Appendix D: Selected Disease Written Assignment and Oral Presentation

For this assignment, you and a partner will be required to select a chronic disease that we do not cover in class. Your choices are as follows: ALS (Lou Gehrig’s Disease), Arthritis, Asthma, Chronic Obstructive Pulmonary Disease (COPD), Cystic Fibrosis, Chronic Kidney Disease, Chronic Liver Disease, Cardiomyopathy, Depression, Epilepsy, or HIV. Because we will not directly cover these chronic conditions in class, your classmates will be relying on your research to present a synthesized, informative analysis of the disease you select. You must present your findings in a written format (3-4 page paper, single-spaced, Times New Roman, 12-point font) as well as an oral presentation to your classmates (20-25 minutes with 10 minutes for questions). Each of these components will be worth 10% of your final grade.

\*\*Please note that I do not want just one of you to do the majority of the work on the written portion and the other do the work on the oral portion. Both must be a collaborative effort. If I discover that you have divided the work in this way, you will each only receive 50% on each assignment.

For this assignment, you will need to research the current understanding of the pathophysiology of the disease. This will require the use of current (published in last the 5 years) primary, peer-reviewed sources only. These commonly include research articles as well as government websites. Be sure to include at least one research article in your review (do not rely only on government websites). In addition, you will need to locate a recent (published in last the 5 years) research article examining a treatment or prevention measure for the disease and thoroughly explain the methods and results of this study. This article must be approved by Dr. Rote.

The final component of both your written assignment and oral presentation is to answer the following questions. Given what you find regarding the disease you selected, what are your critical questions? How can we find the answers to these questions either now or in the future?

A sign-up sheet for these presentations will be distributed in class. The first set of presentations will occur on Nov. 2 and will continue each week until the end of the semester. Your written assignment will be due two weeks prior to your presentations. This will allow Dr. Rote to review these papers and make any corrections/clarifications necessary prior to the oral presentations. The exception to this is that presentations the week after Thanksgiving break will be due three weeks in advance. The syllabus reflects all of these dates.

