



XAVIER UNIVERSITY
DEPARTMENT OF OCCUPATIONAL THERAPY

Occupational Justice I: HOCS 323
Course Syllabus
Spring 2009

Time:	Tuesdays 10:00-11:15pm Thursdays 10:00-11:15pm	Room:	Cohen 35
Faculty:	Carol Scheerer, Ed.D., OTR/L	Telephone:	745-3310
Office:	Cohen 41	E-mail:	scheerer@xavier.edu
Office hours:	Tuesdays 11:30-12:30 Thursdays 11:30-12:30 or by confirmed appointment	Credit:	3.0

COURSE DESCRIPTION:

Occupation refers to the familiar and meaningful things that people do everyday (AOTA[®], 1995). Occupations are necessary to 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 barriers at individual, community, and societal levels both nationally and internationally. Students will explore the concepts of occupational justice, social justice, occupational deprivation, imbalance, alienation, and occupational adaptation 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 imbalance, deprivation 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 imbalance
- 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 societal 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; #5, #6
1.2, 1.3, 8.2	3. Review and critique literature to form basis for independent service learning plan	1; #5
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; #5
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	6, 8 – oral review; #2, #3, #4, #5, #7
1.2, 9.6	6. Adhere to ethical standards of behavior	1; #2, #3, #4
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 both nationally and internationally	1, 6; #5, #6, #7
1.2, 1.8, 2.5, 2.9	8. Discuss issues connected with religious diversity and justice	1: #5
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; #5
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; #5, #6, #7
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, #2
1.2, 2.9, 6.1	12. Identify local community resources and advocacy groups	1; #5
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;#5

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.
- Costa, D. M., & Meyers, S. (2005). Occupational therapy in Ukraine. *OT Practice*, 10(22), 13-14.
- 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.
- 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.
- 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., & McKinght, 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.
- Law, M. (2002). Participation in the occupation of life, 2002 Distinguished Scholar Lecture. *American Journal of Occupational Therapy*, 56(6), 640-649.
- Payne, R. K. (2001). *A framework for understanding poverty*. Highlands, TX: aha! Process.
- Sayers, S. (1999). *Plato's republic: An introduction*. Edinburgh, CN: Edinburgh University Press.
- 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.
- 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.
- 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.
- Wilcock, A. A. (1998). Occupation for health. *British Journal of Occupational Therapy*, 61(8), 340-345.

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.
- Dali Lama (1999). *Ethics for the new millennium*. New York, NY: Riverhead Books.
- Esdale, 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.
- 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.
- Whitford, 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., & 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. Students missing a scheduled class session are responsible to obtain any handout material or information presented from their peers.

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 (10:00am). 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:

Any student who feels the grade received from the class instructor is in error 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)
- 10% 2) Reading Review (ACOTE assessment measure #3)
- 05% 3) Meeting with Former Service Learning Group (ACOTE assessment measure #1)
- 04% 4) Midterm Exam (ACOTE assessment measure #8 – oral review)

- 05% 5) Service Learning Visit Paper (ACOTE assessment measure #1)
- 10% 6) Interview Paper (ACOTE assessment measure #1)
- 10% 7) Observation Paper (ACOTE assessment measure #1)
- 20% 8) Service Learning Preparation Paper (ACOTE assessment measure #1)
- 20% 9) Service Learning Plan (ACOTE assessment measure #1)
- 10% 10) 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 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 grading criteria) with accompanying evidence (e.g., dated notation of quantity/quality) 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.

Reading Review

On five 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 2% points (10% points total).

Meeting with Former Service Learning Group

At semester beginning each student group will meet with the students who conducted their service learning group with the same population last year. A one-page paper describing what worked, what didn't work, and the recommendations for this year will be written in either text- or list-fashion. 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. At this time, the group will procure a guest speaker from the site to discuss the barriers/supports available for the population; presentation date will be coordinated by the group per course schedule and receive approval of course instructor. A 1-2 page report will be written that includes a summary of the content and ends with two paragraphs that describe the tentative plan (what service will be provided; what will be learned by the students). See grading criteria.

