

2016

HOCS 303-01 Technology for Life Participation I

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**XAVIER UNIVERSITY
COLLEGE OF PROFESSIONAL SCIENCES
DEPARTMENT OF OCCUPATIONAL THERAPY**

**Technology for Life Participation I: HOCS 303-01 (2 Credit Hours)
Fall 2016
Course Syllabus**

Title: Technology for Life Participation I

Room: MCD 130

Time: Wednesday: 3:00-4.15 (Section 01)

Faculty: Anne Davies, MLS (Masters in Library Science)

Telephone: Anne Davies (513) 745-4803

E-Mail: davies@xavier.edu

Office: Anne Davies, Room 104, McDonald Library Building

Office hours: Anne Davies, Office Hours from 1.30-2.30pm on Wednesday and Friday. Other times available by appointment both in person and online, using the Canvas Zoom tool.

Note: appointments must be requested and confirmed by 5:00 PM the day before.

Note: ALL COURSE INFORMATION WILL BE COMMUNICATED VIA XAVIER E-MAIL & CANVAS. Students are expected to check their Xavier e-mail and Canvas course DAILY for important course announcements & information.

COURSE DESCRIPTION:

In-depth instruction in use of multi-media and general technology for oral and written communication, personal and professional management, and as a means for participation in work, leisure, education, and daily life. Students will demonstrate competence in basic computer use and software applications, including the ability to seek information from databases and search engines, judge the validity of information obtained, use word processing for professional writing, manipulate digital pictures and video, and create professional presentations. Students will consider the use and ethical ramifications of technology in society today, and the impact of technology on occupational roles across the lifespan.

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 which builds knowledge and skills to form competent, caring & ethical practitioners.

RELATIONSHIP TO INSTITUTIONAL MISSION:

- Students empowered to integrate technological knowledge with questions of human values and ethical behavior
- Promotes critical thinking and lifelong learning; continuous acquisition of knowledge

RELATIONSHIP TO CURRICULUM DESIGN:

- Salient concept of technology use introduced; students enabled to competently use technology resources through to completion of degree or program.
- Introduction to seeking and evaluating evidence (plant seeds for evidence-based practice and scientific reasoning)
- Ethical reasoning addressed by introducing awareness of ethical ramifications of use of technology
- Provides knowledge for future roles of practitioner, educator, researcher, and manager.
- Critical thinking skills, creative problem solving, and self-directed learning form basis for this course.

COURSE OBJECTIVES:

Objective	ACOTE Standard (2011)	Course Evaluation Method	ACOTE Assessment Measure
1. Demonstrate competence in basic computer use, systems & processes to support occupational performance.	B.1.8	#1, #2, #4, #5	7
2. Demonstrate ability to effectively communicate using virtual environments such as online group discussions and telehealth technology (synchronous videoconferencing)	B.1.8 B.5.20	#1	7
3. Use library databases to search for literature on a selected topic, write summary of information, and critique quality of information attained.	B.8.2 B.5.20	#1, #2	1
4. Use technology-based professional tools, such as e-mail, shared calendars, digital cameras, scanners, and printers.	B.1.8	#1, #3, #6	1
5. Demonstrate ability to use word processing software for professional written communication.	B.5.20	#2	1
6. Demonstrate ability to use desktop publishing software for the creation of brochures, flyers, newsletters and cards for educational, work, or leisure purposes.	B.1.8 B.9.3	#4	1
7. Demonstrate ability to use presentation software to produce an educational, promotional, or reflective tool.	B.5.20 B.9.3	#5	6
8. Articulate the ethical ramifications of technology use in contemporary society.	B. 1.8	#5	6 8 (discussion)
9. Compare and contrast positive and negative influences of technology in contemporary society.	B.1.8	#5	6 8 (discussion)

Key to ACOTE Assessment Measure: 1 Assignment; 2 Lab Test; 3 Objective Test; 4 Essay Test; 5 Project; 6 Presentation; 7 Demonstration; 8 Other - specify

REQUIRED TEXTS/READINGS:

There are no required texts for this course, however, one of the two APA style manuals listed below is highly recommended. My personal favorite is *APA: The easy way!*

Houghton, P. M., Houghton, T. J., & Pratt, M. M. (2009). *APA: The easy way!* (2nd ed.) Flint, MI: Baker College.

