

### Poster Submission Rubric

Criteria	0 (Missing or Unacceptable)	1 (Poor)	2 (Acceptable)	3 (Good)	4 (Excellent)
<b>Contribution to Discipline</b>	Does not contribute to field <b>OR</b> not important to learners		Potential for contribution to the field <b>AND</b> some importance to learners' practice/future research		Clearly demonstrates significant potential for contribution to the field <b>AND</b> importance to learners' practice/future research
<b>Purpose</b>	Aims/objectives are missing or very weak. No literature discussed		Aims/objectives stated <b>AND</b> literature discussed		Aims/objectives are clearly stated <b>AND</b> related to the literature review <b>AND</b> linked to a gap in the field
<b>Methods</b>	Study design, sampling procedures, and statistical analyses not discussed		Study design, sampling procedures, and statistical analyses described		Study design, sampling procedures, and statistical analyses described in detail
<b>Results</b>	No preliminary or final results are included		Results are described <b>AND</b> connected to purpose and methods		Results are described in detail <b>AND</b> connected to purpose and methods
<b>Conclusion &amp; Implications</b>	Conclusion and implications not discussed <b>OR</b> not supported by study results		Conclusion are stated <b>AND</b> supported by study results.		Conclusion is clearly supported by study results <b>AND</b> implications <b>AND</b> limitations are discussed
<b>Quality of Writing</b>	Writing is disorganized <b>OR</b> uses stigmatizing language		Writing is understandable <b>AND</b> without stigmatizing language		Writing is well organized <b>AND</b> acronyms defined <b>AND</b> without stigmatizing language

### Poster Submission – Case Study/Case Series Rubric

Criteria	0 (Missing or Unacceptable)	1 (Poor)	2 (Acceptable)	3 (Good)	4 (Excellent)
<b>Contribution to Discipline</b>	Does not contribute to field <b>OR</b> not important to learners		Potential for contribution to the field <b>AND</b> some importance to learners' practice/future research		Clearly demonstrates significant potential for contribution to the field <b>AND</b> importance to learners' practice/future research
<b>Purpose</b>	Aims/objectives are missing or very weak. No literature discussed		Aims/objectives stated <b>AND</b> literature discussed		Aims/objectives are clearly stated <b>AND</b> related to the literature review <b>AND</b> linked to a gap in the field
<b>Case Description</b>	Case(s) are minimally described		Case history, diagnosis, treatment, and outcomes are described		Case history, diagnosis, treatment, and outcomes are described in detail <b>AND</b> connected to purpose
<b>Conclusion &amp; Implications</b>	Conclusion and implications not discussed <b>OR</b> not supported by case results		Conclusion is stated <b>AND</b> supported by case results.		Conclusion is clearly supported by case results <b>AND</b> implications <b>AND</b> limitations are discussed
<b>Quality of Writing</b>	Writing is disorganized <b>OR</b> uses stigmatizing language		Writing is understandable <b>AND</b> without stigmatizing language		Writing is well organized <b>AND</b> acronyms defined <b>AND</b> without stigmatizing language

### Session Submission Rubric

Criteria	0 (Missing or Unacceptable)	1 (Poor)	2 (Acceptable)	3 (Good)	4 (Excellent)
<b>Contribution to Discipline</b>	Does not contribute to field <b>OR</b> is not relevant to learners		Potential for contribution to the field <b>AND</b> relevant to learners		Clearly demonstrates significant potential for contribution to the field <b>AND</b> is very timely and relevant to learners
<b>Purpose</b>	Aims/objectives are missing or very weak. No literature discussed		Aims/objectives stated <b>AND</b> literature discussed		Aims/objectives are clearly stated <b>AND</b> related to the literature review <b>AND</b> linked to a gap in the field
<b>Session Plan</b>	Session plan is missing/incomplete <b>OR</b> completely inappropriate for the time frame, session type, and setting		Session plan is appropriate for the time frame, session type, and setting <b>AND</b> teaching methods are linked to educational purpose		Clear, detailed session plan that is appropriate for the time frame, session type, and setting <b>AND</b> teaching methods are clearly linked to educational purpose <b>AND</b> appropriate to achieve stated goals
<b>Applicability</b>	Unclear that learners will gain new knowledge or skills		Learners will gain new knowledge		Learners will gain new knowledge/skills <b>AND</b> be able to readily apply knowledge/skills
<b>Quality of Writing</b>	Writing is disorganized <b>OR</b> uses stigmatizing language		Writing is understandable <b>AND</b> without stigmatizing language		Writing is well organized <b>AND</b> acronyms defined <b>AND</b> without stigmatizing language