مركز الاعتماد وضمان الجودة
ACCREDITATION & QUALITY ASSURANCE CENTER

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 MISSION OF THE DEPARTMENT OF PHYSIOTHERAPY

The mission of the department of Physiotherapy is 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.

THE VISION OF THE DEPARTMENT OF PHYSIOTHERAPY

The vision of the Department of Physical Therapy is to be recognized as an outstanding educational program with high quality faculty members, staff and students

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Course Syllabus

1	**Course title**	Cardiopulmonary physiotherapy 1
2	**Course number**	1801324
3	**Credit hours**	3
	Contact hours (theory, practical)	(2,1)
4	**Prerequisites/corequisites**	Internal medicine for rehabilitation sciences 0508102, Exercise physiology 1801200.
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**	Physiotherapy
10	**Course level**	Undergraduate- Second year
11	**Year of study and semester (s)**	2023/2024– Second semester
12	**Other department (s) involved in teaching the course**	None

13	**Main teaching language**	English
14	**Delivery method**	☑ Face to face learning ☐ Blended ☐ Fully online
15	**Online platforms(s)**	☐ ☑ Moodle ☑ ☐ Microsoft Teams ☐ Skype ☐ Zoom ☐ Others……
16	**Issuing/Revision Date**	Revision February 2024

17 Course Coordinator:

Name: Mohammad Darabseh, PhD in Cardiorespiratory Physiotherapy Contact hours: **Theory: Sunday and Thursday- section 1: 13:30-14:30; Monday and Wednesday- section 2: 13:30-14:30; Practical Sunday, Tuesday, and Thursday 8:00-12:00 and Tuesday 12:00 – 16:00** Office number: 426 Phone number: 23279 Office hours: Mon. & Wed. 10:00-11:00 Email: m_darabseh@ju.edu.jo

18 Other instructors:

Name: Abeer Kharabsheh Office number: Phone number: Email:

19 Course Description:

As stated in the approved study plan. The focus of this course is on the assessment of a range of clinical presentations in a variety of environments within cardiorespiratory care, such as the patient in ICU, the patient who has chronic lung disease requiring admission, the patient who has undergone surgery and the cardiorespiratory patient managed in the community. This course will guide the students to develop skills in the assessment for the patient with cardiorespiratory problems and to develop a physiotherapy problem list that will be used later on for planning management. The teaching and learning opportunities are structured to encourage the

student to develop effective patient assessment, clinical reasoning, decision making, and evidence based clinical practice for patients with cardio respiratory compromise.

Module content and delivery:

The focus of the module is on the assessment of a range of clinical presentations in a variety of environments within cardio-respiratory care. The module builds on the knowledge and skills gained at year 1 and 2, particularly thoracic anatomy, cardiovascular anatomy, cardiovascular and respiratory physiology, Surgery, diagnostics, pharmacology, internal medicine, and physiotherapy techniques. Throughout the module you will develop your skills in the assessment of the patient with Cardiorespiratory problems. You will use this knowledge to develop a physiotherapy problem list that will be used later on for planning management. The teaching and learning opportunities are structured to encourage you to develop effective patient assessment and clinical reasoning, decision making and evidence-based clinical practice for patients with cardio-respiratory compromise.

The module is split into three main units each addressing a number of intended learning outcomes.

The first unit is an introduction to the concept of problem-based assessment. The second unit is a detailed study of the pathophysiology of the Cardiorespiratory system and the third unit is a description of the most common pathological changes in the cardiac and respiratory system.

The module will be delivered by way of a led lecture, followed by a practical session. These will be supported by web-based activities and workbooks. At this level you are expected to take greater responsibility for your own learning, and you will be directed via the E-Learning site towards exploring wider aspects of the curriculum, using a variety of learning resources and case study examples.

The lectures, practical sessions and online case studies will involve solving clinically based problems and you will be encouraged to develop your skills of assessment and problem identification using 'real scenarios'. Throughout the module, both in teaching sessions and online, you will receive formative feedback to help you develop your knowledge and understanding within cardio-respiratory care and identify any ongoing learning needs.

