

XAVIER UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

Occupational Justice I: HOCS 323
Course Syllabus
Spring 2011

| | | | |
|----------------------|---------------------------------------------------------------------------|-------------------|---------------------|
| Time: | Tuesdays 4:00-5:15pm Thursdays 4:00-5:15pm | Room: | Cohen 35 |
| Faculty: | Carol Scheerer, EdD, OTR/L | Telephone: | 745-3310 |
| Office: | Cohen 41 | E-mail: | scheerer@xavier.edu |
| Office hours: | Tuesdays 1:30-2:30pm Thursdays 3:00-4:00pm by confirmed appointment | Credit: | 3.0 |

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 (the engagement in, and allocation of one's time, interests, and life roles) and supports/barriers at individual, community, and societal levels both nationally and internationally. Students will explore 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.

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:

| ACOTE Standard (2006) | 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; #1 |
| 1.1, 1.2, 2.4, 2.5, 2.9, 3.4, 5.6, 5.15, 7.2, 7.3, 9.3 | 2. Design a service learning project including background justification, designated tasks, and timeline | 1, 5; #9, #10 |
| 1.2, 1.3, 8.2 | 3. Review and critique literature to form basis for independent service learning plan | 1; #2, #9 |
| 1.8, 6.3, 7.2, 9.12 | 4. Describe legislation (including that related to public health) designed to promote occupational justice and analyze effects on human participation | 1, 6; #8, #9 |
| 1.2, 1.8, 2.5, 2.9, 3.4, 6.2, 6.3, 8.2, 9.3, 9.6 | 5. Identify community need and promote occupational justice at a local level; develop a personal reflective analysis summary of planning experience | 5, 6, 8 – oral review; #4, #5, #6, #7, #8, #9, #10, #11 |
| 1.2, 9.6 | 6. Adhere to ethical standards of behavior | 1; #3, #4, #5, #6 |
| 1.2, 1.8, 1.9, 2.4, 2.5, 2.9, 3.4, 6.2, 8.2 | 7. Compare and contrast occupational justice issues at the societal level nationally and internationally | 1, 6; #9, #10, #11 |
| 1.2, 1.8, 2.5, 2.9 | 8. Discuss issues connected with religious diversity and justice | 1: #8, #9 |
| 1.1, 1.2, 3.4, 6.4 | 9. Describe underlying concepts of change theory and develop plan to apply process to a specific situation to promote change | 1; #8, #9 |
| 1.8, 1.9, 2.4, 2.5, 2.6, 2.9, 6.1, 6.2, 6.3 | 10. Describe situations of occupational injustice | 1, 6; #8, #9, #10, #11 |
| 1.2, 1.2, 9.6, 9.7, 9.12, 9.13 | 11. Describe insights into growth related to personal social consciousness, responsibility, and becoming a “person for others” | 1, 8 – discussion; #1, #6 |
| 1.2, 2.9, 6.1 | 12. Identify local community resources and advocacy groups | 1; #9 |
| 1.7, 1.8; 2.5, 3.4, 6.2, 6.3, 7.3 | 13. Explain the relationship between socioeconomic and political factors and the meeting of human health care needs | 1;#9, #10, #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 (most items on e-reserves in McDonald Library): [password: justice]

Adams, F., & Wonnacott, H. (2006). Group learning experiences in rural communities. In T. Lorenzo, M. Duncan, H. Buchanan, & A. Alsop (Eds), *Practice and service learning in occupational therapy* (pp. 118-131). Chichester, England: John Wiley & Sons.

