ROOM: Hailstones 2  COURSE SCHEDULE: Tue & Thu 11:30-12:45pm  CREDIT: 3.0 hours

FACULTY: Carol Scheerer, EdD, OTR/L  PHONE: 513-745-3310  E-MAIL: scheerer@xavier.edu

OFFICE: Cohen 41  OFFICE HOURS: Tue 1:00-2:00pm & Thu 2:30-3:30pm by confirmed appointment

COURSE DESCRIPTION:
Occupation refers to the familiar and meaningful things that people do every day (AOTA, 1995). Occupations are necessary for our being and identity. This course will provide an overview of occupational participation and supports/barriers at individual, community, and societal levels both nationally and internationally. Students will explore critically the concepts of occupational justice, social justice, and occupational marginalization as related to health and community participation. This course will include discussion of governmental policies related to equalizing rights of people who may be occupationally disadvantaged, the effects of these policies on occupational functioning, and ethical responses to these situations. This course includes introduction to change theory, discussion of (individual and societal) morals and values, and the development of advocacy strategies to promote occupational justice and participation. Students will develop a service learning plan in partial fulfillment of the requirements for HOCS 405 (Occupational Justice II: Independent Study). This course serves as an E/RS elective and GDST course.

ABBREVIATED PROGRAM MISSION STATEMENT:
The Mission of the Department of Occupational Therapy is to graduate competent, caring, and ethical occupational therapy practitioners committed to best practice, lifelong learning, and occupational justice.

ABBREVIATED PROGRAM PHILOSOPHY STATEMENT:
We believe:
- Humans are biopsychosocial beings who are transformed by participation in occupation.
- Meaningful occupations shape human beings and provide a bridge to health and wellness.
- Occupational therapists form a dynamic relationship with service participants to realize their occupational potential.
- Best practice in occupational therapy is client-centered, occupation-based, evidence-based, and grounded in sound ethical principles.

Furthermore, our student centered focus on learning is driven by our belief that students are self-directed, active learners who construct their own knowledge in authentic contexts.

The sequence of our curriculum is based upon a developmental model that builds knowledge and skills to form competent, caring & ethical practitioners.

RELATIONSHIP TO INSTITUTIONAL MISSION:
- Empowers integration of academic, practical and technological knowledge with questions of human values and ethical behavior
- Stimulates critical thinking and inter-disciplinary approaches to learning
- Encourages self-reflection and self-analysis of values and ethics
- Encourages the formation of women and men for others in the service of faith and the promotion of justice
- Encourages genuine engagement with civic, social, cultural, and global issues
- Demonstrates respect of the dignity and needs of the individual
- Encourages self-reflection and self-analysis of values and ethics in accordance with E/RS objectives

RELATIONSHIP TO CURRICULUM DESIGN:
- Views occupation from social perspective of marginalization and subsequent negative effects on individual and community; continues to build upon occupation-based and client-centered principles for future application
- Focuses on ethical ramifications of occupational marginalization
- Fosters clinical reasoning: continues foundation for ethical reasoning regarding identification of relevant ethical issues; scientific reasoning continues via use of literature to form basis of service learning plan
- Develops role of advocate
- Introduces concepts related to change theory and advocacy to function as a change agent in promoting occupational and social justice
- Provides overview of public health policy and legislation impacting occupational functioning at individual and community levels introduced at national and international levels to promote student understanding of global issues
- Involves active student learning via participation in service learning project as well as advanced reflection to continue to develop sense of social responsibility

COURSE OBJECTIVES:
Upon successful completion of the course, the student will demonstrate competence in the following:

<table>
<thead>
<tr>
<th>Course Objective</th>
<th>ACOTE Standard (2011)</th>
<th>Course Evaluation Method (#)</th>
<th>ACOTE Assessment Measure</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Participate in class discussions and activities demonstrating professional behavior in preparation of role as future occupational therapist</td>
<td>9.6</td>
<td>#1</td>
<td>8-participation; thank you</td>
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<tr>
<td>2. Describe legislation (including that related to public health) designed to promote occupational justice and analyze effects on human participation</td>
<td>6.2</td>
<td>#5</td>
<td>1</td>
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<tr>
<td>3. Identify community need and promote occupational justice at a local level; develop a personal reflective analysis summary of planning experience</td>
<td>5.17</td>
<td>#7, #10, #11</td>
<td>1, 4, 5</td>
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<td>4. Adhere to ethical standards of behavior</td>
<td>9.1</td>
<td>#4, #6, #7, #9</td>
<td>1</td>
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<tr>
<td>5. Compare and contrast the influence of social conditions on issues of occupational justice including health and the prevention of disease at the national and international levels</td>
<td>2.5</td>
<td>#3, #10, #11</td>
<td>1, 3, 4</td>
</tr>
<tr>
<td>6. Describe underlying concepts of change theory and develop plan to apply process to a specific situation to promote change</td>
<td>3.1</td>
<td>#10</td>
<td>1</td>
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<tr>
<td>7. Describe situations resulting from various forms of occupational injustice including but not limited to occupational imbalance, deprivation, marginalization, and alienation.</td>
<td>1.5, 1.6</td>
<td>#5, #11</td>
<td>1, 4</td>
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<td>8. Describe insights into growth related to personal social consciousness, responsibility, and becoming a “person for others”</td>
<td>9.6</td>
<td>#1, #8</td>
<td>1, 8 – discussion; oral review</td>
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<tr>
<td>9. Identify local community resources and advocacy groups</td>
<td>5.17</td>
<td>#4</td>
<td>1</td>
</tr>
</tbody>
</table>
10. Describe the current health care arena and explain the relationship between global socioeconomic, political factors/policies, and occupational justice structures with meeting of human health care needs