American Psychological Association. (2010). *Publication manual of the American Psychological Association* (6th ed. with corrections). Washington, DC: The Association.

Please refer to the assigned readings noted in the Course Schedule. The majority of readings and resources for this class can be found in Blackboard.

ADDITIONAL READINGS & RESOURCES:

The resources below are available online (click on the links below to access each electronic book). You will need your username and password:

[Melton, B. Microsoft Office Home and Student 2013](#)

[Weverka, Peter. Microsoft Office home and student edition 2013 all-in-one for dummies](#)

[Johnson, Y. Using Microsoft Office for Mac 2011](#)

[Schwartz, S. Microsoft 2011 for Mac](#)

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 catalog, 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. Refer to Xavier University's Catalog for the policy on Academic Honesty <http://www.xavier.edu/handbook/standards/Academic-Honesty.cfm>

Accommodations:

Qualified students with disabilities who will require disability accommodations in this class are encouraged to make their requests to me by sharing their Accommodation Letters with me at the beginning of the semester either during office hours or by appointment. Disability related information is confidential. If you have not previously contacted Disability Services, I encourage you to do so by phone at 513-745-3280, in person on the Fifth Floor of the Conaton Learning Commons, Room 514, or via e-mail to Cassandra Jones at jonesc20@xavier.edu to coordinate reasonable accommodations as soon as possible as accommodations are not retroactive.

Attendance:

Because this class is experiential, participation in all sessions (face-to-face and online) is essential. Participation and attendance will be noted and tracked for inclusion in final grade calculation. Students are expected to attend all face-to-face class sessions; online modules can be completed at home (Note: online modules are tracked by Canvas). Each unexcused absence from class will result in an automatic five-percentage point reduction from the final grade (for each class missed). 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, or funeral of an immediate family member. Unexcused absences include but are not limited to absences due to vacation or travel, doctor's appointments (except in case of extreme illness), or other non-emergency type events. Students with a chronic illness who require accommodations should register with the LAC (see 'Accommodations' above). Promptness for class is also expected, as late arrivals cause disruption to the instructor and other students. Two unexcused late arrivals will be treated as one unexcused absence. If students miss an exam or quiz, a doctor's note or other documentation of emergency must be submitted to the instructor within seven calendar days of the absence before the exam or assignment will be rescheduled. If appropriate documentation is not received in a timely manner, an otherwise excused absence will convert to an unexcused absence. Students missing a scheduled class session are responsible for obtaining any handout material or information presented from their peers.

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 maybe approved on a case-by-case basis with prior notification; e.g., due to a family emergency it may be necessary to have your 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 audio recorded by a student for personal use by that student or for all students presently enrolled in the class with instructor permission, but may NOT be further copied, distributed, published or used for any purpose.

E-Mail Accounts

Students are required to use their Xavier e-mail accounts for communication with the professor. Students may choose to receive emails within Canvas according to each student's preference. It is the responsibility of the student to check this e-mail on a daily basis for course and Department communications. The course instructor will answer all emails received during normal business hours by the end of the day received. E-mails received after 5:00pm or during weekend hours will be answered the next business day.

Essential Functions:

To pass this course students must meet all expectations 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:

Any student who feels the grade received from the class instructor is in error (but not due to difference of opinion) may request the grade be reconsidered within one week of receiving the assigned grade. To do so, a written statement of the specific area of discrepancy needs to be submitted to the course instructor. Such a statement needs to include documented and sound justification. Verbal requests for change of grade consideration will not be considered. It is understood that a closer look at a previously assigned grade will have the potential to change that grade in either direction (i.e. additional points may be deducted for issues not detected in 1st write). All discrepancies must be resolved no later than the last class day of the semester.

