Implementation of previously planned service learning project constructed in HOCS 325 Occupational Justice I. Service learning hours are conducted 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 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 developed in HOCS 323
- 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:

<table>
<thead>
<tr>
<th>ACOTE Standard (2011)</th>
<th>Objective</th>
<th>ACOTE Assessment Measure; Evaluation Method #</th>
</tr>
</thead>
<tbody>
<tr>
<td>B.9.6</td>
<td>1. Participate in class discussions and activities demonstrating professional behavior in preparation of role as future occupational therapist.</td>
<td>8- participation, mid-term exam; #1, #8</td>
</tr>
<tr>
<td>B.1.5</td>
<td>2. Implement service learning plan per coordinated and approved plan.</td>
<td>5, 8- thank you note; #4, #9, #12</td>
</tr>
<tr>
<td>B.1.5, B.1.6</td>
<td>3. Examine the relationship between participation, life meaning, occupational justice, and occupational justice theory.</td>
<td>1; #5, #6, #11</td>
</tr>
<tr>
<td>B.2.9</td>
<td>4. Appraise the barriers and support to theoretical and lived issues of occupational justice as defined by service learning population.</td>
<td>1, 2, 4, 6; #1, #3, #7, #10</td>
</tr>
<tr>
<td>B.6.2, B.6.1</td>
<td>5. Examine the role of politics in occupational therapy (pADL; PADL) and the role of a “social occupational therapist.”</td>
<td>1, 2, 8- participation; #1, #5, #6</td>
</tr>
<tr>
<td>B.1.5</td>
<td>6. Critique occupational therapy’s response to occupational injustice.</td>
<td>1, 8- participation; #1, #5, #6</td>
</tr>
<tr>
<td>B.9.1</td>
<td>7. Defend self-responsibility through reflection at micro and macro levels.</td>
<td>4, #11</td>
</tr>
<tr>
<td>B.1.5</td>
<td>8. Evaluate implementation, outcomes, and self-learning experience of the service learning project.</td>
<td>1, 4; #2, #10, #11</td>
</tr>
<tr>
<td>B.6.3</td>
<td>9. Describe insights in to growth related to personal social consciousness, responsibility, and becoming &quot;a person for others.&quot;</td>
<td>4; #11</td>
</tr>
</tbody>
</table>


### 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).


Capital Briefing. *OT Practice* (3 recent issues within past 6 months)


**RELATED READINGS:**


**RECOMMENDED READINGS:**


Smart, J. (2001). *Disability, society and the individual.* Austin, TX: Pro-Ed.


Website: [www.healthypeople.gov/Publications/HealthyCommunities2001/healthycom01hk.pdf](http://www.healthypeople.gov/Publications/HealthyCommunities2001/healthycom01hk.pdf)


**COURSE POLICIES:**

**Academic Honesty:**
As integrity, honesty, and truthfulness are expected standards of ethical conduct, cheating, plagiarism and collusion will not be tolerated. At minimum, instances of plagiarism will result in a score of "0" on the assignment. As noted in the University catalogue, students found to be in violation of the Academic Honesty Policy may receive an "F" for the course and may be considered for expulsion from the University. Definitions of cheating, plagiarism, and collusion are as follows (taken from XU OT Student Handbook Spring 2014):

A. "Cheating" includes, but is not limited to:
   1. Use of unauthorized assistance in taking quizzes, tests, or examinations.
   2. Dependence on the aid of sources beyond those authorized by the instructor in writing papers, preparing reports, solving problems, or carrying out assignments.
   3. The acquisition, without permission, of tests or other academic materials belonging to a member of the faculty or staff.
   4. Fabrication or falsification of documentation or data.
   5. Deception for the purpose of academic gain.

B. "Plagiarism" includes, but is not limited to:
   1. The use, by paraphrase or direct quotation of the published or unpublished work of another person without full and clear acknowledgement on any course assignment.
   2. The unacknowledged use of materials prepared by another person or agency engaged in the selling of term papers or other academic materials.
   3. Active/intentional and/or unintentional/passive use of another's material or thoughts. See Commission on Standards and Ethics of the American Occupational Therapy Association Advisory Opinion on Plagiarism (American Occupational Therapy Association, 2000) for further definitions. See also AOTA's Advisory Opinion for the Ethics Commission on Avoiding Plagiarism in the Electronic Age (Moody, 2011).
   4. Self-plagiarism: "...occurs when a student submits his or her own previous work, or mixes parts of previous works, without permission from all professors involved. ...Self-plagiarism also applies to submitting the same piece of work for assignments in different classes without previous permission from both professors." (Retrieved from http://www.bowdoin.edu/studentaffairs/academic-honesty/common-types.shtml)

C. "Collusion" includes, but is not limited to:
   1. Collaboration with another person or persons for the purpose of engaging in acts which constitute academic misconduct as defined above; or
   2. Conspiring with another person for the purpose of aiding, abetting or contributing in a secondary way to an act of academic misconduct committed by another person as defined above.
   3. A student allowing access to his/her independent work, which is then misused by the second student, will be guilty of collusion even if the work is used without the first person’s knowledge.

