

AT 6210

Athletic Training Clinical

Experience II

SPRING 2022

Thursday 2:00pm-5:00pm



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Office: Archer Building 222D

Office Hours: MW 2pm-4pm or by appointment only

Course Information

Course Description

Clinical education is a key component to athletic training education. This course allows athletic training students to practice intermediate clinical proficiencies and skills related to research methods in athletic training and the diagnosis and management of injuries to the lower extremities, lumbar spine and abdomen

Course Credits

2

Prerequisite and Co-requisite Courses

AT 6205

Recommended Use of Masks/Facial Coverings by Students in Class At ASU

As a member of the Texas Tech University System, Angelo State University strongly recommends the use of masks/facial coverings to ensure a safe and healthy classroom experience. Current research on the COVID-19 virus suggests there is a significant reduction in the potential for transmission of the virus from person to person by wearing a mask/facial covering that covers the nose and mouth areas. Therefore, we strongly recommend that students in this class wear a mask/facial covering before, during, and after class. Faculty members will also ask you to display your daily screening badge as a prerequisite to enter the classroom.

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:	CAATE Standard
Evaluate and treat a patient who has sustained a concussion or other brain injury, with consideration of established guidelines: Performance of a comprehensive examination designed to recognize concussion or other brain injury, including (but not limited to) neurocognitive evaluation, assessment of the vestibular and vision systems, cervical spine involvement, mental health status, sleep assessment, exertional testing, nutritional status, and clinical interview; Re-examination of the patient on an ongoing basis; Recognition of an atypical response to brain injury	In-Class Assignments, Practicals	PCL-76, 76.1, 76.2, 76.3
Develop and implement strategies to mitigate the risk for long-term health conditions across the lifespan. These include (but are not limited to) the following conditions: osteoarthritis	Practicals	PCL-79.6
Continue to evaluate and self-assess professional competence and create professional development plans	In-Class Assignments	PRO-67
Review concepts pertaining to lower body injury evaluation and research skills.	Practicals and Case Study	
Educate clients/patients about the effects, participation consequences, and risks of misuse and abuse of alcohol, tobacco, performance-enhancing drugs/substances, and over-the-counter, prescription, and recreational drugs.	In-Class Assignments	PHP-84

Course Delivery

During the first 8 weeks of this course, students will be attending Clinical Immersive experiences at either a high school, clinic or with an ASU Team Sport. During this time, the students will be responsible for recording their clinical hours via ATrackonline.com, working on Clinical Standard attempts (with the goal of working towards proficiencies), and will write one reflective journal each week, due Sundays by 11:59pm.

During the second 8 weeks of this course, students will attend class once a week and will work on various projects intended to assess their abilities to utilize information from past courses, specifically AT 6405 and AT 6312.

Required Texts and Materials

N/A

Technology Requirements

To successfully complete this course, students need access to the following technology:

- A computer capable of running Windows 7 or later, or Mac OSX 10.8 or later
- The latest version of one of these web browsers: internet Explorer, Firefox, or Safari
- Microsoft Office Suite or a compatible Open Office Suite
- Adobe Acrobat Reader
- High Speed Internet Access
- Ethernet adapter cable required (wireless connections can drop during tests and Collaborate sessions)
- Webcam

Refer to Angelo State University's Distance Education website for further technology requirements: [Angelo State University's Distance Education Website](#)

Communication

Faculty will respond to email and/or telephone messages within 24 hours during working hours Monday through Friday. Weekend messages may not be returned until

Written communication via email: All private communication will be done exclusively through your ASU email address. Check frequently for announcements and policy changes. In your emails to faculty, include the course name and section number in your subject line.

Grading

Evaluation and Grades

Course grades will be determined as indicated in the table below.