**Written Assignment Rubric**

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| CATEGORY  | 3 | 2  | 1  | 0 |
| Introduction (Organization)  | The introduction is inviting, states the main topic and previews the structure of the paper.  | The introduction clearly states the main topic and previews the structure of the paper, but is not particularly inviting to the reader.  | The introduction states the main topic, but does not adequately preview the structure of the paper nor is it particularly inviting to the reader.  | There is no clear introduction of the main topic or structure of the paper.  |
| Pathophysiology description  | The current proposed mechanisms of the pathophysiology of the selected disease are explained in thorough detail and in a way that is understandable to the audience. This discussion is based on peer-reviewed sources. | The current proposed mechanisms of the pathophysiology of the selected disease are explained in detail, but a few questions are left unanswered or some things are hard to understand. This discussion is mostly based on peer-reviewed sources. | The current proposed mechanisms of the pathophysiology of the selected disease are explained, but many questions are left unanswered or many things are hard to understand. Only some of this discussion is based on peer-reviewed sources. | The current proposed mechanisms of the pathophysiology of the selected disease are not explained, or the explanation is not compensable. Most of this discussion is not based on peer-reviewed sources.  |
| Disease Details  | All pertinent details surrounding the selected chronic disease are presented including signs and symptoms, potential causes and primary treatments available. This discussion is based on peer-reviewed sources.  | Most pertinent details surrounding the selected chronic disease are presented including signs and symptoms, potential causes and primary treatments available. This discussion is mostly based on peer-reviewed sources.  | Details surrounding the selected chronic disease are presented including signs and symptoms, potential causes and primary treatments available, but many details are missing. Only some of this discussion is based on peer-reviewed sources. | Too many of the details surrounding the chronic condition are missing to give the audience a clear understanding of the disease. Most of this discussion is not based on peer-reviewed sources. |
| Methods  | Procedures of the intervention study are explained thoroughly, and all key outcome measures within the intervention study and the ways in which these measures were assessed are clearly and accurately described.  | Procedures of the intervention study are explained, but some steps are missing thus making the description of the study incomplete, or most key outcome measures within the intervention study and the ways in which these measures were assessed are clearly and accurately described. | Procedures of the intervention study are explained, but several steps are missing thus making the description of the study incomplete, or some key outcome measures within the intervention study and the ways in which these measures were assessed are clearly and accurately described. | Too many of the intervention study procedures are missing to give the audience any idea of how the study took place, or key outcome measures within the intervention study and the ways in which these measures were assessed are not discussed. |
| Analysis of Results | All major results from the intervention study are discussed thoroughly including detailed reference to all diagrams, tables, and figures.  | Most major results from the intervention study are discussed thoroughly including detailed reference to most diagrams, tables, and figures. | Although many results are discussed, discussion of many key results and detailed reference to diagrams, tables, and figures is missing.  | Most major results from the intervention study including detailed reference to most diagrams, tables, and figures are not discussed. |
| Potential Biases  | Most if not all potential biases and limitations within and surrounding the intervention study are analyzed and discussed.  | Some potential biases and limitations within and surrounding the intervention study are analyzed and discussed. | Potential biases and limitations within and surrounding the intervention study are mentioned but not analyzed and discussed thoroughly. | There is no discussion of potential biases and limitations within and surrounding the intervention study.  |
| Conclusion  | Conclusions are made from the results of both the pathophysiology of the disorder and the intervention study and are accurate and clear.Poses critical questions as well as potential ways to find the answers to these questions. | Conclusions are made from the results of both the pathophysiology of the disorder and the intervention study and are mostly accurate and clear. Poses somewhat critical questions as well as potential ways to find the answers to these questions. | Conclusions are made from the results of both the pathophysiology of the disorder and the intervention study but are inaccurate or unclear. Or, does not pose critical questions or potential ways to find the answers to these questions. | Conclusions are not made from the results of the pathophysiology of the disorder or the intervention study. Or, does not pose critical questions or potential ways to find the answers to these questions. |
| Sentence Structure (Sentence Fluency) and Transitions (Organization) | All sentences are well-constructed with varied structure and a variety of thoughtful transitions are used. They clearly show how ideas are connected. | Most sentences are well-constructed with varied structure or transitions clearly show how ideas are connected, but there is little variety. | Most sentences are well-constructed but have a similar structure or some transitions work well; but connections between other ideas are fuzzy. | Sentences lack structure and appear incomplete or rambling or the transitions between ideas are unclear or nonexistent. |
| Grammar & Spelling (Conventions)  | Writer makes no errors in grammar or spelling that distract the reader from the content.  | Writer makes 1-2 errors in grammar or spelling that distract the reader from the content.  | Writer makes 3-4 errors in grammar or spelling that distract the reader from the content.  | Writer makes more than 4 errors in grammar or spelling that distract the reader from the content.  |
| Capitalization & Punctuation (Conventions)  | Writer makes no errors in capitalization or punctuation, so the paper is exceptionally easy to read.  | Writer makes 1 or 2 errors in capitalization or punctuation, but the paper is still easy to read.  | Writer makes a few errors in capitalization and/or punctuation that catch the reader\'s attention and interrupt the flow.  | Writer makes several errors in capitalization and/or punctuation that catch the reader\'s attention and greatly interrupt the flow.  |

