



**DEPARTMENT OF OCCUPATIONAL THERAPY**

**HOCS 406 Occupational Justice III  
Course Syllabus  
Summer/Fall 2009**

<b>Time:</b>	Friday, 10:30-1:20am	<b>Room:</b>	35 Cohen
<b>Faculty:</b>	Carol R. Scheerer, EdD, OTR/L	<b>Telephone:</b>	745-3310
<b>Office:</b>	Cohen 41	<b>E-mail:</b>	<a href="mailto:scheerer@xavier.edu">scheerer@xavier.edu</a>
<b>Office Hours:</b>	Mondays 10:30-11:30pm Thursdays 9:30-10:30pm or by confirmed appointment	<b>Credit:</b>	3.0

**COURSE DESCRIPTION:**

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

**RELATIONSHIP TO INSTITUTIONAL MISSION:**

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

**RELATIONSHIP TO CURRICULUM DESIGN:**

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

## COURSE OBJECTIVES:

ACOTE Standard (2007)	Objective	ACOTE Assessment Measure; Evaluation Method #
1.1, 1.2, 9.6	1. Participate in class discussions and activities demonstrating professional behavior in preparation of role as future occupational therapist.	8- participation; #1
1.2, 5.6, 5.15, 6.1, 9.3	2. Implement service learning plan per coordinated and approved plan.	5, 6; #3, #7, #8
1.2, 1.8, 2.5, 2.6, 2.9, 3.1	3. Examine the relationship between participation, life meaning, occupational justice, and occupational justice theory.	1; #3, #4
1.2, 1.7, 1.8, 2.5, 2.6, 2.7, 3.1	4. Appraise the barriers and support to theoretical and lived issues of occupational justice as defined by service learning population.	1, 2, 4, 6; #1, #2, #5, #8
1.2, 1.9, 6.2, 6.3, 9.1	5. Examine the role of politics in occupational therapy (pADL; PADL) and the role of a "social occupational therapist."	1, 8- participation; #1, #4
1.8, 6.4, 6.6, 9.1, 9.2	6. Critique occupational therapy's response to occupational injustice.	1, 8- participation; #1
1.1, 1.2, 9.1, 9.2, 9.4, 9.6	7. Defend self-responsibility through reflection at micro and macro levels.	1, 4; #10
1.1, 1.2, 1.7, 1.8, 9.1, 9.6	8. Evaluate implementation, outcomes, and self-learning experience of the service learning project.	4; #10
1.1, 1.2, 9.4, 9.6	9. Describe insights in to growth related to personal social consciousness, responsibility, and becoming "a person for others."	4; #4, #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: (available via e-reserves if not previously-required text)

E-reserves password: justice

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

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

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

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

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

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

## RELATED READINGS:

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

## RECOMMENDED READINGS:

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

## **COURSE POLICIES:**

### **Attendance:**

Because this course is experiential-based and independent study in nature, group participation is essential. It is assumed all readings and assignments will be completed before each session so that thoughtful, critical, and insightful discussions can occur. Attendance of all group members for each designated session is imperative. Class attendance will be noted and documented for review in final grade calculation. Promptness for class is expected, as late arrivals cause disruption to the instructor and to the group process. Three unexcused late arrivals will be treated as an unexcused absence. Six points will be deducted from the final grade for the second and any additional unexcused absence(s) incurred as after the first missed session, each hour is considered a class session and will result in a two-percentage point reduction for each hour missed. Students missing a scheduled class session are responsible to obtain any handout material or information presented from their peers. Note: students who participate in Guatemala 2009 need not attend the class sessions where a processing discussion will occur.

### **Email Accounts:**

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

### **Assignment Due Date:**

Students are expected to complete assignments in a timely manner. Assignments are due on the date specified and must be turned in at the beginning of the class specified for each due date. Assignments turned in after the beginning of class time on the due date will result in an automatic reduction of ten percentage points for each day late. Assignments emailed to instructor are considered received only upon instructor confirming receipt which must be documented prior to due date/time.

### **Grade Discrepancy:**

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. It is understood that a closer look at a previously assigned grade will have the potential to change that grade in either direction. All discrepancies must be resolved no later than the last class day of the semester.

### **Grade Rounding Up:**

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

### **Academic Honesty**

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

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

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

## EVALUATION METHODS:

- 10% 1) Class Participation (ACOTE assessment measure #8-participation)
- 12% 2) Related Readings - 6% each (ACOTE assessment measure #1)
- 03% 3) Instructor Site Visit (ACOTE assessment measure #1)
- 10% 4) Keeping Experience Alive (ACOTE assessment measure #1)
- 10% 5) Dissemination/Advocacy Article (ACOTE assessment measure #1)
- 05% 6) Evaluation of Process and Learning: Midterm Review (ACOTE assessment measure #8-oral review)
- 05% 7) Documentation of Service Learning Hours (ACOTE assessment measure #1)
- 20% 8) Presentation of Service Learning Experience (ACOTE assessment measure #6)
- 05% 9) Presentation Handout (ACOTE assessment measure #1)
- 20% 10) Evaluation of Process and Learning: Final Essay (ACOTE assessment measure #4)

### Grading Scale:

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

## DESCRIPTION OF ASSIGNMENTS:

### 1. Class Participation:

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) and a paragraph critique of his/her class contributions to date. The final grade will be based on instructor's observations according to the rubric.

### 2. Related Readings:

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

### 3. Instructor Site Visit:

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

### 3. Keeping the Experience Alive:

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

### 4. Dissemination/Advocacy Article:

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

**5. Evaluation of Process and Learning- Midterm Review:**

Each student will have 2-3 minutes to share with the class what has been learned to date in relationship to one of the course objectives with one reference or reading cited. Sharing will take place in a discussion-type format with students following after each other as the discussion unfolds. See grading criteria.

