

AT 6220

AT Clinical Experience

Spring 2022



Archer College of Health and Human Services

Instructor: Michael Terrill, MS, ATC, LAT

Email: mterrill1@angelo.edu

Phone: 325-486-6127

Office: Archer Building (HHS) 222D

Office Hours:

Monday 9 – 11

Wednesday 9 - 11

Course Information

Course Description

Clinical education is a key component of athletic training education. This course allows athletic training students to practice advanced clinical proficiencies and skills related to therapeutic rehabilitation and general medical conditions.

Course Credits

2

Prerequisite and Co-requisite Courses

TBA

Student Learning Outcomes

Student Learning Outcome By completing all course requirements, students will be able to:	Assignment(s) or activity(ies) validating outcome achievement:
Understand the clinical application of the 6 domains of athletic training.	Preceptor evaluations, Journals, and Scenarios
Know systems and keeping record keeping for the clinics observed.	Preceptor evaluations, Journals, and Scenarios
Understand and follow the risk management techniques practiced in the clinics observed.	Preceptor evaluations, Journals, and Scenarios

Observe, understand, recognize administrative duties.	Preceptor evaluations, Journals, Scenarios, and Presentations
Observe and assist in the selection and application of patient interventions.	Preceptor evaluations, Journals, and Scenarios

Competencies Evaluated in this Course

Competencies	Assignment(s) or activity(ies) validating outcome achievement:
HCA-88 Perform administrative duties related to the management of physical, human, and financial resources in the delivery of health care services. These include (but are not limited to) the following duties:	Presentation
HCA-88.1 Strategic planning and assessment	Presentation
HCA-88.2 Managing a physical facility that is compliant with current standards and regulations	Presentation
HCA-88.3 Managing budgetary and fiscal processes	Presentation
HCA-88.4 Identifying and mitigating sources of risk to the individual, the organization, and the community	Presentation
HCA-88.5 Navigating multipayer insurance systems and classifications	Presentation
HCA-88.6 Implementing a model of delivery (for example, value-based care model)	Presentation
HCA-89 Use a comprehensive patient-file management system (including diagnostic and procedural codes) for documentation of patient care and health insurance management.	Scenario
HCA-94 Develop and implement specific policies and procedures for the	Scenario

purposes of identifying patients with behavioral health problems and referring patients in crisis to qualified providers.	
HCI-64.4 Use medical classification systems (including International Classification of Disease codes) and terminology (including Current Procedural Terminology)	Scenario
HCI-64.5 Use an electronic health record to document, communicate, and manage health-related information; mitigate error; and support decision making.	Scenario
PCL-73 Select and incorporate interventions (for pre-op patients, post-op patients, and patients with nonsurgical conditions) that align with the care plan. Interventions include (but are not limited to) the following:	Scenario
PCL-73.1 Therapeutic and corrective exercise	Scenario
PCL-73.2 Joint mobilization and manipulation	Scenario
PCL-73.3 Soft tissue techniques	Scenario
PCL-73.4 Movement training (including gait training)	Scenario
PCL-73.5 Motor control/proprioceptive activities	Scenario
PCL-73.6 Task-specific functional training	Scenario
PCL-73.8 Home care management	Scenario
PCL-73.9 Cardiovascular training	Scenario
PHP-82 Develop, implement, and supervise comprehensive programs to maximize	Scenario

sport performance that are safe and specific to the client's activity.	
PHP-87 Select and use biometrics and physiological monitoring systems and translate the data into effective preventive measures, clinical interventions, and performance enhancement.	Scenario

- Note:
 - EBP – Evidence-Based Practice
 - HCA – Health Care Administration
 - HCI – Health Care Informatics
 - IPE – Interprofessional Practice and Interprofessional Education
 - PCC – Patient-Centered Care
 - PCL – Patient Client Care
 - PHP – Prevention, Health Promotion, and Wellness
 - PRE – Prerequisite Coursework and Foundational Knowledge
 - PRO – Professionalism
 - QIM – Quality Improvement

Course Delivery

This is a face-to-face and online course with learning resources and supplemental materials posted on Blackboard.

Required Texts and Materials

- Prentice, W.E. (2017). Principles of Athletic Training, 16th ed. New York, NY: McGraw Hill ISBN# 978-1-259-82400-5
- Higgins, M. Therapeutic Exercise from Theory to Practice. F.A. Davis. 978-0-8036-1364-5
- Starkey, C. Therapeutic Modalities, 4th Edition. F.A. Davis. 978-0-8036-2593-8
- Administrative Topics in Athletic Training: Concepts to Practice. 2nd Edition. Harrelson, Gardner, Winterstein. ISBN: 978-1-61711-980-4

Technology Requirements

To participate in one of ASU's distance education programs, you need this 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](#)

