Urban/rural/homeless</td>
<td></td>
</tr>
<tr>
<td>12. Social networks &amp; support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leaders (3 ea)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. National</td>
<td></td>
</tr>
<tr>
<td>2. State</td>
<td></td>
</tr>
<tr>
<td>3. Local level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organizations (3 ea)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Associations/agencies</td>
<td></td>
</tr>
<tr>
<td>2. Institutions (governmental or non-gov’t.)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Be sure to include source/citation of information via footnote and attached reference page of the Internet URL.

### SWOT Analysis

(Complete table from experience, contacts, & readings; provide 3-6 bulleted points for each category)

<table>
<thead>
<tr>
<th>Strengths of population (internal)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Obstacles (weaknesses) of population (internal)</td>
<td></td>
</tr>
<tr>
<td>Opportunities for your population to increase participation (external)</td>
<td></td>
</tr>
<tr>
<td>Threats to your population decreasing their participation (external)</td>
<td></td>
</tr>
</tbody>
</table>
Occupational Justice I  
Spring 2016/Scheerer

Grading Criteria Form – 5. Meeting with Former Service Learning Group

At semester beginning all members of each student group will meet in person with the students who conducted their service learning group with the same population last year (a phone call or email communication is not acceptable). A one-page bulleted list with ≥5 items each describing what worked, what didn’t work, and the recommendations for this year will be written – total ≥15 bulleted items (single-spaced within, double-spaced between categories). Ensure each item is understood by an outside or lay reader. See grading criteria.

Group: ___________________________  Date: ____________

1. Meeting details (who, what, where, when, duration) with total group  “selfie” pic verifying attendance by all  (05) ____
2. What worked from last year?  (25) ____
3. What didn’t work from last year?  (25) ____
4. What recommendations &/or advice was obtained from last year’s group?  (20) ____
5. Text is clear, easy to read, and organized  (10) ____
6. Text includes correct use of grammar, spelling, punctuation  (10) ____
7. Text is one page in length  (05) ____

Total (100) _____
Grading Criteria Form – 6. Service Learning Visit Paper

Write a paper that addresses each item (#1-#4) below. Length is limited to 1-2 pages, double-spaced using a size 12 font.

Group: ___________________________                      Date: ____________

1. Introduce and describe your site                        (05) _____

2. What did you learn about your service site and the services they provide? (15) _____

3. What did you learn about your population?                (20) _____

4. What did you learn about the environment(s) where you population spends some of their time? (20) _____

5. What did you learn about the occupations in which your population engages? (20) _____

6. Text is clear, easy to read and organized                (10) _____

7. Text includes correct use of grammar, spelling, punctuation (10) _____

Total (100) _____

Comments:
Grading Criteria Form – 7. Interview Grading Criteria

Write a paper that addresses each item (#2, #3, #6-#9) below. Length is limited to 2-3 pages, double-spaced using a size 12 font. Identify by name each individually completed student paper (#1-#3) and attach each in alphabetical order by student’s last name; follow with items #6-#9 completed as a group.

Group: ___________________________ Date__________

1. List of interview questions & notes attached with student identified (05) _____
2. Description of individual(s) and their roles (05) _____
3. Overview of content of interview (what did you learn?) (05) _____
4. Text is clear, easy to read, and organized (05) _____
5. Text includes correct use of grammar, spelling, punctuation (05) _____

Note: #1-#3 above will be completed by each individual group member (~3/4 page)

6. Relationship of content obtained to own service learning population given what You learned about their strengths, needs, concerns, participation patterns. (15) _____
7. What insights did you gain about the service you will provide? (20) _____
8. What insights did you gain about what you might learn? (20) _____
9. What additional information do you want/need from your site to help formulate your plan? (10) _____
10. Text is clear, easy to read, and organized (05) _____
11. Text includes correct use of grammar, spelling, punctuation (05) _____

Note: #6-#9 above will be completed by the entire group (~2 pages)

Total (100) _____

Comments:
Each student will prepare 90 seconds of reflection regarding what has been learned to date in relationship to one of the course objectives. Spontaneous sharing will commence. See grading criteria below. Large group discussion will follow.

Name:__________________________ Date________________

1. Learning shows synthesis of course content (25)____
2. Relationship to course objective is clear (25)____
3. One course reference or reading is cited (25)____
4. Time limit is observed (within 15 seconds) (25)____

Total (100)____
Grading Criteria Form – 9. Service Learning Observation Grading Criteria

Write a paper that addresses each item (#1-#5) below. Length is limited to 2-3 pages, double-spaced using a size 12 font.