**7. Documentation of Service Learning Hours:**

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

**8. Presentation of Service Learning Experience:**

Each student group will give a 15-minute presentation on what was done and what was learned from engagement in the service learning experience; an additional 5 minutes will be dedicated for questions/answers/discussion. See grading criteria.

**9. Presentation Handout:**

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

**10. Evaluation of Process and Learning- Final Essay:**

During the designated final exam time, several essay questions from which to select and the accompanying grading criteria will be presented. Any and all related course material can be brought to the session and accessed throughout the writing process. In addition to reflection on the service that was provided and the learning that occurred, citing of several references will be required. Essay length is limited to 3-5 pages.

**COURSE SCHEDULE:** Please note schedule below is subject to change as needed.

Aug 28

AGENDA: Review syllabus including assignments  
Review of occupational justice and theory  
Review/update service learning plans by group (last step; next step)

Sep 25

PROCESSING DISCUSSION:

What is happening - what "faces" have you seen, what "voices" have you heard? What is your population teaching you?

Where have you seen questions/despair? Joy/hope?

What are you learning about human kind? Living in community? Occupational justice and theory?

DUE: Related Reading

Oct 16

DISCUSSION: Midterm Review (oral exam) of what learned to date in relationship to course objectives (see grading criteria)

PROCESSING DISCUSSION:

What have you learned that you couldn't have learned in class?

To what degree should pADLs & PADLs be included in occupational therapy?

How do pADLs and PADLs relate to occupational justice theory?

REQUIRED READINGS: Galeheigo, pp. 87-98  
Kronenberg & Pollard, pp. 1-13, 69-86  
Pollard, Sakellariou, & Kronenberg, pp. xxi-38  
AOTA's Health Disparities Statement

DUE: Instructor Site Visit  
Participation Form  
Dissemination/Advocacy Article

Nov 13

PROCESSING DISCUSSION:

What is happening - what "faces" have you seen, what "voices" have you heard? What is your population teaching you?

Where have you seeing questions/despair? Joy/hope?

What are you learning about human kind? Living in community? Occupational justice and theory?

DUE: Keeping the Experience Alive

Dec 11 –

Presentations (20 minutes each)

DUE: Presentation Handout  
Documentation of Service Learning Hours  
Participation Form

Dec 18

Final Essay – open book/open note –completed in class and turned in at class-end time



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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 below) and a paragraph critique of his/her class contributions to date. The final grade will be based on instructor's observations according to the rubric.

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 t/o class.	Seldom participates, very quiet, withdrawn from discussion t/o class.
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 t/o class.	Seldom participates, very quiet, withdrawn from discussion t/o class.
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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Related Reading

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

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

Date \_\_\_\_\_

- 1. Summary of content (23)
2. Comparison of content to service and learning experience (23)
3. Identification and defense of two occupational justice structures (23)
4. Identification of two take-home points (23)
5. Article is organized, flows, and free of GSP errors (05)
6. Page limit observed (03)

Total (100)



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Instructor Site Visit

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

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

Date \_\_\_\_\_

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

Total \_\_\_\_ /100



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Dissemination/Advocacy Article

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

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

Date \_\_\_\_\_

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

Total \_\_\_\_ /100



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Midterm Review

Each student will have 2-3 minutes to share with the class what has been learned to date in relationship to one of the course objectives with one reference or reading cited. 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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Keeping the Experience Alive

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

1. 30 items are included \_\_\_\_\_ (30)
2. 1-3 sentence explanation for each is included \_\_\_\_\_ (30)
3. Items appear reflective and realistic for potential individual and/or immediate response \_\_\_\_\_ (07)
4. The 3 most salient items are highlighted \_\_\_\_\_ (03)
5. Critique occupational therapy's response as a profession to injustice (pADL &/or PADL) include a citation to provide backing to your critique \_\_\_\_\_ (30)

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



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Documentation of Service Learning Experience

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

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

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

1. Hours conducted per plan (or adjustment to plan) \_\_\_\_\_(25)
2. Includes date, time, event/activity \_\_\_\_\_(25)
3. Hours are verifiable (evidence of presence) \_\_\_\_\_(25)
4. Hours total 30 w at least 20 in direct contact \_\_\_\_\_(25)

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



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Each student group will give a 15-minute presentation on what he/she did and what was learned from engagement in the service experience; an additional 5 minutes will be dedicated for questions/answers/discussion.

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

1. Description of PEO including population's support/barriers for occupational engagement \_\_\_\_\_ (05)
  2. Analysis of experience in relationship to:
    - Adherence to timeline \_\_\_\_\_ (05)
    - Accomplishment of service and learning goals/objectives \_\_\_\_\_ (10)
    - Evidence of measurable outcomes for service and learning \_\_\_\_\_ (20)
    - Unfolding of process (what went well; what didn't) \_\_\_\_\_ (10)
    - Feedback from facility (formal or informal) \_\_\_\_\_ (05)
  3. Understanding of occupational justice and occupational justice theory is evident w/ literature cited (3-5x ea. different) \_\_\_\_\_ (15)
  4. Learning is evident; analysis is insightful and self-reflection is evident \_\_\_\_\_ (10)
  6. Presentation is creative, professional, and interesting \_\_\_\_\_ (10)
  7. Recommendations for next year (con't, d/c, or modify & how) \_\_\_\_\_ (03)
  8. Discussion is facilitated & related to issues of occupational justice \_\_\_\_\_ (05)
  9. Time limit is respected \_\_\_\_\_ (02)
- Total \_\_\_\_\_/100



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Presentation Handout

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

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

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