Grade “Rounding Up” Policy:

Grades for assignments, quizzes 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. (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 & Participation

Professional behavior is expected within the classroom as well as with communications and interactions outside of the classroom. Students are expected to be dependable & reliable, attend classes; respond to departmental communications in a timely manner; arrive on time (i.e. be seated with class materials available at the start of class); actively participate in class discussions; not participate in side conversations during class; stay in the room while class is in session; follow through on tasks; and accept responsibility for actions. Professional dress is expected for all presentations, guest speakers and community activities; please check with the instructor to clarify dress expectations. In the unlikely event that a student is deficient in any area of professional behavior, or fails to complete assigned lab activities, the instructor will deduct one percentage point from the final grade for each infringement (up to five percentage points). See ‘Standards of Professional Behavior’ (attached).

Timely Submission of Assignments:

Assignments are due on the date specified in the syllabus. For face to face classes, students must turn in assignments no later than the *start of class on the due date*. For online classes, assignments are due by 11:59pm on the day of the class. Canvas will track all submissions and notify the instructor in the event that an assignment is turned in late. Unexcused late turn-ins will result in a 5-percentage point reduction in grade each calendar day the assignment is late. If the assignment is more than 7 days late it will not be accepted and there will be no points given. Students absent on the due date of an assignment will require a doctor’s note or other documentation (provided within 7 calendar days of the absence) in order to receive an excused late turn in. Upon receipt of the doctors note, the instructor will notify the student of the new assignment due date. Please submit assignments in Canvas unless specified by the instructor in the Syllabus.

EVALUATION METHODS:

#1	10%	Online Learning Activities: <ul style="list-style-type: none"> In Canvas Modules all activities with the label "Graded Online Learning Activity" count towards this grade.
#2	20%	Article Review
#3	20%	Digital Video
#4	20%	Brochure
#5	20%	Power Point Presentation
#6	10%	3D Print Project

Grading Scale:

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

DESCRIPTION OF ASSIGNMENTS

All assignments and lab activities in this course are designed to foster competencies required for occupational therapy practice and future client intervention. Over the course of your studies with us, occupational therapy faculty will expect you to be competent with managing digital pictures and video, the advanced features of Microsoft Word and PowerPoint, as well as finding and evaluating high quality information from the internet and scholarly sources. Future occupational therapy classes will use the knowledge you gain in this class to build competencies required for advanced professional practice, research, management and assistive technology interventions for clients with disabilities.

- **Online Learning Activities (10%)**

Students will complete graded online learning activities every week during face-to-face and online classes. These activities are clearly marked as "Graded Online Learning Activities" in every Canvas module. All together they count for a total of 10% of your grade. They include items such as quizzes, online discussions, synchronous videoconferencing and other assignments (see Canvas for details).

- **Article Review (20%)**

Conduct a search of library databases and select three scholarly articles on a topic of choice that relates to *adaptive equipment and assistive technologies as means of participation for individuals with disabilities*. Write a review that synthesizes and analyzes the information in the three articles, and critiques the quality of information obtained. Your review of the articles should be no more than three typed pages. APA style is required for parenthetical in-text citations and references. The paper should be double-spaced, left justified, font size 12 and font face Times New Roman. Upload to Canvas on the date indicated in the syllabus (see grading criteria attached and rubric in Canvas).

- **Digital Video (20%)**

Pairs of students will create and edit a digital video and upload the video to for viewing in class. Students will use their own phones to shoot footage showing the wheelchair accessible features and needs of Xavier campus (FLIP cameras are available for check-out if needed). Students must film on the main campus; wheelchairs may not be used on Dana Avenue or Victory Parkway. Students will save the raw footage to their One Drive, and share it with their partner. Each pair will edit the video to create a 2 - 5 minute movie with captions, titles, transitions and sound, and upload it to a designated repository for viewing. Each group will embed a link to their movie into Canvas. Upload the video on the date indicated in the syllabus (see grading criteria attached and rubric in Canvas).