Assessment	Percent/Points of Total Grade
Clinical Experience Immersive Hours (280-320)	250
Student/Preceptor Orientation Forms (x2, 15 pts each)	30
Journals (x8, 15 pts each)	120
Clinical Standard Attempts	50
Student, Preceptor and Clinic Evaluations (x2, 15 pts each)	30
Clinical Case Report	250
Lower Evaluation Practicals (x2)	100
Patient Encounter Tracking Forms (x6; 15pts each)	90
IPE Event Participation	80
TOTAL	1000

This course is graded strictly on points NOT percentages. The amount of points you earn determines your grade in the course. I DO NOT ROUND UP GRADES at the end of the semester. It is your responsibility to keep track of the total course points you have accumulated and take advantage of the bonus points available in the course.

Grading System

Course grades will be dependent upon completing course requirements and meeting the student learning outcomes.

The following grading scale is in use for this course:

A = 1000-900 points

B = 899.99-800 points

C = 799.99-700 points

D = 699.99-600 points

F = 599.99-0 points (Grades are not rounded up)

Teaching Strategies

Students are expected to be “active learners.” It is a basic assumption of the instructor that students will be involved (**beyond the materials and lectures presented in the course**) discovering, processing, and applying the course information using peer-review journal articles, researching additional information and examples on the Internet, and discussing course material and clinical experiences with their peers.

Assignment and Activity Descriptions

Clinical Experience Immersive Hours

Students will participate in clinical experiences with their assigned preceptor over the course of the 1st 8 weeks of the Spring Semester. The clinical education component of this course is the time set aside for acquisition and practice of clinical skills. It is designed to ensure that students are provided with ample clinical experience and educational opportunity. Students will complete between 250 and 300 clinical experience hours with their assigned preceptor, no later than the last day of the 1st 8-week session (Sunday, March 11th). **Students completing less than the minimum clinical hour requirement will not receive credit for their clinical experience and will fail this class.** The student MUST be supervised and MUST have documentation of progress toward the mastery of clinical standards.

Students must maintain an accurate record of clinical hours and learning experiences using the ATrack online database. Time in/out, preceptor, clinical site (and location, when applicable), and all activity types must be selected when logging clinical experiences. In addition, a short description (1-2 sentences) of activities which you were a part of should be included. Hours are

reviewed on a weekly basis by the clinical coordinator; therefore, it is imperative that the preceptor makes a conscious effort in approving the athletic training student's hour log daily. No backdating or signing should occur. In order to receive credit for clinical hours, students must report their hours on the ATrack online system (www.atrackonline.com) within 1 week of obtaining these hours. Students WILL NOT be allowed to record hours later than 1 week after obtaining them.

Student/Preceptor Orientation Forms

To assist with the scheduling and determination of clinical experience hours, each student must complete a clinical orientation form, which includes a tentative weekly clinical schedule, with their assigned preceptor. Included in this schedule will be the opportunity for the student to request known days off from the clinical experience. The student is excused from clinical experiences for personal illness and for family emergencies (immediate family only). For other excused absences, the student must seek the permission of his/her assigned preceptor. Orientation forms will be provided by the clinical coordinator and must be turned in to the clinical coordinator by:

1st Clinical Immersion: Thursday 1/20/22 by 5pm.

2nd Clinical Immersion: Thursday 2/17/22 by 5pm.

Journals

Students are also required to maintain a journal of their clinical experiences. Journal entries are included to ensure students reflect on their own learning and critically think about their activities from the week. They must contain an accurate account of clinical experiences, and be formatted according to the guidelines below. Journals must be turned in by 11:59pm every Sunday on the course Blackboard page for experiences the prior week. Exact journal due dates are included in the course schedule.

Throughout the semester you will be required to complete a minimum of 8 journal entries. These journal entries must be a minimum of 300 words (this does not include your name, date, or any headings you may use). In each journal entry you must include the following sections of information: Your name and your clinical instructor; Describe the patients/injuries you treated; Other athletic training skills did you get to practice this week either in the clinical setting or in class.