20 Course aims and outcomes:

9- Aims:

- To explore the principles of problem-based assessment of patients with Cardiorespiratory compromise
- To recognize the different paradigms of assessment and the relevance of functional assessment to physiotherapy practice.
- To practice safe and effective application of various assessment techniques
- To recognizes different cardiorespiratory pathologies in terms of signs, symptoms and functional problems.
- To practice the implementation of knowledge, clinical reasoning and reflective practice in the development of physiotherapy problem list for patients with Cardiorespiratory problem

B- Students Learning Outcomes (SLOs):

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

SLOs / SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
1 Explain the different components of the assessment of people with Cardiorespiratory problems relevant to physiotherapy practice and document assessment findings	√										
2 Analyze cardiorespiratory case studies and guide the development of problem list	√										
3 Demonstrate knowledge of the normal structure and function of the cardiovascular and respiratory system		√									
4 Understand the pathophysiology of Cardiorespiratory conditions		√									
5 Be able to evaluate research and other evidence relevant to cardiorespiratory physiotherapy to inform your practice.					√						

SLOs / SLOs of the course	SLO (1)	SLO (2)	SLO (3)	SLO (4)	SLO (5)	SLO (6)	SLO (7)	SLO (8)	SLO (9)	SLO (10)	SLO (11)
6 Demonstrate critical thinking and applying skills when interpreting assessment findings and relating them to physiotherapy "functional" problems						√					

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	Synchronous/ Asynchronous Lecturing	Evaluation Methods	Resources
1	1.1	Module structure and content	All	Face to face	E-learning Microsoft teams	synchronous	Theory exam Practical exam project	Videos on teams Chapter 17
	1.2	What is Cardiorespiratory physiotherapy?	All	Face to face	E-learning Microsoft teams	synchronous	Theory exam Practical exam project	Videos on teams Chapter 17
	1.3	Lab instructions	All	Face to face	E-learning Microsoft teams	synchronous	Lab instructions	All
2	2.1	Structure and function of the respiratory system - Review	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4 Book chapter
	2.2	Structure and function of the respiratory system – Sputum production and clearance of secretions	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 Book chapter 21, 22
	2.3	**Problem-based assessment of the cardiorespiratory patient 1** **&** **clinical assessment of the**	All	Face to face	E-learning Microsoft teams	synchronous	All	International classification of functioning disability and health http://apps.who.int/classifications

		Cardiorespiratory patient 1 **patient history and body chart (vital signs- blood pressure and pulses in upper and lower limbs)**						book chapter 17 and chapter 8
Week	**Lecture**	**Topic**	**Student Learning Outcome**	**Learning Methods (Face to Face/Blended/ Fully Online)**	**Platform**	**Synchronous / Asynchronous Lecturing**	**Evaluation Methods**	**Resources**
3	3.1	Structure and function of the respiratory system – -sputum retention (Assessment 1)	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 Book chapter 4 Book chapter 21, 22
	3.2	Structure and function of the respiratory system – sputum retention (Assessment 2)	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 Book chapter 4 Book chapter 21, 22
	3.3	**Clinical assessment of the Cardiorespiratory patient (objective assessment of cardiorespiratory patients)**	All	Face to face	E-learning Microsoft teams	synchronous	All	International classification of functioning disability and health http://apps.who.int/classifications book chapter 17 and chapter 8

4	4.1	Structure and function of the respiratory system – mechanics of breathing 1	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 Book chapter 4 Resources on e-learning and teams
	4.2	Structure and function of the respiratory system – mechanics of breathing 2	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 Book chapter 4 Resources on e-learning and teams
	4.3	**Assessment of secretions: auscultation and percussion notes**	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 8 Resources on e-learning and teams
5	5.1	Structure and function of the respiratory system – ventilation-perfusion-V/Q matching	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 Book chapter 4 Resources on e-learning and teams
	5.2	Structure and function of the respiratory system – control of breathing+ Quiz (10%)	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 15 Resources on e-learning and teams
	5.3	**Mechanics of ventilation in real time**	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 21 22