- **Brochure (20%)**

Use Microsoft Publisher to create a brochure for use as a **promotional tool** for the Department of Occupational Therapy. The brochure should be informative, describing what occupational therapy is, and what occupational therapists do, in simple terms for the general public. Additionally, it should showcase Xavier University and the Department of Occupational Therapy for prospective students and their families. Your brochure should be creative, interesting, professional and persuasive. After reading, the viewer should want to pursue a career in occupational therapy at Xavier University. The finished brochure will demonstrate the student's ability to use Publisher, work with digital pictures and graphics effectively, and print a professional document. Submit a printed color copy to the instructor and upload a digital copy to Canvas on the specified due date. Use APA style to cite any references. Refer to the grading criteria for more

information. Note: the occupational therapy computer lab has four color printers shared by all students, please plan ahead to ensure that you can print your brochure in time to meet the due date.

- **PowerPoint Presentation (20%)**

Create a PowerPoint presentation on a topic that highlights the *positive and/or negative influences of technology in contemporary society and ethical issues related to technology use*. Topics could include iPad use in Occupational Therapy, cell phones and driving, use of social media in society, online stalking or bullying, smart homes and the elderly, or any topic of interest related to technology. Use a variety of informational resources and present multiple perspectives and viewpoints. Embed any video, YouTube or your own, that illustrates, strengthens and supports the topic of your presentation. Video should be two minutes or less, preferably 1 minute. Students will present their topic to the class in a formal presentation. The 10-minute presentation should demonstrate competence in the use of PowerPoint and its advanced features. Use APA style to cite all references. Please refer to the grading criteria for more information. Sign-up sheets for presentation time slots will be available in Canvas. This project will be done in small groups of two students.

- **3D Printing Project (10%)**

Using Thingiverse (or other resources) students will find an example of adaptive equipment that you would like to print. The adaptive equipment should be an everyday item that has been modified or adapted to allow an individual with a disability to use it to participate in a daily task, activity or occupation. Use the 3D printer to fabricate the equipment and then demonstrate the printed object the class and explain its uses. This project will be done in small groups of four students. Signing up for groups will be available in Canvas. Additional resources will be available in Canvas.

COURSE SCHEDULE:

***Please note** that the instructor has the right to make changes to the course schedule and due dates as needed to facilitate student learning.

* **All assignments, in-class activities and Graded Online Learning Activities** are due as indicated in the schedule. Late submissions will incur a penalty (see 'Timely Submission of Assignments'). Your attendance is required for all 'In-Class' sessions (see 'Attendance Policy'). Online sessions may be completed at home (Note: Canvas tracks your online participation). Attendance and online participation is tracked for grade calculation (see 'Attendance Policy').

Date	In Class / Online	Topics	Class Activities	Graded Assignments Due
Aug 24	In Class	Introduction to Course and overview of Canvas. Discuss virtual office hours and ways to get help.	Personal Introductions: Type your name and the reason why you are in the OT program into the google docs collaboration tool in Canvas. Download zoom and google docs	Complete 'Setting up Canvas' by 11.59pm today (this is your first Graded Online Learning Activity)
	Online	Technology use in Society Today: Canvas Discussion	Read the David Levy article and post comments to Discussion Board	First discussion post on the David Levy article is due by 11.59pm today.
Aug 31	In Class	APA Style: citing items in a reference list, in-text and parenthetical citations.	Complete Citation Sheet	Response to another student's David Levy post is due before class (by 3:00pm) today Upload completed 'Citation Sheet' by 11.59pm today
	Online	APA	View the Atomic Learning APA Videos (links provided in Canvas).	
Sep 7	In Class	APA Style: citing items in a reference list, in-text and parenthetical citations.	Work with books, journals and websites	Complete the graded online learning activities titled 'APA Citing a Book, Journal, Website' by 11:59pm today
	Online	APA	Complete all three XU Tutors Enroll in groups of two for the Digital Video Project. If we have an uneven number, there can be one group of three.	<i>All three</i> XU TUTORS due by 11.59pm today (must score 90% or above to get full credit). This is an online learning activity worth 6 points