It is not appropriate to report..."I didn't get to see anything or do anything this week." If you truly didn't get to see or attend your clinical site this week then you must find a case study on any orthopedic injury of a physically active person. You must then write about this case study. Again the minimum length acceptable is 300 words."

Clinical Standard Completion The minimum required documentation of progress in CIPs is at the time of the end of your first clinical immersion and end of your second clinical immersion. Students and preceptors are strongly encouraged to document Clinical Standard attempts weekly. During their designated clinical experience time, the student must be working towards

the completion of the clinical standards through actual patient encounters in the athletic training clinic, practice, and/or game or in mock scenarios. Skill acquisition should occur on real patients in real situations as much as possible, however if the opportunity does not present itself scenarios can be conducted by the preceptor. ***Students should remind their preceptor to record Clinical Standard attempts, as it is the student's responsibility to ensure Clinical Standards are attempted over time and their preceptor has adequate time to complete the documentation.***

Student, Preceptor, and Clinic Evaluations

Preceptors will complete end-of-rotation evaluations regarding students' clinical skills and professional behaviors, as well as strengths and areas in need of improvement. Although these evaluation forms will be completed online (ATrack), they must be discussed between the preceptor and student in person. ***Once again, students should remind their preceptor of upcoming deadlines so their preceptor can plan for adequate time to complete the documentation. Students are responsible for ensuring all requirements for the course are satisfied appropriately.***

Students will also have the opportunity to evaluate their preceptor, the clinical site, and the athletic training program in general. These evaluations will be completed anonymously online and can be completed on ATrack. Students are strongly encouraged to take these evaluations seriously and allow time for thoughtful and constructive feedback. Students must complete each of their evaluations of their various clinical experiences by the date listed in the course schedule.

Clinical Case Report

Students will have the opportunity to complete a new clinical case report abstract, presentation, and poster. Specific requirements are provided with this syllabus. Students are *strongly encouraged* to submit a proposal to present the clinical case at the NATA and SWATA Annual Meetings and Clinical Symposia. Rubrics and instructions for each assignment, as well as examples of exceptional work, are provided. Specific due dates can be found above in the course schedule.

Abstract is worth 100 points.

Presentation is worth 100 points

Poster is worth 50 points

Lower Evaluation Practicals

Students will complete 2 practicals pertaining to musculoskeletal pathologies that were covered in AT 6405. Each practical is worth 50 points and is intended to test the student's ability to react to cases that they are likely to encounter out in the field.

Patient Encounter Logs

During the 8-week immersion, students will be required to complete 6 patient encounter logs (3 the first 4-weeks and 3 the second 4-weeks). Each log must pertain to a different Health Condition when applicable (for example: Health Conditions Areas include: Behavior (mental health), **Cardiovascular**, Dental, Dermatological, **Endocrine**, **Environmental conditions**, Gastrointestinal, Genitourinary, **Musculoskeletal**, **Neurological**, Ophthalmological, Otolaryngological, or **Respiratory**; *bolded conditions are ones that have been covered so far in your coursework*).

Each log must be as completed as possible and needs to include Diagnosis Codes and Treatment Codes (resources for these can be found on the AT 6210 Blackboard page). There is an example video on how to fill one of these out on Blackboard as well.

IPE Event Participation

During the Spring Semester, MAT Students will be required to participate in at least one IPE event. More information regarding the various IPE events will be sent to students once applicable. Participation in the IPE event is considered Mandatory and students should make the utmost effort to attend. If attendance is not possible, the MAT student should provide appropriate documentation on why they were unable to attend.

- **Epic Day- Virtual IPE Event: Friday Feb, 25th from 8:30am-1:00pm.**
 - You will be excused from clinicals during this time.
- **Disaster Day- Face To Face IPE Event: Friday March 25th from 8:30am-1:00pm**
 - **IN LUBBOCK. MAT program will provide a ride. We will leave really early from campus that morning and then will return to campus later the same afternoon.**
 - You will be excused from class this day.