11. Describe your population’s PEO (person, environment, occupation) and the associated quality of life and well-being considering the contexts of occupational justice theory (i.e., age, gender, sexual orientation, ability/disability, income, employment, ethnicity, religion, origin, geographic, and/or social networks)

REQUIRED READINGS:


Kretzmann, J. P., & McKnight, J. L. (1993). *Building communities from the inside out: A path toward finding and mobilizing a community’s assets* (pp. 1-11; 345-354). Chicago: ACTA.


**RECOMMENDED READINGS:**


**COURSE POLICIES:**

**ACADEMIC INTEGRITY**
The pursuit of truth demands high standards of personal honesty. Academic and professional life requires a trust based upon integrity of the written and spoken word. Accordingly, violations of certain standards of ethical
behavior will not be tolerated at Xavier University. These include theft, cheating, plagiarism, unauthorized assistance in assignments and tests, unauthorized copying of computer software, the falsification of results and material submitted in reports or admission and registration documents, and the falsification of any academic record including letters of recommendation. All work submitted for academic evaluation must be the student's own. Certainly, the activities of other scholars will influence all students. However, the direct and unattributed use of another's efforts is prohibited, as is the use of any work untruthfully submitted as one's own. You should be aware of the University policy on Academic Honesty, [http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm](http://www.xavier.edu/library/xu-tutor/Xaviers-Policy-on-Academic-Honesty.cfm)

Penalties for violations of this policy may include one or more of the following: a zero for that assignment or test, an “F” in the course, and expulsion from the University” Your instructor may use plagiarism-detecting software, such as Turn-It-In, to review your written assignments.

**ACCOMODATIONS**
The goal of this class is for it to serve as an accessible and welcoming experience for all students. If you are a student with a disability who may have trouble participating or effectively demonstrating learning in this course, contact me, the course instructor, to arrange an appointment to share your Accommodation Letter from Disability Services and to discuss your needs. Disability related information is confidential. If you have not contacted Disability Services to arrange accommodations, please do so by contacting Cassandra Jones by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail at jonesc20@xavier.edu as soon as possible as accommodations are not retroactive.

**ATTENDANCE POLICY**
Attendance will be considered in final grade calculation per the following criteria:

- Two late arrivals or to or two early departures from class constitutes one unexcused absence.
  - A tardy or late arrival is defined as student entering the classroom after the professor has started class.
  - Note: in RARE circumstances, a tardy may be excused and this determination will be made according to the professor’s discretion. **TARDINESS DUE TO PRINTING AN ASSIGNMENT OR CLASS HANDOUT IS UNEXCUSED.**
- For the *second and each subsequent unexcused absence*, **five** percentage points will be deducted from the student’s final course grade.
- Determination of whether an absence is excused or unexcused is up to the professor’s discretion. In general, an excused absence is an absence due to an unavoidable emergency, serious illness that requires doctor’s visit, religious observances, or attending the funeral of an immediate family member. Unexcused absences include but are not limited to absences due to vacation or travel, scheduled doctor’s appointments (except in case of extreme illness), work responsibilities, or other non-emergency type events.
- **Documentation of Absence** form along with acceptable accompanying documentation (i.e. physician’s note on letterhead or prescription note; statement that physician saw student or other reasonable legitimacy, etc.) is required to convert an unexcused absence to an excused absence and must be submitted no later than the start of class seven days following the absence or the absence will remain unexcused.
- Students are responsible for obtaining from classmates class materials and information missed due to tardiness or absence.

**CANVAS**
The course syllabus and required readings are posted on Canvas. Other items will be posted as announced throughout the semester. Kindly, upload questions about the course to the designated discussion posting so that the answer(s) may benefit the entire class.
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. Recordings are to be destroyed at the end of the semester.

E-MAIL ACCOUNTS
All students are required to use a Xavier-provided email address. It is the responsibility of each student to check this email on a daily basis for course and Department communications. When emailing a question to the instructors regarding class topics for which the answer will benefit the entire class, that email with the accompanying answer may be forwarded to all class members. Unless needed for understanding or reference, the name of the person asking the question will not be included in any forwarded response to the entire class.