- Baskin, B. H., & Harris, K. H. (1984). Disabled people in contemporary society. In B. H. Baskin & K. H. Harris (Eds.), *More notes from a different drummer: A guide to juvenile fiction portraying the disabled* (pp. 1-22). New York: R. R. Bowker.
- Black, R. M., & Wells, S. A. (2007). *Culture and occupation: A model of empowerment in occupational therapy* (pp. 79-106). Bethesda, MD: American Occupational Therapy Association.
- Braveman, B. (2006). AOTA's statement on health disparities. *American Journal of Occupational Therapy*, 60(6), 679.
- 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.
- Dear, M. (1996). Time, space, and the geography of everyday life of people who are homeless. In R. Zemke & F. Clark (Eds.), *Occupational science: The evolving discipline* (pp. 107-113). Philadelphia: F. A. Davis.
- 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.
- Eisner, D. (2009). Contract that shattered the past. *OT Advance*, 25(1), 11.
- Farnworth, L. (1998). Doing, being, boredom. *Journal of Occupational Science*, 5(3), 140-146.
- 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.
- Hansen, A. M., Munoz, J., Crist, P. A., Gupta, J., Ideishi, R. I., Primeau, L. A., Tupe, D. (2007). Service learning: Meaningful, community-centered professional skill development for occupational therapy students. *Occupational Therapy in Health Care*, 21(1/2), 25-49.
- Healey, J. F. (2006). *Race, ethnicity, gender, and class* (pp. 7-30). Thousand Oaks, CA: Sage.
- Hill, B., Knitter, P., & Madges W. (1990). *Faith, religion & theology: A contemporary introduction*. Mystic, CT: Twenty-Third Publications.
- 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.
- Kronenberg, F. (2005). Occupational therapy with street children. In F. Kronenberg, S. Simo Algado, & N. Pollard (Eds.), *Occupational therapy without borders: Learning from the spirit of survivors* (pp. 261-276). Edinburgh, England: Elsevier, Churchill, Livingstone.
- Lavin, B. (2005). Occupation under occupation: Days of conflict and curfew in Bethlehem. In F. Kronenberg, S. Simo Algado, & N. Pollard (Eds.), *Occupational therapy without borders: Learning from the spirit of survivors* (pp. 40-45). Edinburgh, England: Elsevier, Churchill, Livingstone.
- Payne, R. K. (2001). *A framework for understanding poverty*. Highlands, TX: aha! Process.
- Pollard, N., Sakellariou, D., & Kronenberg, F. (2008). A Political Practice of Occupational Therapy. In N. Pollard, D. Sakellariou, & F. Kronenberg (Eds.), *A Political Practice of Occupational Therapy* (pp. 3-19). Edinburgh, England: Churchill Livingstone Elsevier.
- Sayers, S. (1999). *Plato's republic: An introduction*. Edinburgh, CN: Edinburgh University Press.
- Stewart, D. et al. (2003). The person-environment-occupation model. In E. G. Crepreau, E. S. Cohn, & B. A. Boyt Schell (Eds.), *Willard and Spackman's occupational therapy* (10th ed.) (pp. 227-233). Philadelphia: Lippincott Williams and Wilkins.

- Sue, D. W. (2006). Racial/cultural minority identity development. In *Multicultural social work practice* (pp. 87-106). Somerset, NJ: Wiley & Sons.
- Sue, D. W. (2006). White racial identity. In *Multicultural social work practice* (pp. 107-127). Somerset, NJ: Wiley & Sons.
- Stewart, D., & Law, M. (2003). The environment: Paradigms and practice in health, occupational therapy, and inquiry. In L. Letts, P. Rigby, & D. Stewart (Eds.), *Using environments to enable occupational performance* (pp. 6-11). Thorofare, NJ: Slack.
- Townsend, E. (1993). 1993 Muriel Driver Lecture: Occupational therapy's social vision. *Canadian Journal of Occupational Therapy, 60*(4), 174-184.
- 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.
- Watson, R. (2005). A population approach to transformation. In R. Watson & L. Swartz (Eds.), *Transformation through occupation* (pp. 51-65). London: Whurr.
- Wise, T. (Oct, 2008). *White privilege and the presidential election*. Cincinnati Herald, Cincinnati, OH.

RECOMMENDED READINGS:

- Christiansen, C., & Townsend, E. (2004). Occupational nature of communities. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: The art and science of living* (pp. 141-172). Upper Saddle River, NJ: Prentice Hall.
- Costa, D. M., & Meyers, S. (2005). Occupational therapy in Ukraine. *OT Practice, 10*(22), 13-14.
- Dali Lama (1999). *Ethics for the new millennium*. New York, NY: Riverhead Books.
- Esdaile, S. A., & Olson, J. A. (2004). *Mothering occupations: Challenge, agency, and participation*. (chp. 7). Philadelphia, PA: F.A. Davis.
- Freie, J. F. (1998). *Counterfeit community: The exploitation of our longing and connectedness*. London: Rowman & Littlefield.
- Havelock, R. G., & Zlotolow, S. (1995). *Change agent's guide* (2nd ed.). Englewood Cliffs, NJ: Educational Technology.
- Hill, B., Knitter, P., & Madges W. (1990). *Faith, religion & theology: A contemporary introduction*. Mystic, CT: Twenty-Third Publications.
- Johnson, S., & Blanchard, K. (1998). *Who moved my cheese?* New York, NY: Putnam.
- Law, M. (2002). Participation in the occupation of life, 2002 Distinguished Scholar Lecture. *American Journal of Occupational Therapy, 56*(6), 640-649.
- Townsend, E. (1999). Invited comment - Enabling occupation in the 21st century: Making good intentions a reality. *Australian Occupational Therapy Journal, 46*, 147-159.
- United States Department of Health and Human Services. (2001). *Healthy people 2010*. McLean, VA: International Medical Publishing.
- Whiteford, G. (2000). Occupational deprivation: Global challenge in the new millennium. *British Journal of Occupational Therapy, 63*(5), 200-204.

- Whiteford, G. (2004). When people cannot participate: occupational deprivation. In C. H. Christiansen & E. A. Townsend (Eds.), *Introduction to occupation: The art and science of living* (pp. 221-242). Upper Saddle River, NJ: Prentice Hall.
- Wilcock, A. A. (1998). Occupation for health. *British Journal of Occupational Therapy*, 61(8), 340-345.
- Wilcock, A., & Townsend, E. (2000). Occupational terminology interactive dialogue. *Journal of Occupational Science*, 7(2), 84-86.
- World Health Organization (WHO). (2001). *International classification of functioning, disability, and health (ICF)*. Geneva, Switzerland: Author.

COURSE POLICIES:

ATTENDANCE:

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. Three unexcused late arrivals 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 5 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 4 class sessions (excused or unexcused) will be required to repeat the course.

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 POLICY:

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 (4:00pm). 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.

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%.

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 5 business days of assignment return. Verbal requests for change of grade consideration will not be considered.

ACADMIC 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.

ACCOMODATIONS 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:

- 06% 1) Participation (ACOTE assessment measure #8)
- 15% 2) Reading Review (ACOTE assessment measure #3)
- 05% 3) Meeting with Former Service Learning Group (ACOTE assessment measure #1)
- 05% 4) Service Learning Visit Paper (ACOTE assessment measure #1)
- 10% 5) Observation Paper (ACOTE assessment measure #1)
- 04% 6) Midterm Exam (ACOTE assessment measure #8 – oral review)
- 10% 7) Interview Paper (ACOTE assessment measure #1)
- 10% 8) “Linked” Presentation (ACOTE assessment measure #6)
- 15% 9) Service Learning Preparation Paper (ACOTE assessment measure #1)
- 15% 10) Service Learning Plan (ACOTE assessment measure #1)
- 05% 11) Service Learning Small Group Presentation (ACOTE assessment measure #6)

Grading Scale:

| A | B | C | F |
|--------|-------|-------|--------------|
| 93-100 | 85-92 | 77-84 | 76 and below |

DESCRIPTION OF ASSIGNMENTS:

Class Participation

Students are expected to complete required readings prior to class sessions. Each student is expected to contribute to all class discussions and 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. The final grade will be determined by the instructor with consideration of student input.

Reading Review

On three unannounced occasions, up to 10 reading review questions about the assigned required reading for that day will be asked; answers will be provided in paper format. Question format will be multiple choice, fill in the blank, and/or short answer. Each review of the required reading will be worth 5% points (15% points total).

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). See grading criteria.

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 1-2 page report will be written that includes a summary of the content discussed and ends with two paragraphs; the first on how the information is linked to occupational justice, and

the second on how the information will better help the student plan for and/or carryout the service learning project. See grading criteria.

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 and the time may be extended to include the interview(s) as described below. 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 content and ends with two paragraphs; the first on how the information is linked to occupational justice, and the second on how the information will better help the student plan for and/or carryout the service learning project. See grading criteria.

Midterm Exam Discussion

Each student will have 90 seconds to share with the class what has been learned to date in relationship to the course objective(s). Sharing will take place in a discussion-type format with students following after each other as the discussion unfolds. See grading criteria.