Topic Outline

First 8 Weeks			
Date	Topic	Lab	Assignment
1/20/2022	Introduction Presentation Assignment	Electronic Health Record System	Work on presentations
1/27/2022	Performing administrative duties related to the management of physical, human, and financial resources in the delivery of health care services.	Strategic planning and assessment	Scenarios Assigned
2/3/2022	Managing a physical facility that is compliant with current standards and regulations	Presentation 1	Rehab Report Submission 1 Due 2/9
2/10/2022	Managing budgetary and fiscal processes	Presentation 2	Rehab Report Submission 2 Due 2/16
2/17/2022	Identifying and mitigating sources of risk to the individual, the organization, and the community	Presentation 3	Rehab Report Submission 3 Due 2/24
2/24/2022	Navigating multipayer insurance systems and classifications	Presentation 4	Rehab Report Submission 4 Due 3/2
3/3/2022	Implementing a model of delivery (for example, value-based care model)	Presentation 5	Rehab Report Submission 5 Due 3/9
3/10/2022	Final Submission of Rehabilitation Protocol Based on Scenario		
Second 8 Weeks			
Date	Immersion Assignment		
Mon. 3/21/22	Begin 1 st Clinical Immersion		
Thur. 3/24/22	Clinical Immersion Preceptor/Student Orientation Packet Due		
Sun. 3/27/22	Journal #1 Due by 11:59pm		
Sun. 4/3/22	Journal #2 Due by 11:59pm		
Sun. 4/10/22	Journal #3 Due by 11:59pm		
Sun. 4/17/22	Journal #4 Due by 11:59pm 3-5 Clinical Standards must be attempted		
Mon. 4/18/22	Begin 2 nd Clinical Immersion *If applicable*		

Thur. 4/21/22	2nd Clinical Immersion Preceptor/Student Orientation Packet Due *If Applicable*
Sun. 4/24/22	Journal #5 Due by 11:59pm
Sun 5/1/22	Journal #6 Due by 11:59pm
Sun. 5/8/21	Journal #7 Due by 11:59pm
Fri. 5/13/22	Journal #8 Due by 11:59pm 6-10 Clinical Standard Attempts Due Clinical Immersion Preceptor/Clinical Site Evaluations Due All Clinical Immersion Hours Due

Communication

Faculty will respond to email and/or telephone messages within 48 hours during working hours Monday through Friday. Weekend messages may not be returned until Monday.

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 (x4, 5 pts each)	20
Journals (x8, 10 pts each)	80
CIP Completion (x10, 5pt each)	50
Student, Preceptor and Clinic Evaluations (x4, 5 pts each)	20
IPE Event Participation	80
Presentation (100 points)	100
Rehabilitation Protocol Based on Senario (100 points)	150
Rehab Report (x5, 50pt each)	250
TOTAL	1000

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 = 899.99-800points

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 2nd 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 at minimum **300 clinical experience hours** with their assigned preceptor, **no later than the last day of the 2nd 8-week session (Friday, May 13)**. **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 3/24/22 by 5pm.

***2nd Clinical Immersion: Thursday 4/21/22 by 5pm.**

Only needed if you have 2 clinical sites during the 8-week period

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.

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 upmost 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.**

Presentation: 100 points

Each person will have an assigned presentation. Presentations will be graded using the attached rubric. Presentations are expected to be formal and will be held to the standards of presenting at a professional conference.

Rehabilitation Protocol: 150 points

Each student will design a rehab protocol for an assigned patient scenario that will cover from initial care to return to play and will be submitted on 3/10/2022 in class. Specific requirements will be outlined in the scenario and discussed in class.

Grading Rubric – 150 Points

Criteria	Not Completed	Partially Completed but Missing Key Elements	Complete with all Key Elements
On-time submission	0 points not submitted on time		20 Points Submitted on time
Format	0 points Did not follow format	10 points Missing or incomplete weekly Evaluation, Rehab Plan, and Refection sections	20 Points Title Page and Each week has a complete Evaluation, Rehab Plan, and Refection section
Evaluations	0 points No evaluations in SOAP format	15 points Missing or incomplete Weekly Patent Injury/Re-evaluations in SOAP format.	30 Points Weekly Patent Injury/Re-evaluations in SOAP format.
Rehab Plans	0 Points No short-term plans or lists of Treatments/exercises	15 Points Missing or incomplete weekly short-term SMART goals with a list of Treatments/exercises to meet goals	30 Points Weekly short-term SMART goals with a list of Treatments/exercises to meet goals
Reflections	0 Points No Reflection/Introspection of possible issues that may occur with weekly Plans.	15 Points 100 - 200 words of Reflection/Introspection of possible issues that may occur with weekly Plans.	30 Points Minimum of 200 words of Reflection/Introspection of possible issues that may occur with weekly Plans.
Flow of Complete Protocol	0 points No logical Plan	10 Points Plan does not follow a Logical progression of Rehabilitation based on weekly evaluations.	20 points Plan Follows a Logical progression of Rehabilitation based on weekly evaluations.