ESSENTIAL FUNCTIONS
To pass this course a student must meet all expectations, with or without Office of Disability generated and instructor-agreed/arranged 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.

GRADE DISCREPANCY POLICY
Any student who feels a grade received from the class instructor is in error (but not due to difference of opinion between instructor and student) needs to request that the grade be reconsidered within one week of receiving the assigned grade. To do so, instructor may require a written statement of the specific area of discrepancy. If required, such statement will include objective rationale that is justified by citations of published work or class notes; i.e., rationale based on a student’s opinion that points were deducted ‘unfairly’ will not be considered. Per instructor discretion, minor discrepancies may be addressed verbally. It is understood that a closer look at a previously assigned grade will have the potential to change that grade in either direction (i.e. additional points may be deducted for issues not detected in original grading). All discrepancies must be submitted no later than 4:00 p.m. on the last class day of the semester (i.e. Friday, April 27, 2018).

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%.

INCLUSIVITY STATEMENT
We are committed to providing an atmosphere for learning that respects diversity and in which all students feel comfortable and safe to learn. To build a classroom community, we ask that students:

- share their unique experiences, values and beliefs;
- be open to the views of others;
- honor the uniqueness of their peers;
- appreciate the opportunity to learn from each other in this community;
- communicate in a respectful manner;
• keep confidential discussions that the community has of a personal (or professional) nature;
• utilize this opportunity together to discuss ways in which we can create an inclusive environment in this course and across the Xavier community.

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. (2010). On-line social networking: Advisory Opinion. In D. Slater (Ed.) Reference guide to occupational therapy code of ethics and ethics standards (pp. 213-217). Bethesda, MD: AOTA Press.

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 the start of class); 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.

RETURN OF GRADED ASSIGNMENTS
Graded assignments will normally be returned within one week after turn-in.

STUDENT SUPPORT
Xavier University offers many services to support student success through their academic course of study. To that end, information on Xavier-related student success support services can be found on Xavier’s website at https://www.xavier.edu/success/?aq=auto-Student%20Success%20%20. Financial assistance can be found at http://www.xavier.edu/financial-aid. For ease in accessing, several of the specific supports are listed below.

Success Support:
The staff in the Office of Student Success is available to assist students to make the most of their Xavier experience. Personal staff consultations, success coaching, referrals to on-campus Solution Centers, and guiding students to effectively navigate their college experience are central to their work. To learn more visit www.xavier.edu/student-success, call 513-745-3036, email studentretention@xavier.edu, or visit Room 514 Conaton Learning Commons.

Academic Support:
The Office of Academic Support offers subject specific tutoring, study skills tutoring, supplemental instruction (SI), study groups, and drop-in sessions. Contact Stephanie Daniels at danielss3@xavier.edu or 513-745-3214, go to https://www.xavier.edu/academic-support/ or visit their office in the Conaton Learning Commons, Suite 514.

Health and Wellness Support:
The McGrath Health and Wellness Center provides the following services: health, prevention and wellness including alcohol and drug, counseling, and emergency. Support is available when one is feeling overwhelmed, lost, experiencing anxiety or depression, struggling with relationship difficulties or diminished self-esteem, and/or coping with difficult emotions and life stressors. Find out more at https://www.xavier.edu/health-wellness/ or by calling (513) 745-3022.

Writing Support:
The only source of external assistance with writing assignments sanctioned by the Department of Occupational Therapy is the Writing Center. Offered is free one-on-one tutoring on writing assignments for all Xavier students. Contact the Writing Center at 745-2875 to set up an appointment, visit the Conaton Learning Commons room 400 or go to http://www.xavier.edu/writingcenter/.

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 class start time (11:30am). 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 printing of the same. All assignments must include student’s name in order to earn any assigned points.

**GRADING SCALE**

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

**EVALUATION METHODS**

10% 1) Participation (ACOTE assessment measure #8 - participation)

P/F 2) Guest Lecturer Thank You (ACOTE assessment measure #8 – thank you)

30% 3) Reading Reviews (6% each) (ACOTE assessment measure #3)

05% 4) Meeting with Former Service Learning Group (ACOTE assessment measure #1)

05% 5) Service Learning Population Analysis (ACOTE assessment measure #1)

05% 6) Service Learning Visit (ACOTE assessment measure #1)

07% 7) Service Learning Interview (ACOTE assessment measure #1)

01% 8) Midterm Exam (ACOTE assessment measure #8 – oral review)

08% 9) Service Learning Observation (ACOTE assessment measure #1)

05% 10) Service Learning Plan (ACOTE assessment measure #1)

24% 11) Evaluation of Process and Learning: Final Essay (ACOTE assessment measure #4)

**ASSIGNMENT DESCRIPTIONS**

1. Class Participation
As befitting a health professional, students are expected to complete required readings prior to class sessions as they will be expected to contribute to all class-related activities in a way that is meaningful, noticeable, and measurable. During class sessions students are expected to turn off, and avoid using, all cell phones, pagers, and other non-course related electronic media. Use of the same is considered impolite and a disruption to the student and entire class. At midterm and final each student will complete a self-report including a rubric score (see grading criteria) with accompanying evidence (e.g., dated notation of quantity/quality using index card or other means) and a paragraph critique of his/her class contributions to date, submitting both on the same page at semester-end. Without both a midterm and final form at semester end points for this assignment will not be awarded. The final grade will be determined by the instructor with consideration of student input.