Service Learning Interview

Each student group will set up an interview related to his/her service learning project. Interview must be 15-30 minutes in length and obtain information to add depth to the level of understanding about the population's strengths, concerns, needs, & rights. Interviews 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 content and ends with two paragraphs; the first on how the information is linked to occupational justice, and the second on how the information will better help the student plan for and/or carryout the service learning project. See grading criteria.

"Linkage" Presentation

Each student will select from the list one of the entities, laws/policies/movements, or concepts/ideas/related issues to present to the entire class (see list at end of course schedule). Each presentation will be 4 minutes in length including 1 minute for questions/answers. See grading criteria.

Service Learning Preparation Paper

Each student group will write a paper related to their service learning project; the contents therein will better equip students to carry out their plan next semester. The paper will include background information, supportive and connective resources, a compilation of related newspaper articles and popular resources, and infusion of personal experiences to date. In addition, each group must present related issues with support and/or arguments referencing *Plato's Republic*; *Faith, Religion & Theology: A Contemporary Introduction*; and current literature related to the topic. This paper should reflect an integration of the content of this course with knowledge gained in other E/RS courses. The paper should be 8-10 pages in length and written in APA (6th edition) style. See grading criteria. Note: due dates for section I and section II are one week apart.

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 2010. The plan will include supporting literature, rationale, measurable service and learning objectives including additional non-course-specified reading, description of evaluation methods, timeframe of events including instructor visit, list of contacts, and potential "artifact/footprint" item. 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 3). See grading criteria.

The following areas are examples of populations for whom a service learning projects may be planned: Assignments will be made by instructor after consideration of group preferences.

- o Adults who are mentally ill (Mitchell Center)
- o Adults who are mentally ill (Recovery Center)
- o Children living in the inner city (Hoffman Elementary)
- o Adults who are developmentally disabled (Starfire)
- o Individuals with head injuries (Camp Brant)
- o Adults with Down syndrome (Summer Weekend Camp)
- o Adults with head injuries (In Return)

- Children living in orphanages (Guatemala)

Service Learning Group Presentation

Each service learning group will briefly present their plans for their service learning project to the rest of the class. This presentation will take the place of a final exam. The presentation will summarize their plan, and encompass the concepts of occupational justice and, therefore, reflect current sociopolitical issues and their effect on occupational participation in relationship to the group's service learning project. The presentation will be 5 minutes in length followed by 1 minute of discussion. It will include elements from the background preparation paper as well as the service learning plan as described above. See grading criteria.

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

COURSE SCHEDULE:

*Please note schedule and reading assignments are subject to change as needed.

| | Topic | Required Readings |
|--------|---------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------|
| Jan 11 | Introductions Review of syllabus | Syllabus |
| Jan 13 | Service learning Overview & selection of projects | Adams & Wonnacott – grp learning (pp. 118-131) Crabtree – hard questions (pp. 39-42) |
| Jan 18 | Review of assignments Sign-up for “Linked” Presentations | |
| Jan 20 | A population perspective Biomedical & social models PEO & occupational performance | Watson in W/S – chp. 4 population approach (pp. 51-65) S/L in L/R/S - paradigms (pp. 6-11) |
| Jan 25 | Top 10 myths re: population (hear, feel, think) Social justice Occupational justice theory/outcomes | Townsend - social vision (pp. 175-179) T/W in C/T – chp. 11 occupational justice (pp. 243-273) Braveman - AOTA Statement - health disparities |
| Jan 27 | Plato’s response to justice (guest speaker) 3 “Linkage” presentations | |
| Feb 1 | Jesuit response to justice (guest speaker) 3 “Linkage” presentations | |
| Feb 3 | Meeting with former SL group due Political response to justice - Immigration Policy Reform (guest speaker) 3 “Linkage” presentations | |
| Feb 8 | Minority group views (guest speaker) 3 “Linkage” presentations | Healey – pp. 7-30 Sue - chps. 5 & 6 |
| Feb 10 | *Visit due Minority group views (guest speaker) 3 “Linkage” presentations | Healey – pp. 7-30 Sue - chps. 5 & 6 |

