

**KINGSBOROUGH COMMUNITY COLLEGE**

**Of**

**The City University of New York**

**Department of Nursing**

**ST 3 – Surgical Technology III**

Course Syllabus: 2017

Credit Hours: 4

Faculty: Professor Zamudio

Pre-requisite: ST 1, ST2

Co-requisites: ST3P

Office: M417 Hours: Mon, Wed. 11 am-12:30 pm

**Catalogue Description** This course provides an introduction to surgical pharmacology, anesthesia, and wound healing physiology. It also discusses the medico-legal aspects of perioperative practice in relation to patient’s rights and surgical hazards.

**Course Overview** This course intends to introduce the student to the practice of surgical technology with a focus on those functions that impact the circulating role. Both the principles and practice of the circulating role will be taught. This course will be taught as a 4 hour weekly lecture in conjunction with an active hands-on component. The principles will be integrated with the practices at all time.

**Student Learning Outcomes**

**Assessment Measures**

Demonstrate and discuss the principles of patient transfer and surgical positioning.	Through dramatization, the students will employ the use of the lab mannequins in conjunction with the operating room tables and attachments to simulate and inspect the proper method of manipulation of the OR bed, all table parts and accessories. The student will be able to operate all devices required to position the patient safely and effectively. The student will also identify and express the proper method of transferring and positioning the surgical patient in all positions. The student will be able to apply all of the theories of patient safety and successfully answer questions upon examination.
Demonstrate and discuss the principles of handling of surgical specimens.	Students will be able to define and recall cell pathology, the mechanisms of disease and the concept of tumors. Students will comprehend and recognize the various types of specimen and how to inventory each specimen in the operating room by successfully answering examination questions.
Demonstrate and discuss the methods of handling medication on the surgical field with Patient Safety Principles intact.	After recalling general terminology regarding medications frequently used in the operating room, the student will discuss and successfully answer questions upon examination in regard to the care and handling of pharmacological agents on the surgical field using aseptic principles.
Discuss the physiology of wound healing, wound classification and influencing factors.	The students will apply their knowledge and identify the immune responses that occur as the body fights pathogens that cause tissue damage and necrosis in the post-operative phase of surgery. The student will be able to describe the causes of tissue damage as well as list the characteristics of the inflammatory process. The student will also be able to identify and compare the healing process in relation to the factors influencing wound healing as and complications as demonstrated through successful completion of examination questions.
Discuss the practice of Anesthesia including the methods of administration, equipment and adjuncts, as well as the role of the Perioperative personnel.	Students will be able to relate all the factors that influence the selection of anesthesia, preoperative medications as well as the method of administration, and possible complications. Examination questions will give them the opportunity to identify the phases of general anesthesia and the capacity in which each surgical team member participates.
Describe the application of thermoregulatory devices,	The student will be able to distinguish the proper method of thermoregulatory applications, temperature adjuncts, and circulatory adjuncts in the operating room.

hemostasis and blood replacement.	The student will be able to describe and demonstrate the employment of hemostatic agents used in surgery as well as exhibit the proper techniques of electrocautery device usage. Examination questions will give them the opportunity to identify all of these applications.
Discuss the preoperative preparation of the surgical patient.	The student will be able to recall and successfully answer all examination questions given, to identify the proper care of the surgical patient prior to a surgical intervention and identify the preoperative procedures and diagnostic tests that are required for surgery.
Discuss the postoperative course of the surgical patient in PACU.	Through analysis, the student will recognize the care given in the post anesthesia care unit. Examination questions will give them the opportunity to categorize the care given post-operatively and the process of discharge planning.