2. Guest Lecturer Thank You
On behalf of the entire class, each service learning group will complete one hand-written thank you note to a specified guest lecturer. Personal and specific content is expected and will be appreciated by the guest lecturer who gave of his/her time and expertise to enhance the learning process. Grading will be pass/fail with a 5% total point deduction for failure to turn in a thank you note to the instructors for a quality-control check before forwarding on to the guest speaker.

3. Reading Reviews
At randomly selected class sessions throughout the semester five reading reviews containing questions about the assigned required reading(s) for that date will be conducted. Question format will include multiple-choice, fill in the blank, short answer, and/or short essay-type. Each review of the required reading will be worth 6% points (30% points total).

4. Service Learning Population Assessment/Analysis
Each student group will create a paper related to their service learning project. The contents therein will better equip the group to get to know their population and thus develop a plan to carry out. The paper will include a
description of their population as well as the resources available to their population. Completion of a SWOT table will begin the analysis process as will connections to the occupational justice theory. Page limit is 8-10 pages with required APA (6th edition) style referencing. See grading criteria.

5. Meeting with Former Service Learning Group
All members of each student group will meet in person with the students who conducted their service learning group with the same population last year (a phone call or email communication is not acceptable). A one-page bulleted list with ≥5 items for each category describing what worked, what didn’t work, and the recommendations for this year will be written for a total of ≥15 bulleted items (single-spaced within, double-spaced between categories). Ensure detail specificity is sufficient for understanding and learning. See grading criteria.

6. Service Learning Visit
Each student group will set up an initial meeting with their service learning site. The meeting will be attended by all group members and include any/all “key” persons at the site who will be involved in coordinating and/or supervising the students’ experience. A one to two page report will be written about what was learned about the site and the services they provide, the population served, how the population spends their time, and in what occupations the population typically engages. See grading criteria.

7. Service Learning Interview
Each student will set up an interview related to his/her service learning project. Obtain prior approval of interview questions from instructor with a minimum of two business days’ lead time to review. Goal to receive approval after only one round of review by instructor. Add approval number to hand-written interview notes. Interview must be at least 30-minutes in length and obtain information to add depth to the level of understanding about the population’s strengths, concerns, needs, and participation patterns. Interviews may occur of any service site professional, para-professional, or, population member. Each interviewee must be unique and non-duplicating of another group member. Individually, summarize what was learned during the interview; combine efforts to describe how the individual interviews will inform the service you will provide and the learning you will gain. See grading criteria.

8. Midterm Exam Discussion
Each student will arrive to the class session with a hand written or typed half- to full-page reflection to share in 90 seconds with the class regarding what has been learned to date in relationship to a selected course objective(s). See grading criteria. Spontaneous sharing will commence. Large group discussion will follow.

9. Service Learning Participant Observation
Each student group will set up a participant observation site visit related to his/her service learning project. The visit will ideally stand as a time of volunteering at the site where the project will commence. The visit must be at least 30-minutes in length; 60 is ideal. 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 observation, population perceptions, further insights into the environment and occupations of the population, additional info gained relative to the interviews, and how occupational justice theory is manifested. See grading criteria.

10. 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 2018. The plan will include service and learning objectives, self-assigned readings, and artifact identification along with related outcomes as well as the timeframe of events. Students who do not wish to take OJ II will be assigned accordingly to the small groups that will be implemented in OJ I (please notify course instructor of intent by week 2). See grading criteria.
The following lists populations for whom a service learning projects may be planned. Each opportunity represents is a valued and ongoing community partnerships. Assignments will be made by instructor after consideration of group preferences.

- Adults who have mental illness (Welcome Center)
- Adults who have mental illness (Recovery Center)
- Children living in the inner city (Evanston Academy Elementary)
- Adults who have Down syndrome (Summer Weekend Camp)
- Adults who are survivors of brain injuries (InReturn)
- Children and/or adults who have developmental disabilities (Guatemala)

11. Evaluation of Process and Learning- Final Essay
During the designated final exam time, an essay question from which to select and the accompanying grading criteria will be presented. Any and all related course material may be brought to the session and accessed throughout the writing process. The citing of references will be required. To that end, a pre-prepared reference page may be brought to the exam and used throughout. Essay length is limited to 3-4 pages.