Rehab Reports: 5 x 50 points

Each week, starting on 2/3/2022, students will enter all treatments and progress reports for their patient from the scenario on AT Genius and Atrack Patient Encounter. The scenario will indicate what level of progress is to be reported for each week and the depth of the progress report. Rehab Reports will be due at 11:59 pm. the night before the next class.

Grading Rubric – 50 Points

Criteria	Not Completed	Partially Completed but Missing Key Elements	Complete with all Key Elements
On-time submission	0 points not submitted on time	5 points Only submitted on time on one system	10 Points Submitted on time in both ATrack and ATGenius
Subjective	0 points Patent Injury/Re-evaluation key points not recorded	3 points Patent Injury/Re-evaluation missing key points recorded	5 Points Patent Injury/Re-evaluation key points recorded
Objective	0 points Patent Injury/Re-evaluation key points not recorded	3 points Patent Injury/Re-evaluation missing key points recorded	5 Points Patent Injury/Re-evaluation key points recorded
Assessment	0 Points Patent Injury/Re-evaluation Assessment missing or incorrect	5 Points Patent Injury/Re-evaluation Assessment partially correct	10 Points Patent Injury/Re-evaluation Assessment Correct
Plan	0 Points No plan was established with SMART short term goals	10 Points Plan established with SMART short term goals, but missing key elements from assessment	20 Points Thorough Plan established with SMART short term goals appropriate with assessment

Assignment Submission

All assignments will be submitted through the Assignments link on the Blackboard except for Scenarios and Simulations. 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 mterrill1@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](#)¹
- [Angelo State University Catalog](#)²

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 Responsibility and Attendance

It is the student's responsibility to be on time for class, participate in class discussions, and be actively engaged in the learning process. Instructions and assignments will often be given during class, therefore it is in your best interest to attend. If you have to miss class due to an unforeseen event/accident or illness, please contact the instructor prior to the start of class. Pending the reason for your absence, the instructor may inform you of any missed homework assigned during class. Not acceptable reasons for absences include but are not limited to: over sleeping, work, wanting to leave early or come back late from the weekend, and celebrating a friend, relative or pet's birthday. If you are sick, let the instructor know and bring a physician's note when you come back to class.

Food and Drink Policy

Only bottles of water or water in containers with lids are allowed in the HHS building.

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](#).³

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>

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](#).⁴ 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](#)⁵ for more information.

Plagiarism

Plagiarism is a serious topic covered in ASU's [Academic Integrity policy](#)⁶ 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](#).⁷

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

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](#)⁸ 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).

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

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

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

Gaining a basic understanding of the subject (e.g., factual knowledge, methods, principles, generalizations, theories)
Learning to apply course material (to improve thinking, problem solving, and decisions)
Developing specific skills, competencies, and points of view needed by professionals in the field most closely related to this course

End of Syllabus. Presentation Rubric Below.

Criteria	0 Points	6 Points	10 Points	Score
References	No references, incorrect references, or AMA format not used	Fewer than three references or some incorrect references	Minimum of 3 references and references are correctly cited on the reference page	
In-Text Citations	Citations are not in AMA format; no in-text citations are utilized.	Citations are in AMA format but are not properly used throughout the project.	Proper in-text citations in AMA format are used throughout the project.	
Information	Information provided was inconsistent/incorrect	Information provided had minor inconsistencies/ incorrect components	Information provided was correct and consistent	
Sentence Structure	Unclear, incorrect, and/or ineffective sentence structure	Simplistic and/or awkward sentence structure	Organized and clear sentence structures.	
Grammar	Multiple grammatical and stylistic errors	Some errors in grammar and/or format that do not interfere with the clarity	Nearly error-free, which reflects clear understanding and thorough proofreading	
Vocabulary	Apparent confusion with the use of language	Simplistic and/or unclear language	Effective language	
Meaningful Development of Ideas	Ideas are unclear and/or not well developed	Unelaborated ideas that are not fully explained or supported; repetitive details	Depth of thought supported by elaborated, relevant supportive evidence provides a clear vision of the idea; contains details	
Visual Aids	No visuals/images were utilized. The project lacked aesthetic appeal.	Visuals and images were used but were unclear and did not aid in the presentation of the information.	Visuals/images were used correctly to complement the given information and Aesthetically pleasing presentation.	
Organization of Project	Weak organization of ideas; information does not flow well	Somewhat unfocused and/or unclear	Logical organization of ideas	
Overall Presentation of Project	Material is sloppy, with little attention paid to how the public would receive the information, under 5 min.	Somewhat neat but not at a level that would warrant release to the public Under 15 min over 30 min.	Material is presented neatly and would warrant release to the public, between 15 and 30 min.	
Total				/100