Date	In Class / Online	Topics	Class Activities	Graded Assignments Due
Sept. 14	In Class	Digital Videos Guest. Paul Weber	Learn how to film and upload raw footage to One Drive using Flip Cameras and/or your own phone. Start learning how to edit movies in Movie Maker or iMovie Film a 1 minute practice movie using your phone or a Flip Camera and upload to One Drive	
	Online	Digital Videos	View Atomic Learning tutorials on editing videos using Movie Maker or iMovie.	
Sept. 21	In Class	Digital Videos: Working with Movie Maker or iMovie	Edit your practice movie in iMovie (if you have an iPhone) or Movie Maker (if you have an android device) and add captions, transitions, music. Save it in One Drive.	
	Online	Digital Videos	Access One Drive on a different computer and play your practice movie.	
Sept. 28	Meet your partner on campus to film and edit your movie (meet your partner at a time that is convenient for both of you).	Digital Videos	With your partner you must: 1. Video accessibility issues on main campus. Geographic issues are not Xavier's problem. Do not film on Dana Avenue or Victory Parkway. 2. Edit, finalize and complete your Digital Video.	Upload your completed Digital Video to assigned drive, and upload a link to your movie to Canvas by 3pm on Oct 12th
October 5	No class - Fall Break			
Oct 12	In Class	Library Resources I: Finding articles	Complete topic worksheets with key concepts, synonyms and transfer to search boxes.	Digital Video due by 3pm today.
	Online	Library Resources I: Finding articles	View Search@XU videos.	Canvas Discussion 2 (post your article topic in the form of a researchable question). This is due by 3pm on Oct 19th .
Oct 19	In Class	Library Resources II: Evaluating articles and journals.	Review topic worksheets and conduct a preliminary search. Discuss peer-reviewed articles and how to evaluate the quality of an article.	Canvas Discussion 2 due by 3pm today

Date	In Class / Online	Topics	Class Activities	Graded Assignments Due
	Online	Microsoft Word	View the following Atomic Learning Tutorials (click on the links in your module in Canvas): 1. Microsoft Word and APA Style. 2. Creating a Bibliography in MS Word Important: Download the instructions to create a template for an APA style paper and create your paper, ready for writing your article review	
Oct 26	In Class	3D Printing: Innovation and Creativity in Occupational Therapy. Guests: Christian Sheehy & Claire Morress	Adaptive equipment demonstration, Thingiverse,	Article Review Due today by 3:00pm.
	Online	3D Printing	View the Atomic Learning Tutorials on 3D printing (see links in Canvas) Review additional resources and links in Canvas as needed	
Nov 2	Meet your group in the Makerspace.	3D Printing.	Work on printing your 3D object. Meet your group at a time that is convenient to all of you. It does not have to be during regular class time although it can be if this works well for you.	
Nov 9	In Class	Microsoft Publisher	Complete in-class activity Review brochures from previous years Begin brochure	3D object due - bring to class and demonstrate your item
	Online	Microsoft Publisher	View Atomic Learning Tutorials on Microsoft Publisher. Sign up with a partner for your final PowerPoint Presentation. You can do this in Canvas.	
Nov 16	In Class	Microsoft PowerPoint	demonstration and in-class activity which will include embedding YouTube videos	
	Online	Microsoft PowerPoint	View Atomic Learning Tutorials for Microsoft Powerpoint Sign up for a time for presentation. Presentations will occur during class on November 30 th and December 7 th	Powerpoint skills assignment needs to be uploaded by 11.59pm
Nov 23	No Class-Thanksgiving Break			

Date	In Class / Online	Topics	Class Activities	Graded Assignments Due
Nov 30	In Class	Final Presentations	PowerPoint presentations – First Five Groups will Present	All PowerPoint presentations need to be uploaded into Canvas before the start of Class today.
Dec 7	In Class	Final Presentations	PowerPoint presentations – 2 nd Five Groups will Present	Brochure due. Upload a digital copy to Canvas before class begins, and bring the printed version on glossy paper to class.
Dec 14	No Class or exam			



Technology for Life Participation: HOCS 303

Standards of Professional Behavior

Appropriate professional behavior is expected in class and at Departmental or University related events. These may include in- or out-of-classroom assignments, interactions with instructors and peers, fieldwork, or professional meetings. Expected professional behaviors include, but are not limited to, the following:

- A. Commitment to Learning/Excellence (truth, justice, prudence)
 1. Analyses, synthesizes, interprets information
 2. Takes initiative to direct own learning/competence
 3. Comes prepared for session
 4. Actively participates in class or fieldwork activities
 5. Exercises good judgment and problem solving