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| Feb 15 | Poverty, power, privilege 3 "Linkage" presentations | Payne – poverty (pp. 51-80) Black & Wells – privilege; whiteness (pp. 79-106) Eisner – past (p. 11) Wise – election (editorial) |
| Feb 17 GJM | Cultural Views of Disability – Part I (guest speaker) | Baskin & Harris – pp. 1-22 |
| Feb 22 GJM | *Observation due Cultural Views of Disability – Part II (guest speaker) | Baskin & Harris – pp. 1-22 |
| Feb 24 GJM | Cultural Views of Disability – Part III (guest speaker) | Baskin & Harris – pp. 1-22 |
| Mar 1 | Midterm exam Participation form due | |
| Mar 3 | Asset-based communities (guest speaker) | K/M – Intro & chp. 5 mobilizing (pp. 1-11; 345-354) |
| Mar 15 | *Interview due Responding to occupational injustices – advocacy & approaches 3 "Linkage" presentations | Townsend – social vision (pp. 179-182) |
| Mar 17 | Social occupational therapy, political activities of daily living 3 "Linkage" presentations | P/S/K – political practice (pp. 3-19) Goldstein in Z/C – chp 2 international relations (pp. 13-21) |
| Mar 22 | *Prep paper due – Part I National examples – Homelessness; Young Offenders 3 "Linkage" presentations | Dear in Z/C – chp. 11 homelessness (pp. 107-113) Farnworth - Boredom |
| Mar 24 | International examples – Street Children; Isolation 3 "Linkage" presentations | Kronenberg in K/A/P – chp 19 street children (pp. 261-276) Lavin in K/A/P - chp 40 Bethlehem (pp. 40-45) |
| Mar 29 | *Prep paper due – Part II Measures of reflection, learning, and service 4 "Linkage" presentations | Hansen (pp.25-49) – service learning |
| Mar 31 | Sharing measures of reflection, learning, and service 3 "Linkage" presentations | Each group bring to class one hard copy measure each of reflection, learning & service |
| Apr 5 | Review of service learning plan by individual groups (rough draft of Parts II) | |

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| Apr 7 | Review of service learning plan by individual groups (rough draft of Parts II) | |
| Apr 12 | Class does not meet (PD meeting & AOTA Conference) Time to complete service learning group plan & presentation | |
| Apr 14 | Movie | |
| Apr 19 | Discussion of movie and OJ theory Advocacy, change, empowerment, sustainability 3 “Linkage” presentations | D/W in W/S - chp 20 prototype (pp. 301-318) TBA – on change/sustainability |
| Apr 26 | *Service learning plan due HIPAA; Universal Precautions (guest speaker) | |
| Apr 28 | HIPAA; Universal Precautions (guest speaker) | |
| May 3 | *Presentation due *Participation form due Service learning group presentations (No Final Exam) | |

Entities:

1. ICDR- Interagency Committee on Disability Research
2. WHO- World Health Organization
3. CER – Center for Education Reform
4. HP- Healthy People
5. AHRQ - Agency for Healthcare Research and Quality
6. DOE – US Department of Education
7. HIMH- Hunter Institute of Mental Health
8. NIH- National Institutes of Health
9. IOM – Institute of Medicine
10. SAMHSA – Substance Abuse and Mental Health Services Administration
11. DHHS – US Department of Health and Human Services
12. CCRS - Catholic Relief Services
13. CCPH – Campus Community Partners for Health
14. IA - Imaging America
15. ICF – International Classification of Functioning, Disability and Health
16. Entity of choice (select one for approval)
17. Entity of choice (select one for approval)

Laws/Policies/Movements:

1. Hull House/Jane Addams
2. Human Rights
3. ADA – Americans with Disabilities Act

4. NCLB – No Child Left Behind
5. Health Reform Bill
6. Disability Rights
7. Public Health Policy
8. Peace and Justice Groups (select one for approval)
9. Advocacy Groups (select one for approval)
10. Religious Groups (select one for approval)
11. Civic Groups (select one for approval)
12. L'arche Communities
13. CST - Catholic Social Teaching
14. Dream Act
15. DPOs – Disabled People's Organizations
16. Olmstead Decision
17. Law/Policy/Movement of choice (select one for approval)
18. Law/Policy/Movement of choice (select one for approval)

Concepts/Ideas/Related Issues

1. Plato's Republic
2. Faith, Religion & Theology: A Contemporary Introduction
3. Jesuit ideals (select focus area for approval)
4. Concept/Idea/Related Issue of choice (select focus area for approval)
5. Concept/Idea/Related Issue of choice (select focus area for approval)

XAVIER UNIVERSITY
 DEPARTMENT OF OCCUPATIONAL THERAPY
 HOCS 323 OCCUPATIONAL JUSTICE I
 SPRING SEMESTER 2011

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:

| 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):



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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). See grading criteria.