Midterm Exam Discussion

Each student will have 2 minutes 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 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.

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, environment, and/or occupation of the proposed service learning project. 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.

Service Learning Preparation Paper

Each student group will write a paper that is 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, a list of community supports, a compilation of related newspaper articles and popular resources, and infusion of personal experiences to date. In addition, each group must present the issue 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 (5th 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 2009. The plan will include supporting literature, rationale, measurable learning objectives including additional non-course-specified reading, description of evaluation, timeframe of events including instructor visit, and list of contacts. Students who do not wish to take OJ II will be assigned accordingly to the small groups that will be implemented in OJ II (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.

- o Adults who are mentally ill (Mitchell Center)
- o Adults who are mentally ill (Recovery Center)
- o Children in inner city grade school (Hoffman Elementary)
- o Adults who are developmentally disabled (Starfire)
- o Children who have muscular dystrophy (Summer Camp)
- o Individuals with head injuries (Camp Brant)
- o Adults with down syndrome (Summer Weekend Camp)
- o Adults with head Injuries (In Return)
- o Children living in orphanages (Guatemala) – 2 groups

Service Learning Group Presentation

Each service learning group will present their plans for their service learning project to the rest of the class. This presentation will take the place of a final exam. It will encompass the concepts of occupational justice and, therefore, reflect current sociopolitical issues and its effect on occupational participation in relationship to the group's service learning project. The presentation should be 10 minutes in length followed by 5 minutes for discussion. It will include elements from the background preparation paper as well as the service learning plan as described above. See grading criteria.

COURSE SCHEDULE:

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

	Topic	Required Readings
Jan 13	Review of syllabus Civic and community status	Syllabus
Jan 15	Occupational justice Hull House	T/W in C/T – chp. 11 occupational justice (pp.243-262)

Jan 20	Service learning - As a learning tool; preparation for projects - Overview, selection of projects	Adams & Wonnacott – grp learning (pp. 118-131) Crabtree – international service learning (pp. 39-42)
Jan 22	Service learning and international OT (guest speaker)	Costa – pp. 13-14
Jan 27	A population perspective Biomedical & social models	Watson in W/S – chp. 4 population approach (pp. 51-65) S/L in L/R/S - paradigms (pp. 6-11)
Jan 29	Social justice Occupational injustice theory & types Top 10 myths re: population (hear, feel, think)	Townsend - social vision (pp. 175-179) T/W in C/T – chp. 11 occupational justice (pp. 262-273)
Feb 3	Plato's response to justice (guest speaker)	
Feb 5	Minority group views (guest speaker)	Healey – pp. 7-30 Sue - chps. 5 & 6
Feb 10	*Visit due Poverty, power, privilege	Payne – poverty (pp. 51-80) Black & Wells – privilege; whiteness (pp. 79-106) Eisner – past (p. 11) Wise – election (editorial)
Feb 12	Human rights laws Public policy related to health issues Participation according to WHO, ICF, & PEO	Wilcock – health (pp. 340- 345) Law – participation (pp. 640-649) Stewart et al. in C/C/B – PEO (pp. 227-231) Braveman - health disparities statement
Feb 17	Identity within community Asset-based communities (guest speaker) Faith and justice Mission statement comparisons – XU, OT, site	K/M – Intro & chp. 5 mobilizing (pp. 1-11; 345-354) Mission statement of SL site (bring to class)
Feb 19	Cultural Views of Disability – Part I (guest speaker)	Baskins & Harris – pp. 34-45
Feb 24	Cultural Views of Disability – Part II (guest speaker)	Baskins & Harris – pp. 34-45
Feb 26	Cultural Views of Disability – Part III (guest speaker)	Baskins & Harris – pp. 34-45
Mar 3 & 5	Spring Break – Classes do not meet	
Mar 10	*Midterm Exam *Observation due *Participation form due	