**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. Once accommodations are granted, renewal of the same is necessary for each subsequent semester. The first step of this process is self-identification of the disability or need for accommodations by the student. Contact the director of the LAP, for further information (745-3280).

**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 prior to the due date of related assignments. Online postings are expected to be thoughtful, critical, and insightful. 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. Early departures are also considered disruptive. Three unexcused late arrivals or early departures 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 after the first missed session; unexcused absences include but are not limited to funerals outside the immediate family, vacations, and weddings. Excused absences include but are not limited to death of immediate family member, personal or dependent’s serious illness or injury, natural disasters. Documentation for excused attendance days must be received within 5 business days of the absence. Students missing a scheduled class session are responsible to obtain any handout material or information presented from their peers.

**Canvas:**
The course syllabus with assignment grading criteria forms will be posted to Canvas. Other items will be posted as announced throughout course duration.

**Electronic Media Usage:**
As a professional courtesy, all electronic devices should be turned off and stored out of sight during class. Electronic distractions and text messaging are not permitted during class. Exceptions may be approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have a cell phone turned on vibrate during a specific class. Use of laptops during lecture/lab is permitted for class-related purposes only. Classroom activities may be recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor’s permission, but may not be further copied, distributed, published or used for any other purpose.

**Email Accounts:**
All students are required to use their Xavier University email account. It is the responsibility of the student to check this email on a daily basis for course and Department communications.

**Essential Functions:**
To pass this course students must meet all expectations, with or without LAC generated and instructor-approved accommodations, that might arise in this class as identified on the Department of Occupational Therapy Essential Functions document. Please see the Department of Occupational Therapy website for the most recent updates to this document. Additionally, each service learning site may require additional and other essential functions.

**Grade Discrepancy:**
After verbal discussion with instructor to obtain reasoning for initial grade, any student who feels the grade received from the class instructor is in error (rather than due to difference of opinion) may request the grade be reconsidered. To do so, a written statement of 150-500 words in length regarding the area of discrepancy needs to be submitted to the course instructor. Such a statement needs to include documented and sound justification including referenced material. All requests must be received within five business days of assignment return and resolved no later than the last class day of the semester. Verbal requests for change of grade consideration will not be considered. If a re-grade is approved, the grade of the re-grade will stand whether higher or lower than the original grade.

**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%.

**On-line Social Networking:**
On-line social networking (e.g., Face book, MySpace, Twitter, blogs, etc.) must be considered public information and postings containing certain information are illegal. Violations may expose the offender to criminal and civil liability. Avoid disclosing any HIPAA- or academic- protected information regarding others. Keep all postings and photographs professional; and, avoid inflammatory or unflattering information on yours or another’s site. Make every effort to present yourself as mature, responsible, and professional. For further details see the advisory opinion published by the American Occupational Therapy Association’s Ethics Commission at: Estes, J., & Cheny, L.
Professional Behavior
Professional behavior is expected within the classroom as well as when communicating and interacting outside of the classroom. Students are expected to attend classes; arrive on time (i.e. be seated with class materials available at class start); actively participate in class discussions; avoid side conversations during class; stay in the room the entire class session; and, accept responsibility for their actions. Community interactions are expected accordingly. Additionally, the wearing of conservative attire is expected in-country. Attire of business casual is expected as a show of respect in the presence of guest speakers and/or attendance at community events.

Timely Submission of Assignments:
Students are expected to complete assignments in a timely manner. Assignments are due on the date specified and must be turned in by midnight of that day unless prior arrangements and approval have been made with the instructor that resulted in modifying the due dates for a specific student. Late assignments 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.

