

THE VISION OF THE UNIVERSITY OF JORDAN

A university excelling in pedagogy, research, and innovation and advancing in global standing

THE MISSION OF THE UNIVERSITY OF JORDAN

Providing students with fulfilling learning experiences, conducting knowledge-producing research, and building firm societal ties, within an environment conducive to creativity, innovation, and entrepreneurship: making efficient use of resources and forging fruitful partnerships.

THE VISION OF THE SCHOOL OF REHABILITATION SCIENCES

Leadership in the creation and development of knowledge, and in the preparation of human resources aspiring for excellence regionally and internationally

THE MISSION OF THE SCHOOL OF REHABILITATION SCIENCES

To excel in the preparation and training of model rehabilitation personnel, who participate in the health and community sector, and provide the local and regional community with appropriate rehabilitation services based on needs. Through educational curricula that facilitates the implementation of up to date rehabilitation services based on the best available evidence.

THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY

To be recognized as an outstanding educational program with high quality faculty members, staff and students

THE MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY

To graduate professionals in the field of physical therapy who are to contribute to the health needs of society through education, scholarly activities, research, service and professional practice.

Course Syllabus

1	Course title	Musculoskeletal Physiotherapy I
2	Course number	1801313
3	Credit hours	(2,1)
	Contact hours (theory, practical)	(2,4)
4	Prerequisites/corequisites	0507103 & 181202
5	Program title	B.Sc. in Physiotherapy
6	Program code	1801
7	Awarding institution	The University of Jordan
8	School	School of Rehabilitation Sciences
9	Department	Department of Physiotherapy
10	Course level	Undergraduate/ Third year
11	Year of study and semester (s)	2024/2025 – First semester
12	Other department (s) involved in teaching the course	None
13	Main teaching language	English
14	Delivery method	<input checked="" type="checkbox"/> Face to face learning <input type="checkbox"/> Blended <input type="checkbox"/> Fully online
15	Online platforms(s)	<input checked="" type="checkbox"/> Moodle <input checked="" type="checkbox"/> Microsoft Teams <input type="checkbox"/> Skype <input type="checkbox"/> Zoom <input type="checkbox"/> Others.....
16	Issuing/Revision Date	October 2024

17 Course Coordinator:

Name: Dr. Lara Al-Khlaifat	Contact hours: Sun. & Wed 12-1
Office number: 324	Phone number: 5355000 Ext. 23217
Email: l.khlaifat@ju.edu.jo	

18 Other instructors:

Name: Rua'a Hmad Email: r.hmad@yahoo.com Contact hours: upon request
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19 Course Description:

This course includes an introduction to principles of musculoskeletal evaluation, assessment and management of the joints of the lower extremities, and bone fractures including their normal and abnormal healing process and complications. Emphasis will be placed on the musculoskeletal evaluation and evidence-based management of different pathological, surgical and traumatic conditions and movement dysfunction related to the lower extremities. Lectures and laboratory sessions are used to develop skills in pathomechanics, patient evaluation, clinical decision-making, treatment planning and implementation for patient with lower extremity musculoskeletal dysfunction.
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20 Course aims and outcomes:

A- Aims:

To prepare the students for clinical placement by providing them with the knowledge about the different medical conditions affecting the lower limbs, which are commonly managed by physiotherapists, and their evidence-based assessment and management approaches.

B- Students Learning Outcomes (SLOs):

Upon successful completion of this course, students will be able to:

SLOs	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
SLOs of the course											
1. Interpret the biomechanics, pathomechanics, mechanisms of injuries, operative procedures and their precautions during rehabilitation of lower limb injuries.		X									
2. Develop clinical reasoning skills by linking subjective and objective examination results to determine the appropriate management plan to the client's needs.						X					
3. Plan evidence-based management programs that include education and advice to clients based on their needs to improve outcome.						X					
4. Apply different assessment and management						X					

techniques correctly taking into consideration the client's condition.											
5. Use online resources to determine evidence based management approaches for injuries of the lower limb			X								

Program SLOs:

1. Recognize, critically analyze and apply the conceptual frameworks and theoretical models underpinning physiotherapy practice
2. Demonstrate comprehension of background knowledge that informs sound physiotherapy practice
3. Demonstrate the ability to use online resources and technologies in professional development
4. Display a professional commitment to ethical practice by adhering to codes of conduct and moral frameworks that govern the practice of physiotherapy.
5. Evaluate the importance of and critically appraise research findings to inform evidence-based practice such that these skills could be utilized in continuing self-development
6. Implement clinical reasoning, reflection, decision-making, and skillful application of physiotherapy techniques to deliver optimum physiotherapy management
7. Adhere to the professional standards of physiotherapy practice in terms of assessment, management, outcome measurement, and documentation
8. Display a willingness to promote healthy lifestyle and convey health messages to clients
9. Value the willingness to exercise autonomy while appreciating the challenges associated with delivering physiotherapy services
10. Display the ability to practice in a safe, effective, non-discriminatory, inter- and multi-disciplinary manner
11. Demonstrate effective oral and written communication with clients, carers, and health professionals

21. Topic Outline and Schedule:

Week	Lecture	Topic	Student Learning Outcome	Learning Methods (Face to Face/Blended/ Fully Online)	Platform	Synchronou s / Asynchronou s Lecturing	Evaluation Methods	Resources
1	1.1	Introduction to MSK + Principle of MSK assessment	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1
	1.2	Principle of MSK assessment (continued)	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1
	1.3	-----		Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	-----
2	2.1	Fractures healing and general complications	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2
	2.2	Fractures healing and general complications (cont.) + Local complications	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2
	2.3	Lower quarter screening	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,5
3	3.1	Knee joint anatomy and biomechanics	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2,4,8
	3.2	Knee joint anatomy and biomechanics	2	Face to face	Moodle and	Synchronou s	Theoretical and practical exams	2,4,8

		cs (continued)			Microsoft Teams			
	3.3	Principle of # managemen t + Physiothera py and fractures + Use of crutches and walkers	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2,3
4	4.1	Patellofemo ral disorders	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,5
	4.2	Physical examination and managemen t of PFPS I	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,3,5
	4.3	Physical assessment of the knee (observation , palpation, examination)	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1
5	5.1	Physical examination and managemen t of PFPS II	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,5
	5.2	Meniscal injuries	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,5
	5.3	PFPS assessment + swelling tests+ Meniscal and ligamentous	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1

		injury tests + LLD tests						
6	6.1	Meniscal injuries (continued)	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,5
	6.2	Anterior Cruciate Ligament injury	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,5
	6.3	PFPS assessment + Knee and PF joints managemen t (mobilizatio n + exercises)+ Knee taping	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,3
7	7.1	PCL and medial and Lateral Collateral Ligaments injuries	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2
	7.2	Knee OA	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,5
	7.3	Knee joint case studies	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	-----
8	8.1	Knee replacement surgeries	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2,5
	8.2	Knee case discussions/ presentation s	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	-----

	8.3	Midterm practical exam	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,3,5
	9.1	Midterm exam	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,3,4,5
9	9.2	Ankle Joint Anatomy and Biomechanics	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2,4,8
	9.3	Physical examination of the ankle and foot (special tests)	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1
	10.1	Biomechanical examination of the foot and ankle	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2,4,8
10	10.2	Foot pathologies	2	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2
	10.3	Foot and ankle mobilization + exercises	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	1,3
	11.1	Ankle case discussion/ presentations	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	-----
11	11.2	Hip joint anatomy and biomechanics + Intra-articular hip pathologies	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	2,4,8

	11.3	Ankle joint case studies	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	-----
12	12.1	Hip joint fractures and dislocations	2	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	2,5
	12.2	Christmas holiday	-----	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	-----
	12.3	Physical examination of the hip (history, observation, examination and palpation+ special tests)	2,6	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	1,5
13	13.1	Extra-articular hip pathologies	2,6	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	2,5
	13.2	New year holiday	-----	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	-----
	13.3	Hip joint treatment: hip exercises + mobilisation + case studies	2,6	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	1,2,3
14	14.1	Hip Osteoarthritis	2,6	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	2,5
	14.2	Total hip arthroplasty	2,6	Face to face	Microsoft Teams	Synchronou s	Theoretical and practical exams	2,5
	14.3	Final practical exams	2,6	Face to face		Synchronou s	Theoretical and practical exams	1,2,3,4,5

15	15.1	Hip case discussions/ presentations	2,6	Face to face	Moodle and Microsoft Teams	Synchronou s	Theoretical and practical exams	-----
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22 Evaluation Methods:

Opportunities to demonstrate achievement of the SLOs are provided through the following assessment methods and requirements:

Evaluation Activity	Mark	Topic(s)	SLOs	Period (Week)	Platform
Midterm theory	30%	Weeks 1-8	2,6	Week 8/9 (TBC)	Onsite
Midterm practical (Grading criteria in Appendix 1)	10%	Weeks 2-7	2,6	Week 8	Onsite
Presentations (Details in Appendix 2)	10%	Weeks 1-14	2,3,6	Throughout the course	Onsite
Final theory	30%	All topics-theory	2,6	To be announced by registration	Onsite
Final practical (Grading criteria in Appendix 1)	20%	All topics-practical	2,6	Week 14	Onsite

23 Course Requirements

You will need access to a display device (computer, laptop, tablet or your mobile phone), internet connection and access to the e-learning system and Microsoft Teams. Please ensure to check the e-learning website regularly.

As a reference for lab materials, videos of the instructor (Lara Al-Khlaifat) have been uploaded on a Youtube channel (Lara Al-Khlaifat). You will be instructed every week which videos to watch and study so lab time is used to apply the different techniques and for discussions.

You would need the following in the practical sessions:

- Goniometers

- Reflex hammer
- Tape measures

24 Course Policies:

A- Attendance policies:

- Attendance will be taken on every class throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to arrive to class on-time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using e-mail.
- Repeated tardiness or leaving early will not be accepted.
- Students who miss class (or any portion of class) are responsible for the content. Any student who misses a class has the responsibility for obtaining copies of notes, handouts, assignments, etc. from classmates who were present. If additional assistance is still necessary, an appointment should be scheduled with the instructor. Class time is not to be used to go over material with students who missed class (es).
- An absence of more than 15% of all the number of classes and practical labs, which is equivalent to (6) classes, requires that the student provides an official excuse to the instructor and the dean.
- If the excuse was accepted the student is required to withdraw from the module.
- If the excuse was rejected the student will fail the module and mark of zero will be assigned as stated in the laws and regulations of the University of Jordan.

B- Absences from exams and submitting assignments on time:

- The instructor will not do any make-up exams.
- Exceptions for make-up exams and late submission of class assignments will be made on a case-by-case basis for true personal emergencies that are described in the regulations of The University of Jordan (e.g., documented medical, personal, or family emergency).
- Except for the final exams, make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to provide an excuse for the absence within three days to schedule a make-up session. Otherwise, the recorded score in that exam for the student will be zero.
- Late assignments will not be accepted and submission of assignments (due to unjustified absence from class) by other students will not be accepted regardless of how much work the student put into its preparation.

C- Health and safety procedures:

- Students will not be in direct contact with patients during this course.

- Students are not expected to use any heavy tools that might impose health and safety issues during this course. Safety guidelines will be applied when operating different therapeutic modalities.
- Students should work safely, including being able to select appropriate hazard control and risk management, reduction or elimination techniques in a safe manner in accordance with health and safety legislation.
- Students should understand the importance of and be able to maintain confidentiality of clients' information.
- Students should understand the importance of and be able to obtain informed consent of clients when necessary.
- Students should know the limits of their practice and when to seek advice or refer to another professional

D- Honesty policy regarding cheating, plagiarism, misbehavior:

- Students are expected to observe all University guidelines pertaining to academic misconduct.
- Any work submitted by a student for academic credit must be the student's own work. Submission of work taken directly from another source (e.g., book, journal, internet, clinic forms, or another student work) will be considered plagiarism and the student/group will get a zero grade for that work if part of an assignment. In addition, if copying occurred, both the student who copied the work and the student who gave material to be copied (if applicable) will receive zero grade for the assignment.
- Students are expected to do work required for assignments on their own. Asking other instructors at the JU clinic or the staff, or other students to assist in or do any part of the assignment will negatively affect their grade on that assignment. The course instructor is the person the student needs to talk to if s/he has any difficulties pertaining to an assignment or project and is strongly encouraged to schedule an appointment with the instructor if such difficulties arise during the semester.
- Course materials prepared by the instructor, together with the content of all lectures and review sessions presented by the instructor are the property of the instructor. Video and audio recording of lectures and review sessions without the consent of the instructor is prohibited.
- Any forms of academic misconduct will be handled according to the University of Jordan guidelines.

E- Grading policy:

Grading for this course will be determined based upon the accumulation of points from a variety of assignments and exams. All work will be evaluated on completeness, organization, clarity of information, and the integration and application of the material.