6	6.1	Structure and function of the respiratory system – control of breathing	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 15 Chapter 39
	6.2	Breathing pattern disorders (dyspnea)	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 39 Physiotherapy for breathing pattern disorders resources for physiotherapists (physiotherapyforbpd.org.uk)
	6.3	**V/Q mismatch and control of breathing**		Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 Book chapter 4 and 15 Resources on e-learning and teams
7	7.1	Breathing pattern disorders (Obstructive and restrictive pulmonary diseases 1)	All	Face to face	E-learning Microsoft teams	synchronous	All	Physiotherapy for breathing pattern disorders resources for physiotherapists (physiotherapyforbpd.org.uk)
	7.2	Eid Al Fitr Al Mubarak 2024	---	----	----	----	----	----
	7.3	Revision and projects catch-up	All	Face to face	E-learning	synchronous	All	Book chapter 15

					Microsoft teams			Chapter 39 Resources on e-learning and Microsoft teams
8	8.1	Lung volumes and spirometry (1)	All	Face to face	E-learning Microsoft teams	synchronous	All	ACSM's guidelines on exercise testing and prescription 11th edition Chapter 19
	8.2	Lung volumes and spirometry (2)	All	Face to face	E-learning Microsoft teams	synchronous	All	ACSM's guidelines on exercise testing and prescription 11th edition Chapter 19
	8.3	Assessment of dyspnea	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 15 Chapter 39
9	9.1	Structure and function of the cardiovascular system – lymphatic drainage 1 (online) Theoretical midterm exam (TBC)	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4
	9.2	Structure and function of the cardiovascular system – lymphatic drainage 2 (online) Theoretical midterm exam (TBC)	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4

	9.3	**Spirometry (PFT)**	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4
10	10.1	Structure and function of the cardiovascular system – circulation 1	All	Online	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4
	10.2	Structure and function of the cardiovascular system – circulation 1	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4
	10.3	**Lymphatic drainage**	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4
Week	**Lecture**	**Topic**	**Student Learning Outcome**	**Learning Methods (Face to Face/Blended/ Fully Online)**	**Platform**	**Synchronous / Asynchronous Lecturing**	**Evaluation Methods**	**Resources**
11	11.1	Structure and function of the cardiovascular system – circulation 2	All	Online	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4 ACSM's guidelines on exercise testing and prescription 11th edition
	11.2	Structure and function of the cardiovascular system – circulation 2	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4 ACSM's guidelines on exercise testing and

								prescription 11th edition
	11.3	**Objective Assessment of the cardiovascular system and laboratory-based exercise tests** / Projects presentation	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 3 and 4 ACSM's guidelines on exercise testing and prescription 11th edition
12	12.1	Exercise Testing and Prescription in Cardiac and Respiratory Disease	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 5 Online resources
	12.2	Exercise Testing and Prescription in Cardiac and Respiratory Disease	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 5 Online resources
	12.3	**Exercise Testing and Prescription in Cardiac and Respiratory Disease**	All	Face to face	E-learning Microsoft teams	synchronous	All	Book chapter 5 Online resources ACSM's guidelines on exercise testing and prescription 11th edition
13	13.1	Respiratory failure 1	All	Face to face	E-learning Microsoft teams	synchronous	All	Chapter 5 Online resources
	13.2	Respiratory failure 2	All	Face to face	E-learning Microsoft teams	synchronous	All	Chapter 5 Online resources
	13.3	Revision	All	Face to face	E-learning Microsoft teams	synchronous	All	
14	14.1	Pneumonia and Revision						

	14.2	Pneumonia and Revision	All	Face to face	E-learning Microsoft teams	synchronous	All	Chapter 5 Online resources
	14.3	**Final practical exam**	All	Face to face				

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 exam	30	Weeks 1-9	All	9	onsite
Project	10	All	All	9-11	onsite
Quiz	10	All	All	5	onsite
Final practical exam	20	All	All	14	onsite
Final theory exam	30	All	All	TBC	onsite