EVALUATION METHODS:

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Assignment Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>16%</td>
<td>1) Related Readings - 8% each (ACOTE assessment measure #1)</td>
</tr>
<tr>
<td>10%</td>
<td>2) Class Participation (ACOTE assessment measure #8-participation)</td>
</tr>
<tr>
<td>07%</td>
<td>3) Intra- and Inter- Professional Reflection (ACOTE assessment measure #8-online posting)</td>
</tr>
<tr>
<td>13%</td>
<td>4) Advocacy Lab Check-out (ACOTE assessment measure #2)</td>
</tr>
<tr>
<td>03%</td>
<td>5) Evaluation of Process and Learning: Midterm Review Posting (ACOTE assessment measure #8-online posting)</td>
</tr>
<tr>
<td>10%</td>
<td>6) Keeping the Experience Alive (ACOTE assessment measure #1)</td>
</tr>
<tr>
<td>10%</td>
<td>7) Dissemination/Advocacy Article (ACOTE assessment measure #1)</td>
</tr>
<tr>
<td>10%</td>
<td>8) Presentation of Service Learning Experience (ACOTE assessment measure #6)</td>
</tr>
<tr>
<td>15%</td>
<td>9) Evaluation of Process and Learning: Final Essay (ACOTE assessment measure #4)</td>
</tr>
<tr>
<td>06%</td>
<td>10) Social Justice Event (ACOTE assessment measure #8-online posting)</td>
</tr>
</tbody>
</table>

Grading Scale:

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

DESCRIPTION OF ASSIGNMENTS:

1. Related Readings:
As an individual, prior to departure date, complete the readings assigned to you by you from HOCS 323 Occupational Justice I. For each article provide a one-half page summary of the content, compare the article’s main points relative to your anticipated service and learning experience, and identify related occupational justice theory structures. End by discussing “take-home” points (points to remember the rest of your career) from the reading w/ accompanying rationale. Limit 2-3 pages each. Include reference page per APA style for each including the DOI (or URL); if neither DOI nor URL is available, provide a hard copy. See grading criteria.

2. Class Participation and Professional Dress:
Each student is expected to contribute to the in-country processing times and activities in a way that is meaningful, noticeable, and measurable. Because there are only two to four in-country processing opportunities plus the interprofessional meeting and the reunion party, planned participation will be critical. The final grade will be determined by the instructor with consideration of student input. Note: points will be awarded solely on the above-identified instances as by now it is well-known the important role verbal assertiveness plays in occupational therapy.

In-country dress requires a conservative approach with skin consistently and properly covered. In the presence of guest speakers &/or community-events attire is business casual. Professional dress becomes a professional.
3. Intra- and Inter- Professional Reflection:
Small p/ADL's involve conflict and cooperation as described by Kronnenberg (2005). After spending the week with professionals from the United States, interacting with professionals in Guatemala, and meeting with the occupational and physical therapy students from Rafael Landivar University, individually, complete a two-page critique of the potential conflict and cooperation with these health care team members (occupational and physical therapy). Include US-specific and Guatemala-specific observations. Please acquire your points via informal conversation occasions and interacting with professionals within our team and your service sites as well as during the Rafael Landivar University student visit, dinner, and any other interactions. See grading criteria.

4. Advocacy Lab Check-Out:
As an individual, complete a Lab Check-Out form following the directions provided. Limit 3-4 pages. Include 3 citations (see check-out form).

5. Evaluation of Process and Learning- Midterm Review:
As an individual post to Canvas what has been learned to date relative to one self-identified course objective. Include one cited reference or reading. Respond to two other postings in a manner related to your self-identified service learning objectives. See grading criteria.

6. Keeping the Experience Alive:
As a group generate a list of 30 numbered and realistic 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 (with a highlighting marker) the top 3 most salient ways. End with a one-page critique of occupational therapy’s response to injustice. See grading criteria.

7. 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. Obtain prior approval for assignment and/or submission to the identified source. See grading criteria.

8. Presentation of Service Learning Experience:
As a group give a 10-minute presentation about what was accomplished and what was learned from engagement in the service learning experience; dedicate an additional 5 minutes for questions/answers and/or discussion. The presentation will be given at an agreed-upon event reached by consensus of the class, e.g., “reunion party” with practitioners attending, unique semester event, during the end of semester presentations of the rest of the class. Note: as an alternative any approved subgroup may opt to create a 2-5 minute video; see course instructor to plan and execute. See grading criteria.

9. 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. A pre-prepared reference page may be brought to the exam and used throughout. Essay length is limited to 3-5 pages.