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

COURSE SCHEDULE:
Note: Schedule is tentative & subject to change per instructor discretion.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Required Readings</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan 09</td>
<td>Introductions</td>
<td>Syllabus</td>
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<tr>
<td></td>
<td>Review of syllabus</td>
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<tr>
<td>Jan 11</td>
<td>Service learning</td>
<td>Adams &amp; Wonnacott – grp learning (pp. 118-131)</td>
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<tr>
<td></td>
<td>Overview &amp; selection of SL population &amp; sites</td>
<td>Crabtree – hard questions (pp. 39-42)</td>
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<tr>
<td>Jan 16; 7pm Arrupe</td>
<td>MLK Tribute – film, “Show Me Democracy” begins at 7pm in Arrupe Overlook. A panel discussion will follow. Free pizza will be served. FYI, this replaces our 11:30-12:45 time. Duration will determine session content on Apr 17 &amp; 19.</td>
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<tr>
<td>Jan 18</td>
<td>Philosophical approach to occupation and justice Biomedical &amp; social models</td>
<td>S/L in L/R/S - paradigms (p. 6, Chart only)</td>
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<td></td>
<td>Overview of sociopolitical populations</td>
<td>S/T/W in C/T – chp. 13 occupational justice (pp. 340-347)</td>
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<td>Review of Meeting with Former Group assignment</td>
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<td>Jan 23</td>
<td>Privilege and power</td>
<td>Black in W, G, B – chp. 7 prejudice, privilege, and power (pp. 91-102)</td>
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<td>Review of Population assignment</td>
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<td>Jan 25</td>
<td>Meeting with Former Group due</td>
<td>S/T/W in C/T – chp. 13 occupational justice (pp. 329-340)</td>
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<td>Social justice</td>
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<td>Occupational justice theory including structures/context/outcomes</td>
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<td>Review of SL Visi assignment</td>
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<td>Sign-up for Guest Lecturer Thank You assignment</td>
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<td>Date</td>
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| Jan 30   | A population perspective  
Social determinants of health  
Community health and population-based approaches | Gupta in W, B, G – chp 27 occupation-based community practice (pp. 347-359)  
Gupta in W, B, G – chp 29 living well program (pp. 371-383) |
| Feb 01   | HIPAA; Universal precautions                                         |                                                                                  |
| Feb 06   | **SL Population Assessment due**  
HIPAA; Universal precautions (con’t)  
Review of Interview assignment |                                                                                  |
| Feb 08   | Minority group views (guest speaker)                                 | Healey – diversity (pp. 7-31)  
Sue - chps. 5 & 6                                                                 |
| Feb 13   | Minority group views (guest speaker)                                 | Healey – diversity (pp. 7-31) (con’t)  
Sue - chps. 5 & 6 (con’t)                                                            |
| Feb 15   | Population perspective – Criminal Justice System (guest speaker)      |                                                                                  |
| Feb 20   | **SL Visit due**  
(dis)Ability  
Review of Participant Observation assignment | Baskin & Harris – contemporary society (pp. 1-22)                                  |
| Feb 22   | Unpacking occupational justice theory                                 | S/T/W in C/T – chp. 13 occupational justice (pp. 329-340) (review)  
G/G in S/P – chp. 17 systematic mapping (pp. 151-162)                                   |
| Feb 27   | Asset-based communities (guest speaker)                              | K/M – intro & mobilizing (pp. 1-11; 345-354)                                       |
| Mar 01   | **Midterm Exam due**  
Class Participation form due |                                                                                  |
| Mar 06, 08 | Spring Break (no class)                                           |                                                                                  |
| Mar 13   | Measures of change of learning and service  
Reflection as a learning tool  
Review of SL Plan assignment | Hansen– service learning (pp. 25-49)                                              |
| Mar 15   | Responding to occupational injustices – advocacy & approaches        | Townsend – social vision (pp. 175-182)  
Braveman - AOTA Statement - health disparities                                        |
| Mar 20   | **SL Interview due**  
Social occupational therapy, p/PADLs | P/K/s – political practice (pp. 3-19)  
Goldstein in Z/C – chp 2 international relations (pp. 13-21)                         |
| Mar 22   | Theories of occupation: Relationship to conceptualizations of occupational justice (guest speaker) |                                                                                  |
| Mar 23; 8-9:15am | Influence of theories on the emergence of community based practice (guest speaker).  
NOTE: the change in day & time. A bagel breakfast will be served. |                                                                                  |
<p>| Mar 29   | Easter Break (no class)                                              |                                                                                  |</p>
<table>
<thead>
<tr>
<th>Date</th>
<th>Event Description</th>
<th>Reading Material</th>
</tr>
</thead>
<tbody>
<tr>
<td>Apr 03</td>
<td>International examples – Street Children; GAPA, Ubuntourism</td>
<td>Kronenberg in K/A/P – chp 19 street children (pp. 261-276)</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Kronenberg – ubuntourism (pp. 195-207)</td>
</tr>
</tbody>
</table>
| Apr 05 | **SL Participant Observation due**  
National examples (guest speaker)                                                    | Dear in Z/C – chp. 11 homelessness (pp. 107-113)                                   |
| Apr 10 | **Service Learning Plan due**  
Liberation theology and the perspective of the poor (guest speaker)               |                                                                                   |
| Apr 12 | Advocacy, change, empowerment, sustainability                                      | D/W in W/S - chp 20 prototype (pp. 301-318)                                       |
|        |                                                                                   | Whiteford & Townsend – POJF 2010 (pp. 65-84)                                       |
| Apr 17 | TBD - AOTA Conference                                                             |                                                                                   |
| Apr 19 | TBD - AOTA Conference                                                             |                                                                                   |
| Apr 24 | Response to justice (guest speaker)                                               |                                                                                   |
| Apr 26 | Contemplatives in action (guest speaker)                                          |                                                                                   |
| May 02 | **Class Participation form due**  
**Essay Final Exam due** – open book/open note – completed in class and turned in at class-end time (note: bring personal computer or provide notice prior of need for one) |                                                                                   |
| 10:30-12:20 |                                                                 |                                                                                   |
Each student is expected to contribute to class discussions and activities in a way that is meaningful, noticeable, and measurable. At midterm and final each student will complete a self-report including a rubric score (see below) with accompanying evidence (e.g., dated notation of quantity/quality using index card or other means) and a paragraph critique of his/her class contributions to date. The final grade will be determined by the instructor with consideration of student input.