## Topical Outline

Unit I -	Surgical Positioning
Unit II -	Tissue Specimen
Unit III -	Wound Healing
Unit IV -	Surgical Pharmacology
Unit V -	Anesthesia
Unit VI-	Temperature Control, Hemostasis and Blood Replacement
Unit VII -	Specialty Equipment
Unit VIII-	Preoperative Preparation, Discharge Planning and PACU

## Course Requirements

Fuller, Joanna K., *Surgical Technology: Principles and Practice, 6<sup>th</sup> Edition*, Elsevier, 2012

Goldman, Maxine A., *Pocket Guide to the Operating Room, 3<sup>rd</sup> Edition*, F.A. Davis, 2008

Rutherford, Colleen, *Differentiating Surgical Equipment and Supplies*, FA. Davis, 2010

## Attendance

A student is deemed excessively absent when he or she has been absent **15%** of the number of contact hours a class meets during a semester. When a student is **excessively absent** (4 or more lectures) a grade of “**WU**” will be assigned as described in the college catalog.

## Evaluation

Grades will be calculated according to college and departmental policy as follows:

A+ 97-100	A 93-96	A- 90-92	B+ 87-89	B 83-86	B- 80-82	C+ 78-79
C 75-77	C- 70-74	D+ 66-69	D 60-65	F <60 and below		
W	Withdraw without penalty					
WU	Unofficial Withdrawal (Counts as failure)					
INC	Term's Work Incomplete. Counts as “F” grade unless work is completed within six months.					

### Grades will be determined as described below:

➤ 4 Unit Exams (10% each)	40 %
➤ Writing assignments (Term paper 15 %; Final Presentation 5 %)	20 %
➤ Workbook assignments	10 %
➤ Final Exam	30 %

Writing Assignment WAC due dates:

**1<sup>st</sup> draft (Outline) 09/27; 2<sup>nd</sup> draft 10/16; 3<sup>rd</sup> draft 11/08; FINAL paper 11/29**

**Paper terms and presentation will be graded based on Rubrics.**

The Surgical Technology Program adheres to the Policies and Procedures on Academic integrity as set forth by CUNY. See the Surgical Technology Student Handbook, The KCC Catalog and website for additional information. Students are expected to take all tests when scheduled. Exceptions to this rule will be for personal/emergent situations and the faculty must know prior to the exam, via email or phone call.

Students who do not take a test on the scheduled date are required to take a makeup test. All makeup tests will be given at the end of the semester. Students who fail to take the scheduled exams or makeup exam will receive a grade of **zero** for that test. A conference with the instructor is required at mid-semester and at the end of the course to discuss the student's progress. Students may initiate conferences at other times.

### Classroom Decorum

NO TEXTING or ACCESSING OF CELLUAR DEVICES IS ALLOWED AT ANY TIME DURING CLASS AND LABS. Members of the academic community must exit the classroom to make or receive calls. Class starts promptly at 8AM. To prevent any distractions, anyone who is more than 15 minutes late, may have to wait outside of the classroom until there is a break in the lecture at which time they may enter the classroom.

**Fatigue** can certainly impair a health care worker's ability to provide safe, professional care. Thus KCC's Nursing Department states: All students need to carefully assess his/her level of fatigue, school requirements in terms of lecture, on-campus labs and clinical experiences and own work schedules. This assessment should carefully consider the potential impact of excessive employment on his/her ability to provide safe, professional care. Each student has an ethical responsibility to ensure that fatigue does not negatively impact student responsibilities.