F- Available university services that support achievement in the course:

The University of Jordan provides many services to support social, health, and mental well-being of students in general and students with disabilities in specific. Students are advised to visit the School of Students Affairs to learn more about those services. If you are a student with a disability for which you may request accommodations, please notify the staff of Services for Student with Disabilities (School of Students Affairs) as soon as possible. Please also contact the instructor as soon as possible (email is acceptable) so the appropriate accommodations for this course can be made.

25 References:

A- Required book(s), assigned reading and audio-visuals:

1. Magee D. (2020) Orthopaedic physical assessment. 7th edition, Saunders Elsevier
2. Giangarra C.E., Manske R.C. (2017) Clinical Orthopaedic Rehabilitation. A Team Approach. 4th edition
3. Kinser C., Borstad J. and Colby LA. (2022) Therapeutic Exercises Foundations and Techniques. 8th edition, F.A. Davis Company
4. Neumann DA. (2024) Neumann's Kinesiology of the Musculoskeletal System. 4th edition, Elsevier
5. Articles provided by lecturer

B- Recommended books, materials, and media:

6. Nordin M. and Frankel V. (2021) Basic Biomechanics of the Musculoskeletal System, 5th edition, Lippincott Williams and Wilkins, Philadelphia, Pennsylvania
7. Levangie PK., Norkin CC., and Lewek MD (2019) Joint structure and function: A comprehensive analysis. 6th edition, FA Davis, Philadelphia.
8. Wineski LE (2024) Snell's Clinical anatomy by regions. 11th edition, Lippincott Williams and Wilkins, Philadelphia, Pennsylvania

26 Additional information:

Students with disabilities:

- If you are a student with disability, please contact the course coordinator at the beginning of the term to inform them of any needs or adjustments you might have.
- According to University regulations, some students with disabilities can be allowed additional time during exams. This extra time is granted by an official letter from the University administration. Please discuss with the course coordinator your need for such extra time at the start of the term.
- All information you provide to the course coordinator will be dealt with confidentially.

Course material and copy rights:

- All material prepared by the course coordinator for the purposes of this course are the intellectual property of the course coordinator. It is only intended for the personal use of students for their individual learning.
- Sharing of course content with other people or via different platforms other than those used by the course coordinator is prohibited. The permission of the course coordinator must be sought before sharing of content.

All references and material related to the course will be uploaded on Moodle website

(<https://elearning.ju.edu.jo//>)

This module builds on the knowledge and skill gained during other modules and provide further detailed knowledge on topic related to Musculoskeletal physiotherapy:

Biomechanics and kinesiology: Students will build on the knowledge gained from these two modules regarding the kinetics and kinematics of the different joints which will help in explaining the mechanisms of injury and planning management plans in musculoskeletal physiotherapy I module

Surgery for rehabilitation students: this module provides detailed information on the most common orthopaedic operations. The MSK I module will build on this knowledge by including the pre and post assessment and management procedures, contraindications, and precautions.

Test and Measures: Students will build on the skills acquired during this module and implement them on different case scenarios related to musculoskeletal problem. These skills include range of motion and manual muscle testing

Therapeutic exercises 1 and 2: Students are required to implement the skills gained during these modules in the design and implementation of a therapeutic exercise program for patient with musculoskeletal disorders, taking into consideration the possible contraindications including stretching, strengthening, balance exercises.

Name of Course Coordinator: ---Lara Al-Khlaifat-----Signature: ---LK----- Date: -2/10/2024-
Head of Curriculum Committee/Department: -Sumaya Abu Jaber----- Signature: ---SA-----
Head of Department: -Mais Aldoghmi----- Signature: -----MD-----
Head of Curriculum Committee/Faculty: Prof. Kamal Hadidi- Signature: --KAH
Dean: Prof. Kamal Hadidi- Signature: --KAH

Reviewed by Jennifer Muhaidat

Appendix 1: MSK I - Practical assessment criteria

Student name:

	Marks
Q1: Correct Hypothesis <ul style="list-style-type: none">- Without guidance 1 mark- With Guidance 0.5 mark	
Q1: Correct special test <ul style="list-style-type: none">- Without guidance 1 mark- With Guidance 0.5 mark	
Q1: Correct performance <ul style="list-style-type: none">- Without guidance 2 mark- With limited guidance 1 mark- With extensive guidance 0.5 mark	
Q1: Correct results <ul style="list-style-type: none">- Without guidance 1 mark- With Guidance 0.5 mark	
Q2: Correct application of the requested assessment <ul style="list-style-type: none">- Correct application without guidance 4 marks- Suboptimal performance without guidance 3 marks- Suboptimal performance with limited guidance 2 mark- Suboptimal performance with extensive guidance 1 mark- Limited performance and extensive guidance 0.5- Wrong application 0 marks	
Q3: Correct application of mobilization technique <ul style="list-style-type: none">- Correct application without guidance 4 marks- Suboptimal performance without guidance 3 marks- Suboptimal performance with limited guidance 2 mark- Suboptimal performance with extensive guidance 1 mark- Limited performance and extensive guidance 0.5- Wrong application 0 marks	
Q 4 <ul style="list-style-type: none">- Correct performance and reasoning without feedback 2 marks- Correct answer with minor mistakes in performance and reasoning with/without limited feedback 1 marks- Many mistakes in performance and reasoning with feedback 0.5 marks- Does not know 0 marks	
Total	/15

Appendix 2: Presentation details

In this project, you will be divided into groups of **7 students**. Each group is required to search for an up to date evidence based article (preferably since 2020) on one of the topics discussed in this course and **present it in class**. There will be no duplication of topics and each group will determine their topic at the beginning of the term and send it to me for confirmation. **You are required to send me the chosen article before the presentation to be able to discuss it in class.**

The presentations will take **10 minutes only followed by 5 minutes for discussion** and will be presented in class during the course. You will be informed of the date of your presentation after the topics have been assigned to each group.

The following should be included in your presentation:

- Search strategy, databases and keywords and the number of articles from this search
- The title of the chosen article
- Why this article was chosen? (Justification)
- Aim of the study
- Explain the method including ethical issues, recruitment, inclusion and exclusion criteria, outcome measures, procedure, statistical analysis
- Results (significant and non-significant) for all outcome measures used in the article
- Conclusion
- Any study limitations
- Clinical implication

You could choose your preferred power point design, font size and type for the presentation, you could also add pictures and figures if you want but make sure it is clear to your audience.

Grading rubric

Names:

Topic:

Criteria	Check list and feedback	Rubric				Mark
Search strategy, databases and keywords and the number of articles from this search		2 All required elements are mentioned	1 Missing one of the required elements	0 Not mentioned		
Justification of the chosen article		2 Logical and clear based on background knowledge	1 Not complete and lacks clear explanation	0 Not clear		
Aim of the study		1 Clear	0 Not clear			
Explanation of the method including ethical issues, recruitment, inclusion and exclusion criteria, outcome measures, procedure, statistical analysis		4 All elements are mentioned clearly	3 All elements are mentioned but needs further clarification	2 Some elements are missing but those mentioned are clearly explained	1 Most elements are not mentioned and not clearly explained	
Results for all outcome measures (significant and non-significant)		3 Results of all outcome measures are mentioned clearly	2 Results of all outcome measures are mentioned but not clearly explained	1 Results of some outcome measure are mentioned clearly	0 Not mentioned or mentioned by not clearly explained	

Conclusion and any study limitations		2 Clear	1 Needs further clarification	0 Not clear	
Clinical implication		2 Mentioned clearly and are correct	1 Mentioned but are not directly related to the topic	0 Not mentioned	
Visual Appeal		2 There are no errors in spelling, grammar and punctuation. Information is clear and concise on each slide. Visually appealing/engaging	1 Too much information was contained on many slides. Minimal effort made to make slides appealing or too much going on.	0 There are many errors in spelling, grammar and punctuation. The slides were difficult to read and too much information had been copied onto them. No visual appeal	
Presentation Skills		2 Regular/constant eye contact, the audience was engaged, and the student held the audience's attention. Appropriate speaking volume & body language.	1 The students focused on only part of audience. Sporadic eye contact. The audience was distracted. The student could be heard by only half of the audience. Body language was distracting.	0 Minimal eye contact by the student focusing on small part of audience. The audience was not engaged. The student spoke too quickly or quietly making it difficult to understand. Inappropriate/disinterested body language.	
Total					/20
The presentation lasts 20 + 2 minutes → the grade as it is The presentation lasts 20 + 6 minutes → the grade -1 The presentation lasts more than 20 minutes → the grade -2					