Name: __________________________

### Midterm date:

<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 class discussion</td>
<td>Provides insightful comments, questions, clarifies concepts, shares experiences and ideas on topic several times t/o class.</td>
<td>Occasionally provides comments, questions, insights, and shares experiences t/o class.</td>
<td>Seldom participates, very quiet, withdrawn from discussion t/o class.</td>
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<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Interpersonal skills and body language</td>
<td>Alert, interested in lecture/activity, positive facial expressions, good eye contact, appears to be listening.</td>
<td>Occasionally looks bored or uninterested, body language is closed, e.g., hands crossed on chest, flat affect. May engage in side conversations.</td>
<td>Falls asleep in class, has poor body language, rolls eyes, looks bored, uninterested, or distracted.</td>
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</tbody>
</table>

**Critique of class participation (one paragraph):**

### Final date:

<table>
<thead>
<tr>
<th>Component</th>
<th>9</th>
<th>8</th>
<th>7</th>
<th>6</th>
<th>5</th>
<th>4</th>
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</tbody>
</table>

**Critique of class participation (one paragraph):**
Grading Criteria Form – 4. Service Learning Population Assessment/Analysis

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

Group: ___________________________ Date: __________

Assessment:
1. Summarize and describe how your population is portrayed in the local news.
   Append 3 current, related, & local newspaper articles from which your description was based. (05) _____

2. Summarize and describe how your population is portrayed in the popular media.
   Append list of 6-12 popular resources, e.g., films, books, magazines, TV shows, websites from which your description was based. (05) _____

3. List & briefly describe each of 6 population-relevant policies/laws/legislative actions.
   (2 each at local, state, national, and/or international level) (10) _____

4. Complete population assessment on pg. 16 of syllabus
   Population (obtain ⅔ to ¾ of the contextual stats) (8). Describe your population in a brief paragraph (4). List resources as indicated (5). Footnote URL for all (3). (20) _____

Analysis:
5. SWOT Analysis (see syllabus page 16) (05) _____

6. Define and describe one occupational injustice outcome that your population is facing.
   Cite the occupational justice theory to support your response. (15) _____

7. Define and describe one contextual factor that is influencing this outcome.
   Cite the occupational justice theory to support your response. (15) _____

8. Define and describe one structural factor that is influencing this outcome.
   Cite the occupational justice theory to support your response. (15) _____

9. Include reference page with theory source formatted via APA style (01) _____

Writing Style:
10. Clarity (03) _____

11. Organization, flow (03) _____

12. Mechanics (grammar, spelling, punctuation) (03) _____

Total (100) _____
### 4. Service Learning Population Assessment

<table>
<thead>
<tr>
<th>Statistics (Contextual factors of OJ Theory; Stadnyk in C &amp; T, 2010)</th>
<th>Who is your population?</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Age</td>
<td>(specify scope, i.e., local, state, or national)</td>
</tr>
<tr>
<td>2. Gender</td>
<td></td>
</tr>
<tr>
<td>3. Sexual orientation</td>
<td></td>
</tr>
<tr>
<td>4. Ability/disability</td>
<td></td>
</tr>
<tr>
<td>5. Income/wealth</td>
<td></td>
</tr>
<tr>
<td>6. Employment status</td>
<td></td>
</tr>
<tr>
<td>7. Ethnicity</td>
<td></td>
</tr>
<tr>
<td>8. Religion</td>
<td></td>
</tr>
<tr>
<td>9. National origin</td>
<td></td>
</tr>
<tr>
<td>10. Political beliefs</td>
<td></td>
</tr>
<tr>
<td>11. Urban/rural/homeless</td>
<td></td>
</tr>
<tr>
<td>12. Social networks &amp; support</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Leader</th>
<th>What are available resources in their environment?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Leaders (3 ea)</td>
<td></td>
</tr>
<tr>
<td>1. National</td>
<td></td>
</tr>
<tr>
<td>2. State</td>
<td></td>
</tr>
<tr>
<td>3. Local level</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organization</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Organizations (3 ea)</td>
<td></td>
</tr>
<tr>
<td>1. Associations/agencies</td>
<td></td>
</tr>
<tr>
<td>2. Institutions (governmental or non-gov’t.)</td>
<td></td>
</tr>
</tbody>
</table>

Note: Be sure to include source/citation of information via footnote and attached reference page of the Internet URL.