## Course Calendar

<b>UNIT 1</b>	<b>Surgical Positioning</b>		
<b>Learner Objectives</b>	<b>Content/Lecture Discussion</b>	<b>Related Learner Experiences</b>	<b>Writing Assignment/ Exams/Homework</b>
Upon completion of this unit the student shall be able to: 1. Discuss those factors that determine the surgical position.	1. Anesthesia 2. Surgeon 3. Patient 4. Procedure/incision 5. Safety considerations	<u>WEEK 1</u> <b>Mon. 09/11–Wed. 09/13</b>  <b>Reading assignment:</b> Fuller: P 362-388 Rutherford, p. 16-24, 41-44  AST SOP - Standards of Practice for Surgical Positioning  <u>ASSIGNMENTS</u> -Workbook Assignment Unit #1: Positioning due on fist Exam day Wed. 09/25  - WAC Term Paper: Instructions and topic Selection: 3-5 pages, 1 <sup>st</sup> <b>Outline draft due on Wed. 09/27</b>	
2. Demonstrate the use of the surgical table and accessories.	1. Surgical table function. 2. Stirrups 3. Arm boards 4. Extensions.	<b>Reading Assignment:</b> Goldman, p. 18-30	
3. Demonstrate basic surgical positions, equipment and safety considerations.	1. Positions - supine/dorsal recumbent - reverse Trendelenburg - Trendelenburg - prone	<u>WEEK 2</u> <b>Mon. 09/18</b>  <b>Reading Assignment:</b> Media Center:	

	<ul style="list-style-type: none"> <li>- lithotomy</li> <li>- lateral</li> <li>- Kraske/jackknife</li> <li>- other</li> </ul> <p>2. Supplies</p> <ul style="list-style-type: none"> <li>- padding</li> <li>- Stabilization devices.</li> </ul>	Surgical Positioning, Prepping and Draping	
4. Demonstrate safe methods of patient transfer techniques.	<p>1. Methods of transportation</p> <p>2. Safety principles</p> <p>3. Assistive devices</p>	<b>Reading Assignment:</b> Goldman, p51	

<b>UNIT 2</b>		<b>Tissue Specimen</b>	
<b>Learner Objectives</b>	<b>Content/Lecture Discussion</b>	<b>Related Learner Experiences</b>	<b>Writing Assignment/ Exams/Homework</b>
<p>Upon completion of the unit the student will be able to:</p> <p>1. Discuss cell pathology, the mechanisms of disease and the concept of tumors.</p>	<p>1. Cell pathology</p> <ul style="list-style-type: none"> <li>- Structure and function of normal cells.</li> <li>- Response and adaptation to injury.</li> </ul> <p>2. Mechanisms of disease</p> <ul style="list-style-type: none"> <li>- Causes of disease</li> <li>- Aging and death</li> </ul> <p>3. Tumors</p> <ul style="list-style-type: none"> <li>- Terminology</li> <li>- Classification</li> <li>- Causes of cancer</li> <li>- Diagnosis of cancer</li> <li>- Staging and grading</li> <li>- Surgical treatment</li> </ul>	<p><b>WEEK 3</b> <b>Mon. 09/25–Wed. 09/27</b></p> <p><b>Reading Assignment:</b> Fuller, p. 143-171, 433-437, 118-120,</p> <p><b>ASSIGNMENTS</b></p> <ul style="list-style-type: none"> <li>-Homework Assignment Unit # 2 Specimen due on day of Exam #2 Wed. 10/11</li> <li>-WAC Term Paper 2nd draft: Due on Wed. 10/16</li> </ul>	<p><b>EXAM # 1: Mon. 09/25</b> <b>Unit 1</b></p> <p><b>COLLECTION DAY</b> <b>Workbook Assignment</b> <b>Unit #1: Positioning</b> <b>due on Mon. 09/25</b></p> <p><b>WAC Term Paper</b> <b>First draft: OUTLINE</b> <b>Due on Wed. 09/27</b></p>
<p>2. Define the various types of specimen.</p>	<p>1. Spécimen types :</p> <ul style="list-style-type: none"> <li>- frozen sections</li> <li>- permanent sections</li> <li>- stones</li> <li>- cytology/body fluids/washings</li> <li>- cultures/aerobic and anaerobic</li> <li>- amputated limbs</li> <li>- tissue banks</li> <li>- foreign bodies</li> <li>- legal evidence</li> </ul>	<p><b>AST SOP -</b> Standards of Practice for Handling and Care of Specimens in the Operating Room</p>	