Assignment Submission

All assignments MUST be submitted through the Assignments link in the Blackboard site. This is for grading, documenting, and archiving purposes. Issues with technology use arise from time to time. If a technology issue does occur regarding an assignment submission, email me at cprocter@angelo.edu and attach a copy of what you are trying to submit. **Please contact the IT Service Center at (325) 942-2911 or go to your Technology Support tab to report the issue.**

This lets your faculty know you completed the assignment on time and are just having problems with the online submission feature in Blackboard. Once the problem is resolved, submit your assignment through the appropriate link. This process will document the problem and establish a timeline. Be sure to keep a backup of all work.

Late Work or Missed Assignments Policy

Late work will not be accepted unless you have received permission from the instructor prior to the due date. If you miss an assignment due to an unexcused absence, you are out of luck. Show up for class!

General Policies Related to This Course

All students are required to follow the policies and procedures presented in these documents:

- [Angelo State University Student Handbook](#)ⁱ
- [Angelo State University Catalog](#)ⁱⁱ

Academic Integrity

Students are expected to maintain complete honesty and integrity in all work. Any student found guilty of any form of dishonesty in academic work is subject of disciplinary action and possible expulsion from ASU.

The College of Health and Human Services adheres to the university's [Statement of Academic Integrity](#).ⁱⁱⁱ

Accommodations for Students with Disabilities

ASU is committed to the principle that no qualified individual with a disability shall, on the basis of disability, be excluded from participation in or be denied the benefits of the services, programs or activities of the university, or be subjected to discrimination by the university, as provided by the Americans with Disabilities Act of 1990 (ADA), the Americans with Disabilities Act Amendments of 2008 (ADAAA) and subsequent legislation.

Student Disability Services is located in the Office of Student Affairs, and is the designated campus department charged with the responsibility of reviewing and authorizing requests for reasonable accommodations based on a disability. It is the student's responsibility to initiate such a request by contacting an employee of the Office of Student Affairs, in the Houston Harte University Center, Room 112, or contacting the department via email at ADA@angelo.edu. For more information about the application process and requirements, visit the [Student Disability Services website](#).^{iv} The employee charged with the responsibility of reviewing and authorizing accommodation requests is:

Dallas Swafford

Director of Student Disability Services

Office of Student Affairs

325-942-2047

dallas.swafford@angelo.edu

Houston Harte University Center, Room 112

Incomplete Grade Policy

It is policy that incomplete grades be reserved for student illness or personal misfortune. Please contact faculty if you have serious illness or a personal misfortune that would keep you from completing course work. Documentation may be required. See ASU Operating Policy 10.11 [Grading Procedures](#)^v for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)^{vi} in the Student Handbook. Plagiarism is the action or practice of taking someone else's work, idea, etc., and passing it off as one's own. Plagiarism is literary theft.

In your discussions and/or your papers, it is unacceptable to copy word-for-word without quotation marks and the source of the quotation. It is expected that you will summarize or paraphrase ideas giving appropriate credit to the source both in the body of your paper and the reference list.

Papers are subject to be evaluated for originality. Resources to help you understand this policy better are available at the [ASU Writing Center](#).^{vii}

Student Absence for Observance of Religious Holy Days

A student who intends to observe a religious holy day should make that intention known in writing to the instructor prior to the absence. See ASU Operating Policy 10.19 Student Absence for [Observance of Religious Holy Day](#)^{viii} for more information.

Copyright Policy

Students officially enrolled in this course should make only one printed copy of the given articles and/or chapters. You are expressly prohibited from distributing or reproducing any portion of course readings in printed or electronic form without written permission from the copyright holders or publishers.

Syllabus Changes

The faculty member reserves the option to make changes as necessary to this syllabus and the course content. If changes become necessary during this course, the faculty will notify students of such changes by email, course announcements and/or via a discussion board announcement. It is the student's responsibility to look for such communications about the course on a daily basis.