Assignment (project):	Impact of negative health behaviours on the cardiovascular and pulmonary system
Assignment description:	Students will select negative health behaviour such as: smoking, physical inactivity, alcohol intake, obesity. They will then discuss the impairment of body functions and structures on the cardiovascular and pulmonary systems resulting from such behaviours as documented by scientific evidence in the literature. Students should answer the following question: • Discuss the impact of negative health behaviour on the cardiovascular and pulmonary system in terms of impairment of body functions and structures, **show the role of physiotherapy** and present the findings. •
Assignment objective:	• Recognize the impact of negative health behaviour on the cardiovascular and pulmonary system • Employ the scientific evidence to support the discussion • Be able to transfer knowledge to their patients/clients using appropriate language • Be able to market and communicate scientific knowledge with the community.
Assignment due date:	**Week 9-11**

Grade:	**10 marks**
Rubric:	**(please see attached appendix)**

23 Course Requirements

Students should have internet connection, a computer and access to Microsoft Teams, the e-learning system, and the official exam platforms of the university.
You should also create a student account with the European respiratory society and physiopaedia

24 Course Policies:

A- Attendance policies:

- Attendance will be taken periodically throughout the semester.
- Students are expected to attend and actively participate in all classes.
- Students are expected to be on time.
- When the student is unable to attend class, it is a courtesy to notify the instructor in advance using either e-mail, Microsoft teams or phone.
- 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 class members 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, which is equivalent to a total of (5) theory and (2) practical session, requires that the student provides an official excuse to

the instructor and the dean. Absence due to COVID19 circumstances is managed in the light of most recent guidance from the government.

- 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 suggested by the laws and regulations of the University of Jordan. Please refer to pages 133, 134 of the student handbook.

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 as accepted by the regulations of UJ (e.g., documented medical, personal, or family emergency).
- Make-up exams will be arranged if justifications for missing the exam satisfy the above. It is the student's responsibility to contact the instructor within 24 hours of the original exam to schedule a make-up session. A make-up exam should be taken within a week from the original exam date, unless the student can provide documentation that makes meeting that deadline impossible; otherwise, the recorded score for that exam for the student will be a 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 or equipment that might impose health and safety issues during this course.
- 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.
- Students should understand the importance of and be able to obtain informed consent.
- Students should know the limits of their practice and when to seek advice or refer to another professional

Due to the current spread of COVID 19 pandemic students are required to follow the guidelines provided by instructor to ensure adequate hygiene and infection control.
This is a high-risk lab and full PPE is required. Students are advised to visit the following website for more information:
https://www.cdc.gov/coronavirus/2019-ncov/hcp/using-ppe.html

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 a zero 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 for them 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 for 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 Faculty 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 (Faculty 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.

Lab instructions:

All students are required to attend the labs and clinical sessions wearing clean ironed scrubs.

Your bags should be secured in the lockers when going to clinical sessions. No large bags are allowed in the labs.

Hands should be clear of any jewels or restricting bands or metals.

Hands should be clean, and nails trimmed.

For ladies ☺ :

You may wear a lab coat over the scrubs.

Your scarf should allow easy placement of the stethoscope.

No high heels are allowed in the labs or at clinical sessions.

- **For each lab and clinical session, you should have:**
- A stethoscope (each student should have one). I recommend a Littman master classic II.
- Oximeter.

- A tape measure (each student should have one).
- A goniometer (each student should have one).
- A note-taking pad, pen, highlighter and a marker (each student should have one).
- A small sanitizer, lots of tissues and surgical gloves (each student should have one).

A sphygmomanometer (each group should have one).

25 References:

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

FrownfelterD & Dean E., 2012. Cardiovascular and Pulmonary Physical Therapy: Evidence to Practice, 5editon. Elsevier.

Main, E., & Denehy, L. (Eds.). (2016). Cardiorespiratory physiotherapy: adults and paediatrics: formerly Physiotherapy for Respiratory and Cardiac problems. Elsevier Health Sciences.