### SWOT Analysis

(Complete table from experience, contacts, & readings; provide 3-6 bulleted points for each category)

<table>
<thead>
<tr>
<th>Strengths of population (internal)</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Obstacles (weaknesses) of population (internal)</td>
<td></td>
</tr>
</tbody>
</table>

| Opportunities for your population to increase participation (external) | |
| Threats to your population decreasing their participation (external) | |
Occupational Justice I  
Spring 2018/Scheerer

Grading Criteria Form – 5. Meeting with Former Service Learning Group

At semester beginning all members of each student group will meet in person with the students who conducted their service learning group with the same population last year (a phone call or email communication is not acceptable). A one-page bulleted list with ≥5 items each describing what worked, what didn’t work, and the recommendations for this year will be written – total ≥15 bulleted items (single-spaced within, double-spaced between categories). Ensure each item is understood by an outside or lay reader. See grading criteria.

Group: ________________________________  Date: ____________

1. Meeting details (who, what, where, when, duration) with total group “selfie” pic verifying attendance by all  (05) ____

2. What worked from last year is succinct yet specific  (25) ____

3. What didn’t work from last year is succinct yet specific  (25) ____

4. Recommendations for this year are succinct yet specific  (20) ____

5. Text is clear, easy to read, and organized  (10) ____

6. Text includes correct use of grammar, spelling, punctuation  (10) ____

7. Text is one-page in length  (05) ____

Total (100) _____
Write a paper that addresses each item (#1-#4) below. Length is limited to 1-2 pages, double-spaced using a size 12 font.

Group: ___________________________________________  Date: ____________

1. Introduce and describe your site  (05) _____
2. What did you learn about your service site and the services they provide?  (13) _____
3. What did you learn about your population?  (20) _____
4. What did you learn about the occupations in which your population engages (e.g., ADLs, IADLs, rest & sleep, education, work, play, leisure, social participation) (e.g., work, self-care, play/leisure, sleep)?  (20) _____
5. What did you learn about the context and environments in which your population spends their time (e.g., cultural, personal, physical, social, temporal, virtual)  (20) _____
6. Text is clear, easy to read and organized  (10) _____
7. Text includes correct use of grammar, spelling, punctuation  (10) _____
8. Length is 1-2 pages, double-spaced using a size 12 font.  (02) _____

Total (100) _____

Comments:
Write a paper that addresses each item (#2, #3, #6-#9) below. Length is limited to 2-3 pages, double-spaced using a size 12 font. Identify by name each individually completed student paper that includes #1-#3 and attach each in alphabetical order by student’s last name; follow with items #6-#9 completed as a group.

Group: ___________________________ Date__________

1. Identification of interview date, location, time, duration. List of approved interview questions (with approval # noted) & handwritten notes attached (notes must follow question on same vs. separate piece of paper) with student name identified. (05) ____

2. Name of individual, title, and one-sentence description of role (01) ____

3. Overview summary of content of interview (what did you learn?) (09) ____

4. Text is clear, easy to read, and organized (05) ____

5. Text includes correct use of grammar, spelling, punctuation (05) ____

Note: #1-#3 above will be completed by each individual group member (~3/4 page)

6. Summary of group content obtained as related to own service learning population’s strengths, needs, concerns, participation patterns. (15) ____

7. What insights did you gain about the service you will or might provide? (20) ____

8. What insights did you gain about what you will or want to learn? (20) ____

9. What additional information do you want/need from your site to help formulate your plan? (07) ____

10. Text is clear, easy to read, and organized (05) ____

11. Text includes correct use of grammar, spelling, punctuation (05) ____

12. Length is 2-3 pages, double-spaced, using size 12-font (03) ____

Note: #6-#9 above will be completed by the entire group (~2 pages)

Total (100) ____

Comments:
Grading Criteria Form – 8. Midterm Exam Discussion

Each student will prepare 90 seconds of reflection regarding what has been learned to date in relationship to one of the course objectives. Spontaneous sharing will commence. See grading criteria below. Large group discussion will follow.

