OCCUPATIONAL THERAPY

Men and Women with Others: Learning Occupational Justice and Service in Guatemala

Joan Tunningley

Mentor: Cecile Walsh

"Xavier University is dedicated to engaging and forming students intellectually, morally and spiritually, with rigor and compassion, toward lives of solidarity, service and success."

> Fr. Graham, SJ President, Xavier University http://www.xavier.edu/about/Leadership.cfm

Photographs courtesy of students, clinicians and faculty from the Occupational Therapy Department International Service Learning Project to Guatemala, June 2008; album names as credited; shared via www.snapfish.com

Overview

- I. Occupational Justice (HOCS 405) and Service Learning
- II. Ignatian Mentoring Program
- III. Inspiration Transformation Four pillars: self-awareness, ingenuity, love and heroism
- IV. Supporting the future

In a country where many poor and oppressed scavenge the city dump for their livelihood, being disabled usually leaves you abandoned; orphaned.



Service Learning : Connection to the Occupational Therapy Course of Study

The Occupational Justice courses (HOCS 323 and HOCS 405) are designed to promote the understanding of occupational justice through study and service.



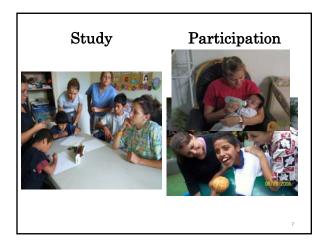
Occupational Justice? Orphans in Guatemala



Occupational Justice II: HOCS 405 Course Description - Summer/Fall 2008

- Students will build an understanding for issues of **justice** and occupational patterns in the construction of **life meaning** through **participation in service learning** hours
- In-depth **study of occupational justice** theory in relationship to local or international communities is supported
- Learning via self-generated objectives, discussion, and personal/group **reflection**





Why Service Learning?

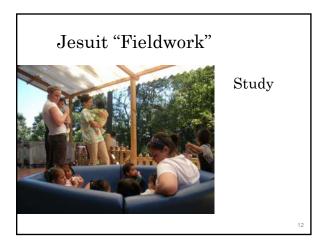
Fr. Peter-Hans Kolvenbach, S.J. stated, "Students, in the course of their formation, must let the gritty reality of this world into their lives, so they can learn to feel it, think about it critically, respond to its suffering, and engage it constructively. They should learn to perceive, think, judge, choose, and act for the rights of others, especially the disadvantaged and the oppressed."¹





Ignatian Mentoring Program

- 1. Monthly meetings to reflect with Cecile Walsh
- 2. Reading *Heroic Leadership* by Chris Lowney
- 3. Support student participation in service learning to Guatemala
- 4. Facilitate student reflection on the impact of service learning on living the motto, "men and women with others"



1. Monthly mentoring meetings

- Dedicated time with Cecile Walsh to share and reflect
- Discerning how to connect Guatemala with Ignatian Mentoring Program
- Begin with increasing my self awareness

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2. *Heroic Leadership* by Chris Lowney

- Leadership springs from within
- Leadership is not an act. It is about who I am as much as what I do.
- 4 pillars of success
 - Self awareness
 - Ingenuity
 - Love
 - Heroism





3. Support student participation

I modeled Ignatian beliefs through:

- Sharing my perspective of the impact the participation in the Service Learning Project to Guatemala in 2008 had on me
- Application of the Ignatian Mentoring Program stipend to financially support one student toward his/her airfare
- A prayer of discernment prior to the drawing of a student as the recipient of the financial support

Air travel to Guatemala, part of the anticipation for the International Service Learning Project



4. Facilitate Student Reflection: "Men and Women with Others"

- Initial example provided through a self reflection by Joan Tunningley, spring 2009
- In the pre-trip reflection from the student recipient of stipend support for her airfare
- In class, Fall 2009, students will be asked to share how their service learning experiences reflected "Men and women with others"

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"Men and Women with Others"



Inspiration - Transformation

- Inspiration from *Heroic Leadership* by Chris Lowney; four pillars of success
 - Self-awareness
 - Ingenuity
 - Love
 - Heroism
- Transformation seen in students and clinicians who participated in Guatemala in 2008.
- Supporting this transformation for future students was my aspiration.





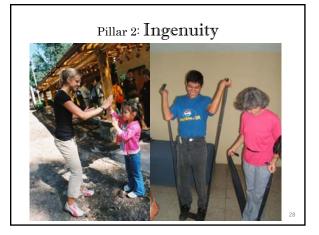






Knowledge and technical skills are less critical to leadership success than is mature *selfawareness*.⁷





"Ingenuity

blossoms when the personal freedom to pursue opportunities is linked to a profound trust and optimism"⁸



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"Jesuits prize personal agility: quick, flexible, open to ideas, imagination, creativity, adaptability, and rapid response." ⁹









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"The Jesuit company mission to help souls remained a sterile abstraction until *love* made it personal." ¹²







"*Love* lends purpose and passion to ingenuity and heroism." ¹⁵





"*Heroic* leadership invites people to assess their daily impact, to refocus if necessary, and to articulate the leadership mark they want to make. It invites them too to replace accidental leadership with purposeful leadership, of self and others." ¹⁶

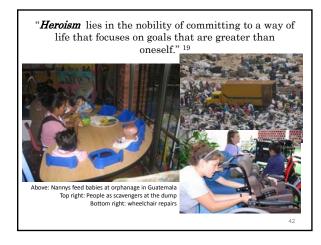




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"Magis-driven **heroism** encourages people to aim high and keep them restlessly pointed toward something more, something greater." $^{18}\,$







Transforming souls for 2009

The student recipient of the stipend from Ignatian Mentoring Program to support her flight to Guatemala in 2009 wrote, "My gratitude for other peoples' selflessness and charity has spurred me to seek out service opportunities at Xavier. I chose this specific service opportunity, because the Hispanic community has always been near and dear to my heart I am beyond excited to continue my family's tradition of service in Hispanic communities....to help the children of Guatemala."²⁰



Supporting the future - Plans

- Summer 2009 return to Guatemala with new students for Service Learning Project
- Summer 2009 after service learning in Guatemala, student stipend recipient will write reflection of transformation
- Fall 2009, class activity to reflect on transformations from service learning experiences toward becoming "Men and women with others"

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In what we do in the world there must always be...a strong sense of the sacred inseparably joined to involvement in the world. Our deep love of God and our passion for his world should set us on fire—a fire that starts other fires! 21





1.	Kolvenbach, Peter-Hans (2000, October 6). The service of faith and the promotion of justice in American Jesuit higher education. Keynote address for Santa Clara University's Justice Conference.
2.	Lowney, Chris (2003). Heroic Leadership. Chicago: Loyola Press, p. 223.
3.	Lowney (2003) p. 176.
4.	Lowney (2003) p. 45.
5.	Lowney (2003) p. 250.
6.	Lowney (2003) p. 283.
7.	Lowney (2003) p. 107
8.	Lowney (2003) p. 128
9.	Lowney (2003) p. 128
10.	Lowney (2003) p. 250
11.	Lowney (2003) p. 281
12.	Lowney (2003) p. 282
13.	Lowney (2003) p. 282
14.	Lowney (2003) p. 282
15.	Lowney (2003) p. 282
16.	Lowney (2003) p. 284
17.	Lowney (2003) p. 281
18.	Lowney (2003) p. 280
19.	Lowney (2003) p. 281
20.	Sara Cassidy. (personal communication, e-mail, November 24, 2008).
21.	Ladrigan-Whelpley (2008). Retrieved from http://www.scu.edu/ignatiancenter/publications/explore/fall2008/section07.cfm on March 28, 2009.

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