Title IX at Angelo State University

Angelo State University is committed to providing and strengthening an educational, working, and living environment where students, faculty, staff, and visitors are free from sex discrimination of any kind. In accordance with Title VII, Title IX, the Violence Against Women Act (VAWA), the Campus Sexual Violence Elimination Act (SaVE), and other federal and state

laws, the University prohibits discrimination based on sex, which includes pregnancy, and other types of Sexual Misconduct. Sexual Misconduct is a broad term encompassing all forms of gender-based harassment or discrimination and unwelcome behavior of a sexual nature. The term includes sexual harassment, nonconsensual sexual contact, nonconsensual sexual intercourse, sexual assault, sexual exploitation, stalking, public indecency, interpersonal violence (domestic violence or dating violence), sexual violence, and any other misconduct based on sex.

You are encouraged to report any incidents involving sexual misconduct to the Office of Title IX Compliance and the Director of Title IX Compliance/Title IX Coordinator, Michelle Boone, J.D. You may submit reports in the following manner:

Online: www.angelo.edu/incident-form

Face to face: Mayer Administration Building, Room 210

Phone: 325-942-2022

Email: michelle.boone@angelo.edu

Note, as a faculty member at Angelo State, I am a mandatory reporter and must report incidents involving sexual misconduct to the Title IX Coordinator. Should you wish to speak to someone in confidence about an issue, you may contact the University Counseling Center (325-942-2371), the 24-Hour Crisis Helpline (325-486-6345), or the University Health Clinic (325-942-2171).

For more information about resources related to sexual misconduct, Title IX, or Angelo State's policy please visit: www.angelo.edu/title-ix. Clinical Immersion Schedule

Clinical Immersion Schedule

Date	Immersion Assignment
Tues. 1/18/22	Begin 1st Clinical Immersion
Thur. 1/20/22	1 st Clinical Immersion Preceptor/Student Orientation Packet Due
Sun. 1/23/22	Journal #1 Due by 11:59pm
Sun. 1/30/22	Journal #2 Due by 11:59pm
Sun. 2/6/22	Journal #3 Due by 11:59pm
Sun. 2/13/22	Journal #4 Due by 11:59pm 1 st Clinical Immersion Preceptor/Clinical Site Evaluations Due 3-5 Clinical Standards must be attempted
Mon. 2/14/22	Begin 2nd Clinical Immersion
Thur. 2/17/22	2 nd Clinical Immersion Preceptor/Student Orientation Packet Due
Sun. 2/20/22	Journal #5 Due by 11:59pm
Sun. 2/27/22	Journal #6 Due by 11:59pm
Sun. 3/6/21	Journal #7 Due by 11:59pm
Sun. 3/13/22	Journal #8 Due by 11:59pm

	<p style="text-align: center;">6-10 Clinical Standard Attempts Due 2nd Clinical Immersion Preceptor/Clinical Site Evaluations Due All Clinical Immersion Hours Due</p>
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In-Class Schedule

Date	Topic/Assignment
Thur. 3/24/22	Course Expectations and Syllabus CITI Course (Biomedical Research Basic/Refresher)
Thur. 3/31/22	Abstract Topic/Title Due IRB Submission- In Class
Thur. 4/7/22	Practical #1 Patient Consent Form
Thur. 4/14/22	BOC Standards of Professional Practice
Thur. 4/21/22	Abstract Draft #1 Consequences of Drug Usage
Thur. 4/28/22	Abstract Draft #2 Professional Development Planning
Thur. 5/5/22	Abstract Final Draft Practical #2
Tues. 5/10/22	Poster due by 11:59pm Abstract Presentations 1pm-3pm

Student Evaluation of Faculty and Course

Students in all programs are given the opportunity to evaluate their courses and the faculty who teach them. Evaluations are most helpful when they are honest, fair, constructive, and pertinent to the class, clinical experience, or course. Faculty value student evaluations, and use student suggestions in making modifications in courses, labs and clinical experiences.