<b>UNIT 3</b>		<b>Wound Healing</b>	
<b>Learner Objectives</b>	<b>Content/Lecture Discussion</b>	<b>Related Learner Experiences</b>	<b>Writing Assignment/ Exams/Homework</b>
<p>Upon completion of the unit the student will be able to:</p> <p>1. Define the immune responses that occur as the body's defense against pathogens.</p>	<p>1. Immunology</p> <ul style="list-style-type: none"> <li>- antigen</li> <li>- antibody</li> <li>- antigen-antibody reaction</li> </ul> <p>2. Immune response</p>	<p><b>WEEK 4</b> <b>Mon. 10/02–Wed. 10/04</b></p> <p><b>Reading assignment:</b> Fuller p148-170</p>	

	3. Types of immunity		
2. Describe causes of tissue damage	1. Surgical incision 2. Traumatic wounds 3. Chemicals 4. Heat/cold 5. Burns 6. Other	Fuller 468-479  <b><u>ASSIGNMENT</u></b> -Workbook Assignment: Unit # 3-Wound Healing, due on day of Exam #2 Wed. 10/11	
3. Define the characteristics of the inflammatory process.	1. Redness 2. heat 3. Pain 4. Swelling		
4. Describe the healing process.	1. Process - scar formation 2. Types of healing - first intention - second intention - third intention 3. Stages of wound healing.	<b><u>WEEK 5</u></b> <b>Wed. 10/11</b>	<b>EXAM # 2: Wed. 10/11</b> <b>Units 2 &amp; 3</b>  <b><u>COLLECTION DAY</u></b> <b>Workbook Assignment</b> <b>Units 2 &amp; 3</b>
5. Identify factors influencing healing and complications.	1. Influencing factors - age - nutritional status - physical condition - disease process - surgical technique - infection, SSI 2. Complications - hemorrhage/hematoma - wound disruption/herniation - infection - sinus tract formation	DVD: Wound Closure Techniques	
6. Identify wound classifications	1. Clean 2. Clean/contaminated 3. Contaminated 4. Infected		

<b>UNIT 4</b>	<b>Surgical Pharmacology</b>		
<b>Learner Objectives</b>	<b>Content/Lecture Discussion</b>	<b>Related Learner Experiences</b>	<b>Writing Assignment/ Exams/Homework</b>
Upon completion of the unit the student will be able to: 1. Define general terminology regarding drugs used in surgery.	1. General definitions. 2. Abbreviations. 3. Calculations	<b><u>WEEK 6</u></b> <b>Mon. 10/16-Wed. 10/18</b>  <b>-Reading Assignment:</b> Fuller: p248-278 Rutherford, p.200-228  <b><u>ASSIGNMENT</u></b> -Workbook Assignment Unit # 4 on day of Exam#3, Wed. 11/01	<b><u>COLLECTION DAY</u></b> <b>WAC Term Paper</b> <b>2<sup>nd</sup> draft due day</b> <b>Mon. 10/16</b>

		-WAC Term Paper third draft: due day on Wed. 11/08	
2. Discuss the care and handling of drugs on the surgical field.	1. Drug identification - label information - circulator/scrub responsibility 2. Aseptic practice. 3. Techniques for identification. 4. Laws, policies and procedures.		
3. Discuss and identify those pharmacological agents used on the sterile field.	1. Anticoagulants. 2. Hemostatics. 3. Irrigation antibiotics. 4. Contrast agents. 5. Local Anesthetics. 6. Dyes		