10. Social Justice Event:
As an individual attend one campus events (e.g., one sponsored by E/RS, the Brueggeman Center, Office of Interfaith Community Engagement, Mission and Identity, or another as approved by instructor). Write a one-page reflection discussing the import of 2-3 “take-home points” relative to course content. Include one citation.
**COURSE SCHEDULE:** Please note schedule on next page is subject to change as needed and/or per student approved request.

<table>
<thead>
<tr>
<th>Date</th>
<th>Activity</th>
<th>Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>May 31</td>
<td>REQUIRED READINGS: Those assigned to you by you from HOCS 323</td>
<td>DUE: Related Readings (both)</td>
</tr>
<tr>
<td>June 2, 5, 6 (In-country):</td>
<td>TOPIC: Processing time may include questions similar to those stated below -</td>
<td>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? What surprised you? What do you yet want to learn?</td>
</tr>
<tr>
<td>Jun 3 (In-country):</td>
<td>TOPIC: Intra- and Inter- Professional Meeting with Rafael Landivar University Students</td>
<td></td>
</tr>
<tr>
<td>Jun 20</td>
<td>DUE: Intra- and Inter- Professional Reflection</td>
<td></td>
</tr>
<tr>
<td>Jul 4</td>
<td>TOPIC: p/ADLs, P/ADLs, &amp; Advocacy</td>
<td>REQUIRED READINGS: Galeheigo, pp. 87-98</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kronenberg &amp; Pollard, pp. 1-13, 69-86</td>
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<tr>
<td></td>
<td></td>
<td>Kronenberg &amp; Pollard, pp. 617-625</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Pollard, Sakellariou, &amp; Kronenberg, pp. xxi-38 (pages 3-19 repeat from HOCS 323)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>AOTA’s Health Disparities Statement</td>
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<tr>
<td></td>
<td></td>
<td>Three recent (within last 6 months) OT Practice “Capital Briefings”</td>
</tr>
<tr>
<td></td>
<td>DUE: Advocacy Lab Check-out</td>
<td></td>
</tr>
<tr>
<td>Jul 11</td>
<td>DUE: Midterm Review</td>
<td></td>
</tr>
<tr>
<td>Aug 8</td>
<td>DUE: Keeping the Experience Alive</td>
<td></td>
</tr>
<tr>
<td>Aug 22</td>
<td>DUE: Dissemination/Advocacy Article</td>
<td></td>
</tr>
<tr>
<td>Aug 25, 6-8pm (tentative)</td>
<td>TOPIC: Reunion Party and Presentations (15 minutes each group)</td>
<td>DUE (24 hours after party): Participation Form</td>
</tr>
<tr>
<td>Week of August 25-29 at mutually agreed time</td>
<td>TOPIC: Final Essay – open book/open note – completed in class and turned in at class-end time (Note: bring personal computer or provide notice ahead of need for one)</td>
<td></td>
</tr>
<tr>
<td>Fall Semester</td>
<td>DUE: Social Justice Event</td>
<td></td>
</tr>
</tbody>
</table>
DEPARTMENT OF OCCUPATIONAL THERAPY

HOCS 405 Occupational Justice II
Grading Criteria
Summer 2014

Related Readings

As an individual, prior to departure date, complete the readings assigned to you by you from HOCS 323 Occupational Justice I. For each article provide a one-half page summary of the content, compare the article’s main points relative to your anticipated service and learning experience, and identify related occupational justice theory structures. End by discussing “take-home” points (points to remember the rest of your career) from the reading w/ accompanying rationale. Limit 2-3 pages each. Include reference page per APA style for each including the DOI (or URL); if neither DOI nor URL is available, provide a hard copy. See grading criteria.

Name:________________________________ Date________________

Article #1:
1. Summary of content ____ (23)
2. Compare and contrast content to anticipated service and learning experience ____ (23)
3. Related to your population, identify and defend the relationship of 2 occupational justice structures &/or contextual factors to an associated outcome (cite the theory) ____ (23)
4. Identify two take-home points and explain their importance to future career ____ (23)
5. Text is organized, flows, and free of GSP errors ____ (05)
6. Page limit observed ____ (02)
7. Reading is referenced using APA style ____ (01)
  Total ____ (100)

Article #2:
1. Summary of content ____ (23)
2. Compare and contrast content to anticipated service and learning experience ____ (23)
3. Related to your population, identify and defend the relationship of 2 occupational justice structures &/or contextual factors to an associated outcome (cite the theory) ____ (23)
4. Identify two take-home points and explain their importance to future career ____ (23)
5. Text is organized, flows, and free of GSP errors ____ (05)
6. Page limit observed ____ (02)
7. Reading is referenced using APA style ____ (01)
  Total ____ (100)
Each student is expected to contribute to the in-country processing times and activities in a way that is meaningful, noticeable, and measurable. Because there are only several in-country processing opportunities plus the interprofessional meeting and the reunion party, planned participation will be critical. The final grade will be determined by the instructor with consideration of student input. Note: points will be awarded solely on the above-identified instances as by now it is well known the important role verbal assertiveness plays in occupational therapy. At final each student will complete a self-report including a rubric score (see grading criteria below) with accompanying evidence (e.g., dated notation of quantity/quality using index card or other similar 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.