Mar 12	National examples – Homelessness; Disability Guest lecturers from SL site (1)	Dear in Z/C – chp. 11 homelessness (pp. 107-113) TBA
Mar 17	*Interview due International examples Guest lecturers from SL site (1)	Kronenberg in K/A/P – chp 19 street children (pp. 261-276) Lavin in K/A/P - chp 40 Bethlehem (pp. 40-45)
Mar 19	Guest lecturers from SL site (2)	
Mar 24	Guest lecturers from SL site (1) Measures of learning and service	TBA
Mar 26	Guest lecturers from SL site (2)	
Mar 31	Responding to occupational injustices WFOT, OTWB, OTION, social OT, pADL, PADL	Townsend – social vision (pp. 179-182) Goldstein in Z/C – chp 2 international relations (pp. 13-21)
Apr 2	Guest lecturers from SL site (1)	
Apr 7	Prep paper and service learning plans – review by individual groups	
Apr 9	Easter Break – class does not meet	
Apr 14	*Prep paper due – Part I HIPAA; Universal Precautions	
Apr 16	*Prep paper due – Part II Change, empowerment, sustainability	D/W in W/S - chp 20 prototype (pp. 301-318) TBA
Apr 21	Movie	
Apr 23	Class does not meet (AOTA Conference) Time to complete prep paper and service learning plan	
Apr 28	*Service learning plan due Discussion related to movie and OJ theory International OT – (guest speaker)	TBA
Apr 30	*Presentation due Presentations	
May 7	*Presentation due *Participation form due Presentations (No Final Exam)	



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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) 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	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.	Seldom participates, very quiet, withdrawn from discussion.
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	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.	Seldom participates, very quiet, withdrawn from discussion.
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 each student group will meet with the students who conducted their service learning group with the same population last year. A one-page paper describing what worked, what didn't work, and the recommendations for this year will be written in either text- or list-fashion. See grading criteria below.

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 (10) _____
- Total (100) _____



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Service Learning Visit Grading Criteria

Write a paper that addresses each item (#1-#5) 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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Midterm Exam Discussion

Each student will have 2 minutes 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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Service Learning Visit Grading Criteria

Write a paper that addresses each item (#1-#5) 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" of 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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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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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. Background/statistics on population, environment, & occupation (15) _____
2. Listing and brief description of 8+ related policies/laws (15) _____
(at least 2 of each – local, state, national, international)
3. Map of community assets (including agencies, organizations, NGOs, DPOs) (10) _____
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) (10) _____

Part II:

6. Theoretical underpinnings to type of occupational justice (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. Integration of change, empowerment, and sustainability issues (10) _____
(incorporate class content)
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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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: _____

Date: _____

Group: _____

1. Comparison of the mission statements of XU, XU OT Dept, & Site (10)_____
2. Thorough description of plan (what will you do?) including required readings (20)_____
3. Theoretical underpinnings to type of occupational justice (05)_____
(a re-write of #6 from prep paper; or copy/paste if full credit given previous)
4. Contacts clearly identified (with whom will you be working? reporting to?) (10)_____
5. Clear, measurable, and appropriate learning and service objectives (3-8 each) (15)_____
6. Clear description of evaluation methods (3-4)
(how will you observably measure the service you will provide & what you will learn?) (10)_____
7. Detailed outline of tasks with anticipated timeframes
(include visit to site by instructor) (10)_____
8. 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)_____
9. Reported and/or observed professional interaction with contact(s) to develop plan (10)_____

Total (100)_____

Comments:



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Service Learning Group Presentation Grading Criteria

Names: _____

Date: _____

Group: _____

1. Plan is thoroughly described
 - PEO
 - Action
 - Timeline
 - Objectives
 - Measures of learning(35) _____
 2. Rationale of need is clearly evident (10) _____
 3. Theoretical underpinnings to type of occupational justice (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)_____