<b>UNIT 5</b>			
<b>Learner Objectives</b>	<b>Content/Lecture Discussion</b>	<b>Related Learner Experiences</b>	<b>Writing Assignment/ Exams/Homework</b>
Upon completion of the unit the student will be able to: 1. Describe those factors that influence the selection of Anesthesia.	1. Patient factors 2. Types and duration of procedure. 3. Surgeon preference. 4. Patient preference. 5. Anesthesiologist's preference.	<b><u>WEEK 7</u></b> <b>Mon. 10/23-We. 10/25</b>  <b>Reading assignment:</b> Fuller: P 280-304 Goldman, p. 57-90 Rutherford, p. 34-38, 171-199	
2. Discuss the role of preoperative medications.	1. Preoperative medications 2. Drug actions: - relaxation - neuroleptics - analgesia - drying secretions - gastric acid reduction - vagal blockade	<b><u>ASSIGNMENT</u></b> Workbook Assignment Unit # 5, due day of Exam #3, 11/01	
3. Describe the types of anesthesia and methods of administration.	1. Types of anesthesia. - balanced general - regional - spinal - epidural - neuroleptics - local infiltration - topical - cryoanesthesia - hypnoanesthesia - acupuncture		

4. Describe the phases of general anesthesia and staff role during each.	1. Phases - Induction -Maintenance - Emergence - Recovery 2. Responsibilities within the scope of practice		
5. Identify adjuncts and monitoring devices used in surgery.	1. Adjuncts -hypothermia/ hyperthermia unit - blood warming devices - blood pump/rapid infuser - infusion control devices - double cuff pneumatic tourniquet 2. Monitoring devices - electrocardiogram - blood pressure devices - pulmonary artery catheter - central venous pressure catheter - temperature monitors - pulse oximeter - controlled ventilation - system for anesthetic and respiratory analysis - bispectral index monitoring (BIS) - stethoscopes and Doppler -arterial blood gases.	<b>WEEK 8</b> <b>Mon. 10/30-Wed. 11/01</b>	<b>EXAM # 3: Units 4 &amp; 5</b> <b>Wed. 11/01</b>  <b><u>COLLECTION DAY</u></b> <b>Workbook Assignment</b> <b>Units 4 &amp; 5</b>
6. Discuss complications resulting from the administration of anesthesia.	1. Aspiration 2. laryngospasm/ bronchospasm 3. Shock 4. Cardiac arrhythmias 5. Cardiac arrest 6. Malignant Hyperthermia	<b>Reading Assignment:</b> AST Guideline Statement for Malignant Hyperthermia in the Perioperative Environment	

<b>UNIT 6</b>	<b>Temperature Control, Hemostasis and Blood Replacement</b>		
<b>Learner Objectives</b>	<b>Content/Lecture Discussion</b>	<b>Related Learner Experiences</b>	<b>Writing Assignment/ Exams/Homework</b>
Upon completion of the unit the student will be able to: 1. Describe temperature control and adjunct devices with the indication for their use.	1. Types of devices - hypothermia blankets - blood warmers - thermal drapes	<b>WEEK 9</b> <b>Mon. 11/06-Wed 11/08</b>  <b>Reading assignment:</b> Fuller, Pp. 444, 289, 311, 334,540, 931-932, 1024 Rutherford, p.184, 187	<b><u>COLLECTION DAY</u></b> <b>WAC Term Paper-3rd draft due Wed. 11/08</b>

2. Identify the use of circulatory assistance devices to prevent thrombosis	1. Review blood-clotting mechanism 2. Sequential circulation devices	AST SOP - Standards of Practice for Maintenance of Normothermia in the Perioperative Patient  <b><u>ASSIGNMENT</u></b> -Homework Assignment Unit # 6, due on day of Exam #4, Wed. 11/22  -WAC Term FINAL Paper- due Wed. 11/29	
3. Discuss methods of hemostasis for the surgical patient.	1. hemostasis - hemostatic instruments - ligature - pressure - hemostatic clips - pharmacologic agents - bone wax - electrocoagulation - Argon beam	<b>Reading Assignment:</b> AST Position Statement on Intraoperative Activation of Power Equipment and Electrosurgery by CST and CSFA  AST SOP - Standards of Practice for Electrosurgery Unit (ESU)	
4. Discuss blood replacement and auto transfusion technologies	1. Monitoring blood loss. 2. Handling blood replacement components. 3. Auto transfusion - indications and contraindications - advantages and disadvantages - types of systems and devices	<b>Reading Assignment:</b> Fuller: P 99-100, 269, 301, 437, 445, Rutherford, p. 39-40, 97-98	