Professional dress expectations are outlined below.

Name: ____________________________________________

<table>
<thead>
<tr>
<th>Component</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
<th>3</th>
<th>2</th>
<th>1</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participation in-country &amp; at reunion party</td>
<td>Provides insightful comments, questions, clarifies concepts, shares experiences and ideas on topic several times t/o sessions.</td>
<td>Occasionally provides comments, questions, insights, and shares experiences t/o sessions.</td>
<td>Seldom participates, very quiet, withdrawn from discussion t/o sessions.</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Professional attire</td>
<td>In-country attire is conservative with skin consistently and properly covered. In the presence of guest speakers and/or community-events attire is business casual.</td>
<td>In-country attire is questionable with lapses of coverage. Attire for guest speakers and/or community-events fails to reflect an upgrade.</td>
<td>In-country attire is inappropriate with potential for perception of disrespect. Attire for guest speakers and/or community-events attire is inappropriate with potential for perception of disrespect.</td>
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<td></td>
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<td></td>
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</tr>
</tbody>
</table>

Critique of class participation (one paragraph):
Small p/ADL’s involve conflict and cooperation as described by Kronnenberg (2005). After spending the week with professionals from the United States, interacting with professionals in Guatemala, and meeting with the occupational and physical therapy students from Rafael Landivar University, individually, complete a two-page critique of the potential conflict and cooperation with these health care team members (occupational and physical therapy). Include US-specific and Guatemala-specific observations. Please acquire your points via informal conversation occasions and interacting with professionals within our team and your service sites as well as during the Rafael Landivar University student visit, dinner, and any other interactions. See grading criteria.

Name:______________________________ Date________________

1. Potential conflict with occupational therapy (intra-professional) (provide 1 specific US example and 1 specific GA example) _____ (20)

2. Potential cooperation with occupational therapy (intra-professional) (provide 1 specific US example and 1 specific GA example) _____ (20)

3. Potential conflict with physical therapy (inter-professional) (provide 1 specific US example and 1 specific GA example) _____ (20)

4. Potential cooperation with physical therapy (inter-professional) (provide 1 specific US example and 1 specific GA example) _____ (20)

5. Text is organized, flows, and free of GSP errors _____ (05)

6. Page limit observed _____ (01)

Total _____ (100)
Advocacy Lab Check-Out (possible points earned are in parentheses) (limit 3-4 pages)

Purpose of Lab: To promote engagement in P/ADLs at the national level
To advocate for populations via AOTA’s Legislative Forum

Directions: Go to AOTA’s homepage, click on AOTA’s Legislative Action Center; complete questions below.

1. What is your home town zipcode? (2) ________________

2. Identify two of your federal legislators (4) ______________________ ______________________

3. Select 2 current issues and take action (or explain why you could not take action). Identify the issue, the population most impacted, briefly describe the issue (in one sentence), and state the action you took:

<table>
<thead>
<tr>
<th>Issue: (2)</th>
<th>Population: (2)</th>
<th>Description: (2)</th>
<th>Issue: (2)</th>
<th>Population: (2)</th>
<th>Description: (2)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Action taken: (2)</td>
<td>Action taken: (2)</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

4. Go to the websites of 2 of your federal legislators. Spend 5-minutes on each site (yes, time yourself). What did you learn (2-3 sentences)? How does that relate to your service learning population (2-3 sentences)? How does that relate to occupational justice (OJ) theory (2-3 sentences)?


5. Summarize, in one paragraph, each of 3 recent “Capital Briefings” from OT Practice. For each, add another paragraph stating what action an occupational therapist might take on the issue. Attach all 3 one-page articles (30).

6. What is and should there be a “social occupational therapist?” Why or Why not? Reference assigned readings twice to support your argument (15).