Name:________________________________ Date________________

1. Learning is heartfelt and shows synthesis of course content (25)____
2. Relationship to course objective is clear (25)____
3. One course reference or reading is cited (25)____
4. Time limit is observed (within ±15 seconds) given expected and acceptable rate of speaking (25)____

Total (100)____

Note: A 10-point deduction will occur for use of computer vs. hand written or typed page of notes.
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. Summary of time spent at facility (what did you do?) (17) ____

2. How did this experience both compare and contrast with what you expected of your population? (10) ____

3. What additional insights did you gain about their daily occupations and contexts/environments? (10) ____

4. How did this deepen your understanding of occupational justice theory as it relates to your population (include mention of one and only one outcome)? Cite the theory. (20)____

5. What additional information did you obtain relative to the required readings for this course? Include two related, unique, non-repeating reference citations. Use APA style in text and to create a reference page (20)____

7. Text is clear, easy to read, and organized (10)____

8. Text includes correct use of grammar, spelling, punctuation (10)____

9. Length is limited to 2-3 pages, double-spaced using a size 12 font. (03)____

___/100

Comments:
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Grading Criteria Form – 10. Service Learning Plan for Occupational Justice II

Write a paper that addresses each item (#1-#10) below. Length is limited to 6-8 numbered pages (excluding appendices), double-spaced using a size 12 font.

Group: _________________________________________ Date: _________________

1. Executive summary description of plan (what will you do; what will you learn?) (10)____
2. Contacts clearly identified (with whom will you be working? reporting to?) (01)____
3. Clear, measurable, and appropriate goals related to the service you will provide (3-8); include creation of potential artifact/footprint (10)____
4. Clear, measurable, and appropriate goals related to the learning you will gain (3-8); include one goal for self-assigned required readings (10)____
5. Description of process of how you will achieve the service goals (10)____
6. Description of process of how you will achieve the learning goals (10)____
7. Clear description of evaluation methods for service (append) (how will you observably measure the service you will provide?) (10)____
8. Clear description of evaluation methods for learning (append) (how will you observably measure the learning you will gain?) (10)____
9. Outline of anticipated timeframes including projected days/hours that total 30 (include visit to site by instructor) (append) (10)____
10. Analysis of how your plan will support participation for your population (10)____
11. Reported and/or observed professional interaction with contact(s) to develop plan (01)____
12. APA style is used throughout (margins, font, GSP, use of acronyms, organization, flow, citations) (08)____

Total (100)____

Comments:
“Templates” for SL Site Contacts

1. **Initial contact** – made by spokesperson via email
   1. Introduce self as undergraduate occupational therapy major from Xavier & grp spokesperson.
   2. Explain taking class where learning about population (xx) and will continue SL project from last year (may name group members’ names).
   3. Explain need to set up time for Initial Visit to (include tour, introductions, assignment review); then, in next several weeks to also interview and observe to create together a tentative plan of how you will provide their site with 30 hrs service all in direct contact (w/ hrs of indirect contact per site discretion).

2. **Initial visit** – conducted by all
   1. Establish rapport.
   2. Request tour of facility.
   3. Ask to meet as many people as possible – staff and/or population.
   4. Explain during this and next semester want to learn of strengths, concerns, needs, and participation patterns of population in preparation for future role as an occupational therapist.
   5. Describe your upcoming service role comparable to that of a volunteer (not yet an occupational therapist) meeting area of site’s identified need (in other words, determine how can they best use your group). From that information, begin to develop your plan including service intent/purpose/goals and identifying possible learning objectives for self/group.
   6. Explain upcoming assignments briefly and timeline of their expected completion.
   7. Set up return visits.

3. **Setting up interview** (each student will interview a different person; reword below for individual members)
   1. Ask to interview a key person who will further your understanding of site/population/service/learning.
   2. Provide overview of purpose: want to understand population’s strengths, concerns, needs, and participation patterns related to their chosen/desired daily occupations (e.g., what do they want to do, need to do).
   3. Sample questions may include but are not limited to the following:
      a. Tell me/us about the people & the place – who they are, how do they spend their time at/away from site, what is their home environment, what social supports do they have?
      b. As a population, what are their strengths? What resources/programs are available to them?
      c. As a population, what are their concerns? Needs (of the persons, their occupations and environments)?
      d. Society does not always listen or hear the voice of those with xxxx – tell us how you see this.
      e. Compared to last year, how might our student group best proceed to help you meet the needs of this population? Same/similar? Different? Decide tentative specifics (activities/timeline/future planning meetings needed) as appropriate.
      f. As last year, we have an assignment to leave behind a physical item as a thank you for allowing us to be here (often referred to as an “artifact” or “footprint”). It needs to be a tangible item of our presence that your facility/population will find useful. What initial ideas might you have for this?
      g. What else do you want to tell me?

4. **Setting up participant observation** (can be completed individually or entire group)
   1. Ask to visit population in action at their site (e.g., typical day, fund raiser, community event).
   2. Offer to serve as a volunteer by participating at the event and interacting with the population as will be most helpful.
   3. Explain parameters: 30-60 min in length; goal to begin to understand better your population & site as well as gain insight into how your service learning time will be spent.