UNIT 7	Specialty Equipment		
Learner Objectives	Content/Lecture Discussion	Related Learner Experiences	Writing Assignment/ Exams/Homework
Upon completion of the unit the student will be able to: 1. Identify specialty equipment used in the clinical area.	Specialty Equipment: 1. Lasers 2. Harmonic scalpel 3. Pneumatic tourniquet 4. Power equipment 5. Microscopes 6. Endoscopic equipment 7. Headlamps 8. Irrigation/aspiration unit 9. Cryotherapy unit 10. Insufflators 11. Nerve stimulators	<b><u>WEEK 10</u></b> <b>Mon. 11/13-Wed 11/15</b>  <b>Reading assignment:</b> Fuller: P 121-142 Rutherford, p. 134-168 Goldman, p. 91-112  <b><u>ASSIGNMENT</u></b> Workbook Assignment Unit # 7, due on day of Exam #4, Wed. 11/22	



<b>UNIT 8</b>		<b>Preoperative Preparation, Discharge Planning and PACU</b>	
<b>Learner Objectives</b>	<b>Content/Lecture Discussion</b>	<b>Related Learner Experiences</b>	<b>Writing Assignment/ Exams/Homework</b>
<p>Upon completion of the unit the student will be able to:</p> <p>1. Discuss the care that the surgical patient may receive prior to the scheduled procedure; e.g. diagnostic testing.</p>	<p>1. Prior to admission</p> <ul style="list-style-type: none"> <li>- lab tests as appropriate</li> <li>- x-rays as appropriate</li> <li>- consent</li> <li>- allergies, handicaps, limitations</li> <li>- preoperative instruction and education</li> </ul> <p>2. Evening/morning prior</p> <ul style="list-style-type: none"> <li>- enemas</li> <li>- shave prep</li> <li>- nail polish</li> <li>- sedation</li> <li>- NPO</li> <li>- shower/bath</li> <li>- oral hygiene</li> <li>-makeup</li> </ul> <p>3. Immediately prior</p> <ul style="list-style-type: none"> <li>- patient identification</li> <li>- jewelry/denture/glasses</li> <li>- void/catheter</li> <li>- base line vital signs</li> <li>- Family</li> <li>- safe, quiet environment</li> <li>- Preoperative medications</li> </ul> <p>4. Age Specific Considerations</p>	<p><b><u>WEEK 11</u></b>  <b>Mon. 11/20-Wed. 11/22</b></p> <p><b>Reading assignment:</b>  Fuller, Pp. 305-315  Goldman, p 1-11</p> <p><b><u>ASSIGNMENT</u></b>  Workbook Assignment  Unit # 8, due on day of  Exam #4, Wed. 11/22</p>	
<p>4. Discuss the care given in the Post Anesthesia Care Unit.</p> <p>5. Discuss the process of discharge planning.</p>	<p>1. Postoperative Care</p> <p>2. Equipment</p> <p>3. Emergency Readiness</p> <p>1. Criteria for discharge.</p>	<p><b>Reading Assignment:</b>  Fuller, Pp. 305-315</p>	<p><b>EXAM # 4: Mon. 11/22</b>  <b>Units 6, 7, 8</b></p> <p><b><u>COLLECTION DAY</u></b>  <b>Homework Assignment</b>  <b>Due 11/22</b>  <b>Units # 6, 7 &amp; 8</b></p>
			<p><b>Final WAC Term Paper and PRESENTATION</b>  <b>Due 11/27 – 11/29</b></p>
<p><b>WEEK 12 – 12/11 - Final review</b></p>			

**Kingsborough Community College- CUNY**  
**ST3- Surgical Technology 3**  
**Fall 2017**  
**Professor: Jorge Zamudio**

**WAC - Reflective Writing Assignment**

The purpose of this assignment is to enhance your understanding of the various contemporary practices used in surgical technology.