Angelo State University uses the IDEA (Individual Development and Educational Assessment) system administered through Kansas State University for all course evaluations. The Office of Institutional Research and Assessment administers IDEA for the entire university, online and has established a policy whereby students can complete course evaluations free from coercion.

Student Learning Outcomes

1. Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
2. Learning to apply course material (to improve thinking, problem solving, and

decisions)

3. Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course.
4. Learning to apply knowledge and skills to benefit others or serve the public good

Clinical Case Report Abstract Instructions

The Clinical Case Report Abstract should present a unique individual case of general interest to the NATA membership. All rubrics and formatting instructions are taken directly from the NATA requirements. Students are strongly encouraged to submit their abstract to the NATA and SWATA for presentation at their annual meetings.

Formatting Instructions

1. Top, bottom, right, and left margins of the body of the abstract (in a WORD file) should be set at 1" using the standard 8.5" x 11" format. Use either Arial or Helvetica 12pt. font with single spacing. Provide the title of the paper or project starting at the top left margin.
2. On the next line, indent 3 spaces and provide the names of all authors, with the author who will make the presentation listed first. Enter the last name, then initials (without periods), followed by a comma, and continue the same format for all secondary authors (if any), ending with a colon.
3. On the same line following the colon, indicate the name of the institution (including the city and state) where the research was conducted. If primary author is not at the institution where the work was completed place an * after their name and following the institution where the research was conducted the primary author can indicate their present institution (including the city and state). For collaborative projects where portions of the project were conducted at different institutions, list all authors as described above (#3), then list institutional affiliations using the following consecutive symbols (*, †, ‡, §, ¶, #, **, etc.)
4. Double space and begin entering the body of the abstract flush left in a single paragraph with no indentions. **The text of the body must be structured** (with the headings as indicated in the format below). Do not justify the right margin. Do not include tables or figures. **The body of the abstract for a Clinical Case Study is limited to 600 words.** A word count generated by MS Word must be included at the bottom of the abstract. The word count should include the body of the abstract.

*To develop their case report poster (see rubric below), students will be given a template to use as well as examples. Students should follow the examples carefully.

The Title of your Abstract Bolded and in Title Case: Level 4 Clinical CASE Study

[3 spaces]Doe JT*, Public JQ†: *First Author's Institution Name, †Second Author's Institution.

[Blank Line]

[Blank Line]

Background: Include the individual's age, sex, sport or activity, pertinent aspects of their medical history, a brief history of their complaint, and physical findings from the athletic trainer's examination.

Differential Diagnosis: Include all possible diagnoses suspected based on the history, mechanism of injury, and the initial clinical examination prior to physician evaluation and subsequent diagnostic imaging and laboratory tests. **Treatment:** Include the physician's evaluation and state the results of diagnostic imaging and laboratory results if performed. The final diagnosis of the injury or condition and subsequent treatment and clinical course followed should be detailed. Relevant and unique details should be included, as well as the final outcome of the case. **Uniqueness:** Briefly describe the uniqueness of this case, such as its mechanism, incidence rate, evaluate findings, rehabilitation, or predisposing factors. **Conclusions:** Include a concise summary of the case as reported and highlight the case's importance to the athletic training profession and provide the reader with a clinical learning opportunity. **Word Count:** Limited to 600 words, not including headings.