How do you rate this activity as a way to learn about P/ADLs and advocacy action? (1)
Not Helpful    1  2  3  4  5  6  7  8  9  10  Helpful

How likely are you to return to AOTA’s Legislative Action Center? (1)
Not Likely    1  2  3  4  5  6  7  8  9  10  Likely
As an individual post to Canvas what has been learned to date relative to one self-identified course objective. Include one cited reference or reading. Limit to one page.

Name:________________________________ Date________________

1. Learning shows synthesis of course content _____ (25)

2. Relationship to course objective is clear _____ (25)

3. One published reference or reading from this course is cited _____ (25)

4. Page limit is observed _____ (25)
Keeping the Experience Alive

As a group generate a list of 30 numbered and realistic 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 (with a highlighting marker) the top 3 most salient ways. End with a one-page critique of occupational therapy’s response to injustice. See grading criteria.

Name:_______________________________ Date________________

1. 30 realistic items are included _____ (30)

2. 1-3 sentence explanation for each is included _____ (30)

3. Items appear reflective and realistic for potential individual &/or immediate response _____ (07)

4. The 3 most salient items are highlighted (literally with a highlight pen or feature; no further comment is needed) _____ (03)

5. Critique occupational therapy’s response, as a profession, to injustice using a pADL &/or PADL lens. Include references to provide backing for your critique.
   - Include 2 different points (one pADL and one PADL) each with a different citation from a reference including page number (may cite from required reading)
   - Provide citation for reference using APA style
   - Limit to one page _____ (40)

Total _____ /100
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. Obtain prior approval for assignment and/or submission to the identified source. See grading criteria.

Name:________________________________ Date________________

1. Newspaper, newsletter, or journal is identified; prior approval was obtained _____ (05)

2. Content is appropriate for audience to appreciate _____ (05)

3. Content highlights promotion of occupational justice _____ (35)

4. Article features process, outcomes, tells a story and/or advocates for population _____ (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
# HOCS 405 Occupational Justice II
## Grading Criteria
### Summer 2014

### Presentation of Service Learning Experience

As a group give a 10-minute presentation on what was accomplished and what was learned from engagement in the service experience; an additional 5 minutes will be dedicated for questions/answers and/or discussion.

**Name:** ______________________  **Group** __________________________

1. Describe the service you provided & how that was measured  
   (include mention of the artifact)  
   ____ (15)

2. Describe the learning you gained & how that was measured  
   (include mention of the readings)  
   ____ (15)

3. Explain how your experience related to occupational justice theory  
   (present in lay terms w/ literature cited (2-3x ea. different); include evidence of insights gained – how were structures and contexts seen initially, how are they seen now? What supported participation in occupation? What impeded participation in occupation?)  
   ____ (15)

4. Critique the experience  
   (what went well, what didn't go well, what do you recommend for next year)  
   ____ (15)

5. Share how the experience impacted you as a human being  
   (what changes in thoughts, beliefs, and/or behavior have or are anticipated to occur?)  
   ____ (15)

6. Share how the experience impacted your perception of community  
   (what changes in thoughts, beliefs, and/or behavior have or are anticipated to occur?)  
   ____ (15)

7. Presentation is creative, professional, and interesting  
   ____ (03)

8. Discussion is facilitated & related to issues of occupational justice and/or service learning  
   ____ (06)

9. Time limit is respected  
   ____ (01)

**Total _____/100**

Alternatively:

1. Convince course instructor of your learning related to course content  
   ____ (90)

2. Presentation is creative, professional, and interesting  
   ____ (03)

3. Discussion is facilitated & related to issues of occupational justice and/or service learning  
   ____ (06)

4. Time limit is respected  
   ____ (01)

**Total _____/100**
As an individual attend one campus events (e.g., one sponsored by E/RS, the Brueggeman Center, Office of Interfaith Community Engagement, Mission and Identity, or another as approved by instructor). Write a one-page reflection discussing the import of 2-3 “take-home points” relative to course content. Include one citation.

Name: ____________________________  Group ____________________________

1. Attendance was at an approved event (specify date, time, place, sponsor) ____(05)  
2. Two – take home points are described and discussed ____(60)  
3. Relationship to course content is articulated and clear (e.g., objectives, service learning content, population, role of p/ADLs, advocacy role, etc.) ____(20)  
4. One reading from this course is cited in text (connection to event is articulated clearly) ____(07)  
5. Article is organized, flows, and free of GSP errors ____(05)  
6. Page limit observed ____(02)  
7. Reading is referenced using APA style ____(01) 

Total ____ (100)