- B. Personal Responsibility (altruism, equality, dignity, prudence)
 1. Is dependable and reliable
 2. Acknowledges personal error and makes adjustments accordingly
 3. Displays personal honor and integrity
 4. Follows through on tasks

- C. Social Responsibility (dignity, altruism, freedom, prudence)
 1. Cooperates with others/instructs effectively
 2. Considers the needs of others
 3. Contributes "fair share" to group efforts
 4. Meets interpersonal commitments

- D. Supervisory Relationships (prudence, dignity, justice, equality)
 1. Alters behavior in response to feedback
 2. Takes responsibility for personal behaviors
 3. Seeks guidance when needed

- E. Communication Competence (prudence, dignity, equality, altruism, justice)
 1. Demonstrates positive interpersonal skills such as flexibility, empathy, confidence
 2. Communicates clearly and effectively/assertively
 3. Expresses disagreement in a tactful manner
 4. Demonstrates respect for the rights of others to hold different values and beliefs

- F. Time/Stress Management (prudence, freedom, justice)
 1. Keeps time commitments or notifies in advance
 2. Acts proactively, planning ahead, proposing solutions
 3. Demonstrates flexibility in response to changing demands
 4. Prioritizes tasks and commitments

- G. Safety (prudence, altruism, justice)
 1. Maintains work area, equipment, and supplies to be safe and efficient
 2. Adheres to safety guidelines and regulations
 3. Anticipates unsafe situations and modifies behavior accordingly
 4. Recognizes and acts on need for assistance
 5. Operates within the scope of personal skills

- H. Policies and Procedures (justices, prudence)
 1. Adheres to professional codes and standards
 2. Adheres to Xavier University policies/procedures
 3. Adheres to federal and state regulations
 4. Seeks and obtains relevant information

**Technology for Life Participation: HOCS 303
Fall, 2016
Grading Criteria Form: Article Review**

Name: _____

Total: _____/100

Objectives:

- Demonstrate ability to utilize MS Word to format a paper according to APA guidelines
- Use APA format for parenthetical in-text citations and reference list.
- Demonstrate ability to create a searchable question, and conduct a focused database search to find three scholarly articles on a specific topic of choice.
- Use professional writing skills and critical thinking to synthesize and analyze discipline-specific literature.
- Critically evaluate the quality of the information reviewed.

Grading Scale

Poor/Unacceptable: items are missing, not addressed or do not meet the basic requirements (lacks insight, comprehension, or understanding; five or more grammar, spelling or APA mistakes). If an item is missing or not addressed the student will receive a '0' for that item.

Needs improvement: all items present; demonstrates some insight, comprehension or understanding, but needs improvement or work in one or more areas; 3-4 grammar, spelling or APA mistakes)

Satisfactory: all items present and meet majority of requirements (demonstrates fair - good insight, comprehension and understanding; 1-2 grammar, spelling or APA mistakes)

Excellent/Exemplary: meets all requirements and consistently exceeds minimum expectations (demonstrates superior insight, comprehension and understanding, no mistakes)

	Excellent/ Exemplary	Satisfactory	Needs Improvement	Poor/ Unacceptable
Database Search:	5	4	3	0
Finds three articles on the topic identified by the searchable question. Articles are scholarly, current and clearly aligned with the searchable question				
APA:	10	8	6	0
<ul style="list-style-type: none"> ○ Correct layout – margins at 1 inch, header and footer at 0.5 inches, tabs at 0.5 inches, Times New Roman, 12 points, double spaced ○ Title page- correctly formatted with running head, page number, title, author & institution ○ Body of the paper-each page contains a correctly formatted header and page number ○ APA headings are used and correctly formatted ○ Sources are correctly cited in-text ○ Reference page is correctly formatted 				