ABSTRACT GRADING

	DRAFT #1	DRAFT #2	DRAFT #3	TOTAL
SCORE				
Points	25 points	25 points	50 points	
TOTAL				_____/100

CLINICAL CASE REPORT GRADING

	ABSTRACT (100 Possible)	PRESENTATION (100 Possible)	POSTER (50 Possible)	TOTAL
SCORE				
				_____/250

Clinical Case Report Abstract Rubric

	12.5 POINTS	6 POINTS	0 POINTS	SCORE
Mechanics	Contains no spelling, word usage, grammar, or mechanics mistakes Defines all acronyms and abbreviations except the very common ones	Contains two or fewer mistakes in grammar, word usage, spelling, or mechanics Contains one or more undefined acronym or abbreviation or key terms	Contains three or more mistakes Contains numerous undefined terms	
Title	Title is bolded and in title case There are 3 spaces before author and institution 2 blank lines are left before the beginning of the abstract	2 or more of the criteria are addressed	Only one of the criteria is addressed	
Background	Includes individual's age, sex, sport or activity, pertinent aspects of their medical history, a brief history of their complaint and physical findings from the athletic trainer's examination	Background is missing 2 or fewer of the criteria Background is vaguely written and difficult to understand	Background is not addressed	
Diagnosis	Includes all possible diagnoses suspected based on the history, mechanism of injury, and the initial clinical examination prior to physician evaluation and subsequent diagnostic imaging and laboratory tests	Diagnosis is missing 2 or fewer criteria Diagnosis is vaguely written and difficult to understand	Diagnosis is not addressed	
Treatment	Includes the physician's evaluation and states the results of diagnostic imaging and laboratory results if performed The final diagnosis of the injury or condition and subsequent treatment and clinical course followed is clearly detailed Relevant and unique details are included, as well as the final outcome of the case	Treatment is missing 2 or fewer of the criteria Treatment is vaguely written and difficult to understand	Treatment is not addressed	
Uniqueness	The uniqueness of the case, such as its mechanism, incidence rate, evaluate findings, rehabilitation, or predisposing factors, is described	Uniqueness is missing 2 or fewer of the criteria Uniqueness is vaguely written and difficult to understand	Uniqueness is not addressed	
Conclusions	A concise summary of the case as reported is included, highlighting the case's importance to the athletic training profession The conclusion provides the reader with a clinical learning opportunity	Conclusion is missing 2 or fewer of the criteria Conclusion is vaguely written and difficult to understand	Conclusions are not addressed	
Word Count	The abstract (including headings) is 600 words or less		Word count is more than 600	
TOTAL				/100

Clinical Case Report Presentation Rubric

	12.5 POINTS	6 POINTS	0 POINTS	SCORE
Organization	Information is presented in a logical, interesting sequence which the audience can follow. All required content is included (Title, Background, Diagnosis, Treatment, Uniqueness, Conclusions)	Audience has difficulty following the presentation because the presenter jumps around. Presentation is missing 3 or fewer of the required content.	Audience cannot understand presentation because there is no logical sequence of information. Presentation is missing 4 or more of the required content.	
Subject Knowledge	Demonstrates full knowledge (more than necessary) and answers all call questions with explanations and elaboration. No notes were used.	Uncomfortable with information and is able to answer only rudimentary questions. Notes were occasionally used.	Does not have a grasp of the information Presenter cannot answer questions about the subject. Used notes the entire time.	
Visual Presentation	Pictures and videos explain and reinforce screen text and presentation. Font is appropriate size and background and font colors are appropriate for easy reading. Slides are clear and concise.	Occasionally uses pictures and videos that rarely support text and presentation. Slides are difficult to read due to 1 of the following: font size, color, background, or wordiness.	Uses no pictures or videos at all. Slides are difficult to read due to 2 or more of the following: font size, color, background, or wordiness.	
Mechanics	Presentation has no misspellings or grammatical errors	Presentation has three or fewer misspellings and/or grammatical errors	Presentation has four or more spelling errors and/or grammatical errors	
Eye Contact	Maintains eye contact with audience, seldom returning to presentation	Occasionally uses eye contact, but still reads most of the presentation	Reads all of the presentation with no eye contact or uses notes	
Elocution	Uses a clear voice and correct, precise pronunciation of terms so that all audience members can hear presentation. Voice is not monotone. No “ums”, “ahs”, etc used.	Voice is low or monotone Incorrectly pronounces terms Audience members have difficulty hearing presentation. Voice is somewhat monotone. Moderate use of “um”, “ah”, etc.	Mumbles, incorrectly pronounces terms, and speaks too quietly for those in the back of the room to hear. Voice is very monotone. Excessive use of “um”, “ah”, etc.	
Overall Presentation	Dressed appropriately for a professional presentation. Spoke to audience as if giving a professional presentation. Showed enthusiasm toward the case and kept the audience’s attention. Patient privacy was kept.	Dressed somewhat appropriately for a professional presentation. Showed minimal enthusiasm toward the case and kept the audience’s attention. Patient privacy was kept.	Dressed inappropriately for a professional presentation. Did not speak as if giving a professional presentation. Showed no enthusiasm toward the case and did not keep the audience’s attention. Patient privacy was breached.	
Time	Presentation is 8-12 minutes	Presentation is more than 12 minutes	Presentation is less than 8 minutes	
TOTAL				/100