1. Meeting details (who, what, where, when) (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 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) _____



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Service Learning Visit Grading Criteria

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

Name: _____

Date _____

- | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|
| 1. Summary of initial visit (what did you learn?) | (20) _____ |
| 2. Initial impressions about the population, environment, occupation | (20) _____ |
| 3. Relationship of content obtained to issues of occupational justice | (20) _____ |
| 4. Relationship of content obtained to own service learning project (how the information obtained might help you conduct your project, the service you might provide, what you might learn) | (20) _____ |
| 5. Text is easy to read and organized | (10) _____ |
| 6. Text includes correct use of grammar, spelling, punctuation | (10) _____ |
| Total (100) | _____ |

Comments:



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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. Physical description of facility (10) _____
 2. Attached "map" that identifies location in relationship to Xavier (10) _____
 3. Summary of time spent at facility (what did you do?) (20) _____
 4. Relationship of content obtained to issues of occupational justice (20) _____
 5. Relationship of content obtained to own service learning project (how the information obtained might help you conduct your project, the service you might provide, what you might learn) (20) _____
 6. Text is easy to read and organized (10) _____
 7. Text includes correct use of grammar, spelling, punctuation (10) _____
- _____ /100

Comments:



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Midterm Exam Discussion

Each student will have 90 seconds to share with the class what has been learned to date in relationship to one of the course objectives. 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 course objective is clear (25)_____
 3. One reference or reading is cited (25)_____
 4. Time limit is observed (25)_____
- Total (100)_____



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Interview 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. List of interview questions attached | (10) _____ |
| 2. Description of individual(s) and their roles | (10) _____ |
| 3. Summary of content of interview (what did you learn?) | (20) _____ |
| 4. Relationship of content obtained to issues of occupational justice | (20) _____ |
| 5. Relationship of content obtained to own service learning project (how the information obtained might help you conduct your project, the service you might provide, what you might learn) | (20) _____ |
| 6. Text is easy to read and organized | (10) _____ |
| 7. Text includes correct use of grammar, spelling, punctuation | (10) _____ |
| | Total (100) _____ |

Comments:



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“Linkage” Presentation

Each student will select from the list one of the entities, laws/policies/movements, or concepts/ideas/related issues to present to the entire class (see list at end of course schedule). Each presentation will be 4 minutes in length including 1 minute for questions/answers. See grading criteria.

Content:

- | | |
|----------------------------------------------------------------------------|------------|
| 1. Overall summary description provided | (05) _____ |
| 2. Purpose/aim/mission/goals/affiliation described | (05) _____ |
| 3. Initiatives enumerated and briefly explained | (10) _____ |
| 4. Relationship to OJ theory - outcomes, structures, or context included | (10) _____ |
| 5. Specific relationship to SL population described | (10) _____ |
| 6. Potential relationship and/or role to advocacy (↑ rights of population) | (10) _____ |
| 7. Contemporary (timely) connection (“In the News”) | (05) _____ |

Presentation:

- | | |
|----------------------------------------------------------------------|------------|
| 8. Presentation is well-organized and flows smoothly | (10) _____ |
| 9. Presenter is clear, articulate, and demonstrates good eye contact | (10) _____ |
| 10. Presentation is referenced as needed | (10) _____ |
| 11. Discussion is facilitated | (10) _____ |
| 12. Time limit is observed. | (05) _____ |

Total (100) _____

Comments:



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Service Learning Preparation Paper Grading Criteria

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

Names: _____

Date: _____

Group: _____

Part I:

- 1. Description of population, environment (24/7), & occupation (PF areas) (15) _____
- 2. Listing and brief description of 8+ related policies/laws (15) _____
 (at least 2 of each – local, state, national, international)
- 3. Completion of “On the Grid” template (15) _____
- 4. Collection of current, related, & local newspaper articles (3-5) (05) _____
- 5. List of related popular resources, e.g., films, books, magazines, websites (6-12 ea) (05) _____

Part II:

- 6. Populations relationship to occupational justice theory (10) _____
- 7. Integration of personal experiences (observations) (05) _____
 (how did the observation help develop the plan)
- 8. Integration of personal experiences (interviews) (05) _____
 (how did the interview help develop the plan)
- 9. Integration of E/RS content (Plato; Hill, Knitter, Madges) (2-3 ea.) (10) _____
- 10. Sustainability of initiative including potential footprint (10) _____
- 11. Supporting literature identified (4-6 references w/ 2 from class; others from *OT Practice* and/or *OT Advance* or other approved sources) (05) _____

Total (100) _____

Comments:

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On-the Grid Template

| | Personal (hometown) | Professional (occupational therapy) | Political (population) |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------|-----------------------------------------------|----------------------------------|
| Statistics (Contextual factors of OJ Theory; P et al., 2007) 1. Age 2. Gender 3. Sexual orientation 4. Ability/disability 5. Income/wealth 6. Employment status 7. Ethnicity 8. Religion 9. National origin 10. Urban/rural/homeless 11. Social networks & support | | | |
| “Players” (at least 3 ea) 1. National 2. State 3. Local level | | | |
| Organizations (at least 3 ea) 1. Agencies 2. Institutions 3. Governmental assoc 4. Non-governmental assoc | | | |

SWOT Analysis

| | |
|---------------|--|
| Strengths | |
| Weaknesses | |
| Opportunities | |
| Threats | |

Note: Include source/citation of information via footnote and attached reference page.



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Occupational Justice II Plan Grading Criteria

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

Names: _____

Group: _____

Date: _____

1. Comparison of the mission statements of XU, XU OT Dept, & Site (05)_____
2. Summary description of plan (what will you do?) (10)_____
3. Relationship of plan to occupational justice theory (15)_____
4. Contacts clearly identified (with whom will you be working? reporting to?) (05)_____
5. Clear, measurable, and appropriate service objectives (3-8); include self-assigned required readings & reflection (10)_____
6. Clear, measurable, and appropriate learning objectives (3-8); include possible artifact/footprint (10)_____
7. Clear description of evaluation methods for service (how will you observably measure the service you will provide) (10)_____
8. Clear description of evaluation methods for learning (how will you observably measure the service you will provide) (10)_____
9. Detailed outline of tasks with anticipated timeframes (include visit to site by instructor & items in #5, #6) (10)_____
10. Supporting literature infused throughout (7+ references w/ 3 from cited mission statements; 2 from class readings; others from *OT Practice* and/or *OT Advance* or other approved sources) (10)_____
11. Reported and/or observed professional interaction with contact(s) to develop plan (05)_____

Total (100)_____

Comments:



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Service Learning Group Presentation Grading Criteria

Names: _____

Date: _____

Group: _____

1. Plan is thoroughly described
 - PEO
 - Action (contact; non-contact)
 - Timeline
 - Objectives
 - Measures of learning
 - Measures of service
 - Possible artifact/footprint(35) _____
 2. Rationale of need is clearly evident (summary of SWOT Analysis) (10) _____
 3. Relationship of population and plan to occupational justice theory (15) _____
 4. Reflection on learning during planning process is articulated (05) _____
 4. Presentation is well-organized and flows smoothly (05) _____
 5. Presenters are clear, articulate, and demonstrate good eye contact (05) _____
 6. Presentation is referenced as needed (at least 2 each for #2 & #3 above) (10) _____
 7. Discussion is facilitated (10) _____
 8. Time limit is observed (05) _____
- Total (100) _____

“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 observe, interview, and together put together tentative plan of how you will provide their site with 30 hrs service (20 direct; 10 nondirect).

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 rights 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 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 site & population.

4. Setting up interview (ideally each group member will interview a different person)

1. Ask to interview key people who will further your understanding of site/population/service.
2. Provide overview of purpose: want to understand population’s strengths, concerns, needs, rights especially related to their chosen/desired daily occupations/participation (e.g., what do they want to do, need to do, what roles do they fill).
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 particulars (activities/timeline) 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?

5. Making Plans

1. Together decide how you can be most helpful.
2. Begin to put together a tentative list of responsibilities and timeline for Summer/Fall.
3. Begin to think of potential artifact or advocacy activity (leave behind footprint).

6. Looking ahead

1. Make plans for contact over Summer and into Fall to carry out plan