Name: ______________________                     Date__________

1. Summary of time spent at facility (what did you do?) (20) ___

2. How did this experience both compare and contrast with what you expected of your population? (10) ___

3. What additional insights did you gain about their environment and their daily occupations? (10) ___

4. How did this deepen your understanding of occupational justice theory as it relates to your population? (20)___

5. What additional information did you obtain relative to the required readings for this course?
   Include two related, unique, non-repeating reference citations. Use APA style in text and to create a reference page (20)___

7. Text is clear, easy to read, and organized (10)___

8. Text includes correct use of grammar, spelling, punctuation (10)___

___/100

Comments:
Grading Criteria Form – 10. Service Learning Plan for Occupational Justice II

Write a paper that addresses each item (#1-#8) below. Length is limited to 6-8 numbered pages (excluding timeline appendix), double-spaced using a size 12 font.

Group: ___________________________ Date: ______________

1. Executive summary description of plan (what will you do & what will you learn?) (10)____

2. Contacts clearly identified (with whom will you be working? reporting to?) (01)____

3. Clear, measurable, and appropriate service goals (3-8); include creation of potential artifact/footprint (10)____

4. Clear, measurable, and appropriate learning goals (3-8); include one goal for self-assigned required readings (10)____

5. Process of how you will achieve the service goals (10)____

6. Process of how you will achieve the learning goals (10)____

7. Clear description of evaluation methods for service (append) (how will you observably measure the service you will provide?) (10)____

8. Clear description of evaluation methods for learning (append) (how will you observably measure the service you will provide?) (10)____

9. Outline of anticipated timeframes including projected days/hours that total 30 (include visit to site by instructor) (10)____

10. Analysis of how your plan will support participation for your population (10)____

11. Reported and/or observed professional interaction with contact(s) to develop plan (01)____

12. APA style is used throughout (margins, font, GSP, use of acronyms, citations, Organization, flow) (08)____

Total (100)____

Comments:
“Templates” for SL Site Contacts

1. **Initial contact** – made by spokesperson
   1. Introduce self as undergraduate occupational therapy major from Xavier & grp spokesperson.
   2. Explain taking class where learning about population (xx) and will continue SL project from last year (may name group members’ names).
   3. Explain need to set up time to visit; then, in next several weeks to also interview and observe to create together a tentative plan of how you will provide their site with 30 hrs service (all in direct contact).

2. **Initial visit** – conducted by all
   1. Request tour of facility.
   2. Ask to meet as many people as possible – staff and/or population.
   3. Explain during this and next semester want to learn of strengths, concerns, needs, and participation patterns of population in preparation for future role as an occupational therapist.
   4. Describe your upcoming service role comparable to that of a volunteer (not yet an occupational therapist) meeting area of site’s identified need (in other words, how can they best use your group). From that you will develop your service and learning objectives for self/group.
   5. Explain upcoming assignments briefly and timeline of their expected completion.
   6. Set up return visits.

3. **Setting up interview** (each student will interview a different person; reword below for individual members)
   1. Ask to interview a key person who will further your understanding of site/population/service.
   2. Provide overview of purpose: want to understand population’s strengths, concerns, needs, participation patterns related to their chosen/desired daily occupations (e.g., what do they want to do, need to do).
   3. Sample questions may include but are not limited to the following:
      a. Tell me/us about the people & the place – who they are, how do they spend their time at/away from site, what is their home environment, what social supports do they have?
      b. As a population, what are their strengths? What resources/programs are already available? May ask specific social capital questions.
      c. As a population, what are their concerns? Needs (of the persons, the environment, the occupation)?
      d. It is not uncommon for this population to be considered or treated as “marginalized” (society tends to ignore their voice) – tell us how you see this. How does your site support their voice, their rights?
      e. Typically, this population is considered “under-resourced?” What else needs to be done? What resources do they need? Contrastingly, what is working? Of what is more needed?
      f. Compared to last year, how might our student group best proceed to help you meet the needs of this population? Same/similar? Different? Decide tentative specifics (activities/timeline/future planning) as appropriate.
      g. As last year, we have an assignment to leave behind an “artifact/footprint.” It needs to be a tangible item that your facility/population will find useful. What initial ideas might you have for this?

4. **Setting up observation** (can be completed individually or entire group)
   1. Ask to observe population in action at their site.
   2. Offer to not only observe but participate with population as will be helpful.
   3. Explain parameters: 30-60 min in length; goal to begin to understand better your population & site as well as gain insight into how your service learning time will be spent.