Prayor and Prasad 2002. Physiotherapy for Respiratory and Cardiac problems: Adults and Pediatrics, Fourth edition. Elsevier.

Guthrie 2009. Clinical case studies in physiotherapy. A guide for students and graduates, first edition. Elsevier.

Articles and teaching materials provided by lecturer through the e-Learning website and Microsoft teams

B- Recommended books, materials, and media:
All students are required to subscribe for a free student membership at the European Respiratory Society website.

26 Additional information:

This course builds on the knowledge and skills gained in the following modules:

Anatomy 1 &2

Physiology 1&2

Internal medicine

Exercise physiology

Therapeutic exercises1

Name of Course Coordinator: Mohammad Darabseh Signature: MD Date:25/02/2024
Head of Curriculum Committee/Department: Dr. Ibrahim AlTobasi Signature: Ibrahim AlTobasi
Head of Department: Dr. Ibrahim AlTobasi Signature: Ibrahim AlTobasi

Head of Curriculum Committee/Faculty: ---------- Signature: ------
Dean: ---------- Signature: ----------

Appendix 1

Impact of negative health behaviours on the cardiovascular and pulmonary system

Students will select a negative health behaviour such as: smoking, physical inactivity, alcohol intake, obesity. They will then discuss the impairment of body functions and structures on either the cardiovascular or the pulmonary systems resulting from such behaviours as documented by scientific evidence in the literature.

Students should answer the following questions:

1.Discuss the impact of negative health behaviour on the cardiovascular and pulmonary system in terms of impairment of body functions and structures and show the role of physiotherapy

The assessment rubric for each question is presented below

Format:

Title

Abstract

Introduction

Method (not mandatory)

Results

Discussion

Conclusion

References

PowerPoint presentation of no more than 12 slides excluding title, abstracts and references slides.

You should submit by uploading a soft copy on the e-learning website

Due date:

The assignment should be uploaded by **week 9-10** (date to be confirmed).

A penalty of **3 marks reduction** will be applied for **each day delay** including weekends.

Present and Discuss the impact of negative health behaviour on the cardiovascular and pulmonary system in terms of impairment of body functions and structures (10 marks)			
Category	Below standard	Meets standard	Exceeds standard
Use of language (1.5 mark)	• Uses inappropriate and/or simplistic vocabulary, makes consistent errors in grammar	• Selects words appropriate for scientific academic presentation • uses correct grammar consistently	• Uses rich, varied, and appropriate vocabulary
Organization and flow (2.5 mark)	• Does not clearly define the topic or present the main idea or logically organize the information • Presentation lacks coherence and logical flow	• Student presents a professionally presentation that addresses clarity, logical flow, and appropriate use of technology • The flow is logical and presents coherent scientific discussion	• Presents ideas and information with logical sequencing and seamless transitions • Develops and connects key points throughout and emphasizes them with rich, varied and relevant supporting evidence • Use the technology appropriately to deliver an

			engaging thought provoking presentation
Scientific Content (2.5 mark)	• does not successfully answer the core question, goal of the assignment • Presents material that is lacking in substance and/or relevance • Makes recommendations/summary of analysis based on insufficient evidence	• The student provides accurate description of the impact of negative health behaviour on the cardiovascular and respiratory system. • The description is supported by facts referenced in the (appropriate) literature • Answers core question, goal of assignment effectively and with an understanding of its relevancy, clearly linking evidence to the question/goal • Provides recommendations/summary of analysis based on research	• Answers the core question coherently and completely, addressing clearly each part of the question • provides answers with information that demonstrates extensive knowledge of the subject and accurately references the literature. • Provides a reflection and appraisal of literature. • provides an effective well-articulated summary based on research

Selection of references (1 mark)	• The reference list is inadequate • References are not recent or relevant • The references do not represent clinical research or scientific evidence	• The reference list includes the most recent key articles. • The reference list is various and includes a range of good quality clinical research	• The reference list is extensive and comprehensive including all relevant research
Communication and presentation skills and ability to deliver the presentation aim and objective and Questions regarding the presentation and above-mentioned criteria (2.5 mark)			