You will select and read articles related to the topic of your choice, identify and highlight the main principles or methodologies employed; then reflect on the rational of each principle or methodology and state you agree or disagree including your own rational or reason for it.

All paper terms will be graded based on Rubric.

.....  
**Guidelines:**

- All papers must be 3-5 pages long in content, 1-inch margin all around, typed in 12-point Times New Roman font, double space, **no bold text. Cover letters will not be counted as part of the pages required.**
- Your assignment must include a heading indicating your name, the course name, and instructors name.
- You document must also include *Italic* on sub-headings, indicating change of direction in your discussion. It should include an introduction paragraph, thesis testament expressing you agree or disagree with the methodology discuss in the articles
- The body of content will be the platform for you to discuss in a reflective manner and detail each methodology or principle use, explaining the rational they use, and why you agree or disagree including your own rational.
- In your conclusion, you will summarize your paper and include what you learn from this assignment.
- Please follow the rules for Standard English writing: grammar, spelling, punctuation. Review attached rubric for details on grading criteria
- For writing help consult with your instructor or the Reading and Writing Center (L219)

.....  
Writing Assignment WAC due dates:

<b>1<sup>st</sup> draft (Outline)</b>	<b>- 09/27;</b>
<b>2<sup>nd</sup> draft</b>	<b>- 10/16;</b>
<b>3<sup>rd</sup> draft</b>	<b>- 11/08;</b>
<b>FINAL paper</b>	<b>- 11/29</b>

## Formal Writing Assignment Rubric

Title of Assignment: \_\_\_\_\_

Name: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Advance 25 Points	Proficient 20 Points	Intermediate 15 Points	Needs Work 10 Points	Score
<b>1. Knowledge, Purpose, and Supporting Evidence</b>	<ul style="list-style-type: none"> <li>○ Establishes and demonstrates strong knowledge and understanding of the subjects and purpose</li> <li>○ Provides ample of supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ Demonstrate sufficient knowledge of the subject, and purpose</li> <li>○ Provided adequate supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ Attempted to communicate showing signs of working knowledge and some understanding of concepts, establish and maintain focus on purpose.</li> <li>○ Provided too few supporting evidence</li> </ul>	<ul style="list-style-type: none"> <li>○ Limited awareness or lack of understanding of concepts and purpose of the assignment. Response is too vague or generic.</li> <li>○ Provided no supporting evidence</li> </ul>	
<b>2. Development of Ideas and Critical Thinking</b>	<ul style="list-style-type: none"> <li>○ Depth and complexity of ideas supported by rich, engaging pertinent details; evidence analysis, reflection with insightful</li> <li>○ Demonstrated excellent judgment when formulate statements.</li> </ul>	<ul style="list-style-type: none"> <li>○ Depth of idea development supported by elaborated, relevant details</li> <li>○ Ideas concur with standards of training and provided adequate but not compelling personal viewpoints.</li> </ul>	<ul style="list-style-type: none"> <li>○ Unelaborated idea development; unelaborated, repetitious and somewhat unclear details</li> <li>○ Expressed own ideas but did not clearly explained</li> </ul>	<ul style="list-style-type: none"> <li>○ Minimal idea development, lack of understanding, provided unrelated details.</li> <li>○ Stated facts but did not provoked the tone for discussion</li> </ul>	
<b>3. Organization, Sentence Structure</b>	<ul style="list-style-type: none"> <li>○ Careful presentation of ideas in a logical manner, and in suitable organization</li> <li>○ Precise sentence structure and length</li> </ul>	<ul style="list-style-type: none"> <li>○ Well written showing logical organization</li> <li>○ Controlled and varied sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>○ Lapses in focus, showed unorganized thoughts and/or coherence</li> <li>○ Simplistic with some awkward sentence structure</li> </ul>	<ul style="list-style-type: none"> <li>○ Random or very weak organization</li> <li>○ Incoherent or lack of topic/ineffective wording</li> <li>○ Too many running sentences</li> </ul>	
<b>4. Language, Grammar, APA Formatting and References</b>	<ul style="list-style-type: none"> <li>○ Powerful choice of words and engaging, precise and/or rich language, perfect grammar and punctuation, spelling and</li> <li>○ Correct APA or MLA formatting. Ample references with no errors</li> </ul>	<ul style="list-style-type: none"> <li>○ Suitable, effective language, few errors in grammar or format relative to length and complexity</li> <li>○ Correct APA or MLA formatting. Contained significant amount of references with minimal errors</li> </ul>	<ul style="list-style-type: none"> <li>○ Simplistic and/or imprecise language. Fair choice of words. Some errors in grammar but did not interfered with message</li> <li>○ Contained some errors in APA or MLA formatting. Provided a few references with multiple errors</li> </ul>	<ul style="list-style-type: none"> <li>○ Incorrect or ineffective language and confusing sentence structure, too many errors in grammar, spelling, punctuation, capitalization.</li> <li>○ Did not followed APA or MLA formatting, provided no references</li> </ul>	
<b>Total Points</b>					