	Excellent/ Exemplary	Satisfactory	Needs Improvement	Poor/ Unacceptable
Writing:	10	9-8	7-6	5-0
<ul style="list-style-type: none"> ○ Writing is clear, accurate & concise (concise sentence structure with clear meaning). ○ Free of grammar mistakes ○ Free of spelling mistakes 				
Article Review				
Introduction	10	9-8	7-6	5 - 0
Student provides a <i>brief</i> introduction which clearly identifies the problem or topic area under review.				
Body	30 -29	28 -25	24 - 15	14 - 0
The body of the paper effectively addresses the topic under review; student is able to identify key content and findings in the articles and relate this information to the topic; student demonstrates ability to discuss, analyze and synthesize information across articles.				
Summary	25 - 24	24 - 20	19 - 12	11 - 0
Student briefly summarizes key findings and discusses how this research supports or refutes technology as a means of participation in society and life activities or occupations				
Information Critique	10	9-8	7-6	5 - 0
Student critiques the quality, authority, and credibility of the information obtained. Critique is accurate and insightful.				

**Technology for Life Participation: HOCS 303
Fall, 2016
Grading Criteria Form
Digital Video**

Name(s): _____

Total: ____/100

Objectives:

- Demonstrate ability to create and manage digital video using everyday technologies (e.g. mobile devices)
- Demonstrate file management skills-download, upload and save video footage to various drives and computers; manage different file formats and file extensions.
- Use video editing software to create a two - five minute movie with captions, titles, transitions and sound.

Grading Scale:

Poor/Unacceptable: item is missing, not addressed or student is unable to execute the required technical skills to complete the item.

Needs improvement: item is present/completed, but technical flaws significantly decrease the quality of the product (e.g. sound, visual quality, transitions, technical precision).

Satisfactory: Item is present and meets the basic technical requirements such that the final product is of fair-good quality

Excellent/Exemplary: meets all requirements and exceeds minimum expectations (superior ability, quality and technical precision, including sound and visual quality/composition; no mistakes)

Grading Criteria	Excellent/ Exemplary 10 points	Satisfactory 9-8 points	Needs Improvement 7-6 points	Poor/ Unacceptable 5 – 0 points
Demonstrates ability to use a phone, tablet or digital video camera to shoot high quality raw footage on the selected topic.				
Demonstrates ability to upload and save raw footage to a university network drive or digital repository (e.g. OneDrive).				
Able to utilize Movie Maker or iMovie to edit raw footage to create a short movie (2 – 5 minutes). Movie plays without technical issues when clicked.				
Clips are organized to create a cohesive movie with logical flow and creative transitions				
Final movie contains captions & titles/subtitles. Text is pertinent and lacks gr/sp mistakes.				
Final movie contains sound, which works when played.				
Final movie is successfully saved and uploaded to designated drive for viewing by the class on the dates specified in the syllabus.				
Final movie is high quality & creative – the ‘wow’ factor				
Final footage adequately highlights campus accessibility				
Student follows directions and utilizes resources to proceed through project without being overly dependent on instructor				

**Technology for Life Participation: HOCS 303
Fall, 2016
Grading Criteria: Brochure**

Name: _____

Total: _____/100

Please turn this grading criteria form in to the instructor with your printed assignment

Grading Scale:

- 1 = **Unacceptable**, is missing; not addressed, or does not meet the basic requirements (demonstrates insufficient insight, comprehension, understanding or technical ability to meet the criterion)
- 2 = **Needs improvement** demonstrates beginning insight, comprehension, understanding or technical ability, but needs significant improvement or work
- 3 = **Satisfactory**, meets basic requirements of the criterion (fair-good quality, technical skills, insight/understanding & accuracy)
- 4 = **Excellent/Exemplary**, meets ALL requirements and exceeds basic requirements/criteria (demonstrates superior insight, comprehension and understanding of the criteria; exceeds basic technical requirements, accuracy & quality)