Clinical Case Report Poster Rubric

	7 POINTS	4 POINTS	0 POINTS	SCORE
Content Areas	The following content areas are represented: Personal Data, Chief Complaint, Physical Findings, Differential Diagnosis, Treatment, Return to Play Criteria, Uniqueness. Title, authors, and school are at the top.	3 or fewer content areas described are not included in the presentation. Title, authors, and school are at the top.	More than 3 content areas described are not included in the presentation. Title, authors, and school are not found at the top.	
Pictures	Appropriate pictures are used to show injury, equipment, and/or techniques.	Pictures were used, but were vague or hard to see. More pictures could have improved understanding of the case.	No pictures were used	
Existing Data	Existing data regarding the injury or illness is included, such as statistics, risk factors, typical clinical course, etc.	Some data regarding the injury is included, but more is needed to fully understand the injury or illness.	Existing data regarding the injury or illness is not included.	
Formatting	Poster contains descriptions with concise yet complete sentences Poster is well organized and easy to follow	Poster uses bullet points with incomplete sentences for descriptions Poster organization is difficult to follow	Poster does not adequately describe content Poster shows no organization and the reader cannot decipher it	
Mechanics	Poster has no misspellings or grammatical errors	Poster has three or fewer misspellings and/or grammatical errors	Poster has four or more spelling errors and/or grammatical errors	
Legible & Labels	Text size is appropriate. Major and minor headings are represented with different font sizes. Font type is the same throughout the poster.	One of the following: Text size is too big or small. Major and minor headings do not have different font sizes. Font type is the same throughout the poster.	More than 1 of the following: Text size is too big or small. Major and minor headings do not have different font sizes. Font type is the same throughout the poster.	
Appropriate Template	Given templates were obviously followed for consistency among MAT presentations.	Given templates seem to have been used, but student did not follow them consistently.	Student obviously did not use the given templates to develop his/her poster.	
TOTAL				/50

End of Syllabus

- ¹ <https://www.angelo.edu/student-handbook/>
- ² <https://www.angelo.edu/catalogs/>
- ³ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ⁴ <https://www.angelo.edu/services/disability-services/>
- ⁵ <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>
- ⁶ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
- ⁷ https://www.angelo.edu/dept/writing_center/academic_honesty.php

8 <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>

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- ⁱ <https://www.angelo.edu/student-handbook/>
 - ⁱⁱ <https://www.angelo.edu/catalogs/>
 - ⁱⁱⁱ <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
 - ^{iv} <https://www.angelo.edu/services/disability-services/>
 - ^v <https://www.angelo.edu/content/files/14197-op-1011-grading-procedures>
 - ^{vi} <https://www.angelo.edu/student-handbook/community-policies/academic-integrity.php>
 - ^{vii} https://www.angelo.edu/dept/writing_center/academic_honesty.php
 - ^{viii} <https://www.angelo.edu/content/files/14206-op-1019-student-absence-for-observance-of>