KBCC – ST 3 Lecture Fall 2017  
 ORAL PRESENTATION – RUBRIC ASSEMENT  
 Prof. Zamudio

Presenter's Name: \_\_\_\_\_ Subject of Presentation: \_\_\_\_\_

Title of Presentation: \_\_\_\_\_

Evaluator's Name: \_\_\_\_\_ Title: \_\_\_\_\_ Date: \_\_\_\_\_

Criteria	Needs More Work 1 Point	Intermediate 2 Points	Proficient 3 Points	Advance 4 Points	Score
<b>Organization</b>	Student's presentation lacks of comprehensive sequences of ideas, information is not relevant to the subject, unprepared and confusing, lacks of clear points. Audience cannot understand presentation.	Student is disorganized, in presenting relevant information, not properly plan, jumps around. Audience has difficulty following presentation.	Student presents information in logical sequence. Audience able to follow and understands clearly relevant presentation main ideas.	Student presents relevant information clearly, using comprehensive and interesting sequence. Audience able to follow and understand all main ideas.	
<b>Subject Knowledge</b>	Student does not have grasp of information, cannot answer questions about the subject	Student is uncomfortable with information and is able to answer rudimentary questions only.	Student is at ease with unexpected questions, answers to all queries but fails to elaborate.	Student demonstrates full knowledge (more than required), answers all questions with thorough elaboration providing practical examples.	
<b>Graphics</b>	Students uses superfluous graphics or no graphics. Presentation lacks of engaging material.	Student occasionally uses graphics that rarely supports the subject, text and presentation.	Student's graphics are engaging, relevant to the subject, and relates to the text and presentation.	Student's graphics are exceedingly engaging (more than required), explain and reinforce screen text and presentation.	
<b>Mechanics</b>	Student's presentation has four or more spelling errors and/or grammatical errors.	Presentation has three misspelling and/or grammatical errors.	Presentation has no more than two misspellings and/or grammatical errors.	Presentation has no misspelling or grammatical errors.	
<b>Eye Contact</b>	Student reads all of report with no or minimal eye contact.	Student occasionally uses eye contact, but still reads from report.	Student maintains eye contact most of the time but frequently returns to notes.	Student maintains eye contact with audience and seldom returns to notes.	
<b>Elocution</b>	Student mumbles, is too nervous, incorrectly pronounces terms, speaks too quietly for audience hearing the speech.	Student voice is still too low, incorrectly pronounces terms, too nervous. Audience still have difficulty hearing presentation.	Student voice is clear, seldom uses humor relevant to subject, pronounces most words correctly, audience can hear presentation clearly.	Student uses a clear voice and correct, precise pronunciation of terms, uses subject relevant and engaging humor, audience can clearly hear presentation.	
<b>Total Points</b>					