Grading Criteria	4	3	2	1
Professionalism & Writing Style				
• Writing is clear, accurate & concise (concise sentence structure with clear meaning).				
• Free of spelling errors				
• Free of grammar errors				
• Language is professional (free of slang, colloquialisms, jargon or clichés)				
• All materials (text and graphics) are cited using APA style. Reference list and in-text citations are technically correct and free of errors.				
Organization				
• The brochure is organized so that content is logical, clear, easy to read and follow				
• Text, graphics & objects are strategically placed to promote understanding of the topic				
• Strategic use of headings highlight key points, and promote understanding of the topic				
Visual Elements & Appearance				
• Attracts and holds viewers' attention				
• Color enhances the look and overall appearance				
• Sizing and spacing of text is appropriate for viewing & reading.				
• Font and text style is easy to read and enhances the look of the brochure.				
• There is an adequate balance of text, objects, and white space.				
• Brochure contains a variety of graphics (digital images, art and objects)				
• Graphics and objects are clear, and sized appropriately for viewing when printed (clear; not blurry, fuzzy or pixelated; adequate size; no distortion)				
• Graphics and objects enhance the look and help to convey the message				
Content				
• Brochure clearly explains what occupational therapy is and what occupational therapists do				
• The brochure highlights Xavier University to attract prospective students				
• The brochure highlights the Department of Occupational Therapy (what makes it special and attractive to prospective students?)				
• The content is original, creative and interesting				
• The content is persuasive				
Printing				
• Layout is correct for a 4-fold brochure				
• Final product is printed and folded correctly				
• Edges are not 'cut off'				
Final Product				
• The 'wow' factor				

**Technology for Life Participation: HOCS 303
Fall, 2016
Grading Criteria Form
PowerPoint Presentation**

Name(s): _____

Total: _____/100

Title of Presentation:

Grading Criteria	Excellent/ Exemplary 10 points	Satisfactory 9-8 points	Needs Improvement 7-6 points	Poor/ Unacceptable 5-0 points
Professionalism of Presentation: Professional language & appearance; no grammar/spelling mistakes; all material is properly cited (in text and a reference slide at the end)..				
Slide Design, Layout & Appearance Creative & interesting; sizing and spacing of text, objects & graphics is appropriate for viewing & reading; background & color enhances quality of the slide. Student must demonstrate the ability to use a variety of layouts, and customize the design options (such as backgrounds) and text.				
Use of the features of PowerPoint Inclusion of wide variety of PowerPoint features. Required elements include – custom animations, interesting transitions, customized text boxes, inclusion of shapes, and inclusion of at least one smart art feature. Demonstrates command of PowerPoint.				
Use of Graphics and Media Demonstrates superior ability to insert and work with digital images and media. Appropriate number and variety of graphics (clip art, objects, pictures). Graphics enhance presentation and convey message; graphics are clear & sized appropriately without distortion or 'fuzziness'. Insert at least one sound.				
Insertion of Video Clip Video clip is present and correctly inserted.				
Content Contains accurate information; highlights the influence of technology (positive and/or negative) in contemporary society. Content demonstrates student's understanding and analysis of chosen topic, and presents a variety of points of view. Reflects the scope and depth of chosen topic. Content should include references.				
Organization Well organized, flows easily, easy to follow and understand				
Professionalism of Presenters Professional, neat dress (avoid - sweats, jeans, hats, shorts, flip-flops, sleeveless tops, bare midsections, cleavage); well prepared				
Presentation Skills Good eye contact, voice regulation & tone; appropriate animation; appears comfortable; does not read slides.				
Use of Time Effective use of time to relay relevant information; does not exceed time limit.				

Technology for Life Participation: HOCS 303
Fall, 2016
Grading Criteria Form
3D Printing

Name(s): _____

Total: _____/50

Title of Presentation:

Grading Criteria	Excellent/ Exemplary 10 points	Satisfactory 9-8 points	Needs Improvement 7-6 points	Poor/ Unacceptable 5-0 points
Problem Solving & Creativity Students are able to strategically seek out and utilize resources to identify an appropriate item and 3D design plans without being overly dependent on the instructor.				
Functionality of Object Students can articulate and demonstrate the use(s) of the object, and can explain how the object fulfills a need for the target population or user (i.e. can articulate how the item is used, who it is used with, and why it is needed).				
3D Printing Process Students can clearly describe the process of designing and printing the item, including materials used and cost.				
Final 3D printed object Object is cosmetically pleasing, well executed and of high quality				
Presentation Skills Students are able to effectively convey pertinent information clearly, concisely and within the allocated time. Display professional appearance; appropriate eye contact, clear audible tones, speak naturally vs. reading notes.				