



## OT 825 The Lived Experience of Disability Journal Review Marking Rubric

Reflection Components	Ideas	Connections	Extensions
<b>Objective Level</b>	<p>Describes basic information of the situation/experience (e.g. visit with mentor; tutorial discussion themes).</p> <p>Use of one sensory descriptor.</p>	<p>Provides a thorough description of the situation, using at least two sensory descriptors.</p> <p>Inclusion of events outside of the immediate course content – i.e. Campus accessibility, transportations system.</p> <p>Describes the context of the situation/experience.</p>	<p>Describes the situation in detail, including multiple sensory descriptors.</p> <p>Situation/experience is described in relation to past experiences.</p> <p>Discusses both person and the macro-level environment (i.e. socio-political).</p>
<b>Reactive Level</b>	<p>Identifies a feeling/emotion or reaction related to the experience/situation.</p>	<p>Describes previous memories or experiences that influence this reaction.</p>	<p>Discusses personal reaction and relates this to the broader social environment.</p>
<b>Interpretive Level</b>	<p>Discusses the meaning and significance of the experience.</p> <p>Demonstrates understanding of the meaning of one's own experiences.</p>	<p>Discusses the meaning and significance of the experience and relates this to previous experiences.</p> <p>Demonstrates understanding of the experiences of one's mentor, student partner &amp; colleagues in 825.</p>	<p>Discusses the meaning and significance of the experience in relation to broader social environment.</p> <p>Demonstrates understanding of the complexity of issues at multiple levels.</p>
<b>Decisional Level</b>	<p>Discusses future implications for personal awareness and interactions.</p>	<p>Discusses future implications for personal interactions and professional practice.</p>	<p>Discusses future implications for personal interactions, professional practice and health care provision.</p> <p>Discusses implications at a policy and socio-political level.</p>
<b>Written Journal</b>	<p>Names of mentors &amp; students, as well as identifying data, have been omitted to ensure confidentiality.</p>	<p>Takes needs of the reader into account in the presentation of the information (i.e. bolding, subtitles, spacing)</p> <p>Material is clearly written and presented with professional terminology where appropriate.</p>	<p>Vocabulary selected articulates ideas and understanding of profession.</p> <p>Overall appearance and content demonstrate attention to detail and an effort to produce a document that is personally and professionally relevant.</p>

Stanfield, R. B. (2000). The Art of the Focused Conversation.

Fostaty Young, S. & Wilson, R. (2000). Assessment and Learning: The ICE Approach.

Anne O'Riordan, Course Coordinator,  
Occupational Therapy Program,  
School of Rehabilitation Therapy,  
Queen's University, Kingston, Canada.

September 2015