**Oral Presentation Rubric**

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| CATEGORY  | 3 | 2  | 1  | 0 |
| Time-Limit  | Presentation is 20-25 minutes long.  | Presentation >1 minute but <2 minutes over or under the allotted time frame.  | Presentation more than >2 minute but <3 minutes over or under the allotted time frame. | Presentation more than 3 minutes over or under the allotted time frame. |
| Pathophysiology description  | The current proposed mechanisms of the pathophysiology of the selected disease are explained in thorough detail and in a way that is understandable to the audience. This discussion is based on peer-reviewed sources. | The current proposed mechanisms of the pathophysiology of the selected disease are explained in detail, but a few questions are left unanswered or some things are hard to understand. This discussion is mostly based on peer-reviewed sources. | The current proposed mechanisms of the pathophysiology of the selected disease are explained, but many questions are left unanswered or many things are hard to understand. Only some of this discussion is based on peer-reviewed sources. | The current proposed mechanisms of the pathophysiology of the selected disease are not explained, or the explanation is not compensable. Most of this discussion is not based on peer-reviewed sources.  |
| Disease Details  | All pertinent details surrounding the selected chronic disease are presented including signs and symptoms, potential causes and primary treatments available. This discussion is based on peer-reviewed sources.  | Most pertinent details surrounding the selected chronic disease are presented including signs and symptoms, potential causes and primary treatments available. This discussion is mostly based on peer-reviewed sources.  | Details surrounding the selected chronic disease are presented including signs and symptoms, potential causes and primary treatments available, but many details are missing. Only some of this discussion is based on peer-reviewed sources. | Too many of the details surrounding the chronic condition are missing to give the audience a clear understanding of the disease. Most of this discussion is not based on peer-reviewed sources. |
| Methods  | Procedures of the intervention study are explained thoroughly, and all key outcome measures within the intervention study and the ways in which these measures were assessed are clearly and accurately described.  | Procedures of the intervention study are explained, but some steps are missing thus making the description of the study incomplete, or most key outcome measures within the intervention study and the ways in which these measures were assessed are clearly and accurately described. | Procedures of the intervention study are explained, but several steps are missing thus making the description of the study incomplete, or some key outcome measures within the intervention study and the ways in which these measures were assessed are clearly and accurately described. | Too many of the intervention study procedures are missing to give the audience any idea of how the study took place, or key outcome measures within the intervention study and the ways in which these measures were assessed are not discussed. |
| Analysis of Results | All major results from the intervention study are discussed thoroughly including detailed reference to all diagrams, tables, and figures.  | Most major results from the intervention study are discussed thoroughly including detailed reference to most diagrams, tables, and figures. | Although many results are discussed, discussion of many key results and detailed reference to diagrams, tables, and figures is missing.  | Most major results from the intervention study including detailed reference to most diagrams, tables, and figures are not discussed. |
| Potential Biases  | Most if not all potential biases and limitations within and surrounding the intervention study are analyzed and discussed.  | Some potential biases and limitations within and surrounding the intervention study are analyzed and discussed. | Potential biases and limitations within and surrounding the intervention study are mentioned but not analyzed and discussed thoroughly. | There is no discussion of potential biases and limitations within and surrounding the intervention study.  |
| Conclusion  | Conclusions are made from the results of both the pathophysiology of the disorder and the intervention study and are accurate and clear.Poses critical questions as well as potential ways to find the answers to these questions. | Conclusions are made from the results of both the pathophysiology of the disorder and the intervention study and are mostly accurate and clear. Poses somewhat critical questions as well as potential ways to find the answers to these questions. | Conclusions are made from the results of both the pathophysiology of the disorder and the intervention study but are inaccurate or unclear. Or, does not pose critical questions or potential ways to find the answers to these questions. | Conclusions are not made from the results of the pathophysiology of the disorder or the intervention study. Or, does not pose critical questions or potential ways to find the answers to these questions. |
| Presentation Style  | Slides are visually appealing, presenter stands up straight, looks relaxed and confident, establishes eye contact with everyone in the room during the presentation, and always (99-100% of time) speaks in complete sentences. | Most slides are visually appealing, presenter stands up straight and establishes eye contact with everyone in the room during the presentation, and mostly (80-98%) speaks in complete sentences. | Some slides are visually appealing, presenter sometimes stands up straight and establishes eye contact, and sometimes (70-80%) speaks in complete sentences. | Slides are not visually appealing, presenter slouches and/or does not look at people during the presentation, or rarely speaks in complete sentences. |
| Ability to Address Audience Questions | Able to answer all questions posed by audience members. Consideration will be taken for very difficult, perhaps not applicable, questions. | Able to answer most questions posed by audience members. | Able to answer some questions posed by audience members. | Not able to answer most questions posed by audience members. |
| Listens to Other Presentations  | Listens intently. Does not make distracting noises or movements. Asks 2 or more questions (total) during others’ presentations. | Listens intently but has some distracting noises or movements. Asks 1 question (total) during others’ presentations. | Sometimes does not appear to be listening but is not distracting. Does not ask any questions during others’ presentations.  | Sometimes does not appear to be listening and has distracting noises or movements. Does not ask any questions during others’ presentations.  |