Course Change Proposal
Form A

<table>
<thead>
<tr>
<th>Academic Group (College):</th>
<th>Academic Organization (Department):</th>
<th>Date:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Health and Human Services</td>
<td>Physical Therapy</td>
<td>02-08-11</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Type of Course Proposal:</th>
<th>Department Chair:</th>
<th>Submitted by:</th>
</tr>
</thead>
<tbody>
<tr>
<td>New _ Change _ Deletion _</td>
<td>Susan M. McGinty, PT, EdD</td>
<td>S. McGinty</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Does this course fulfill a requirement for single-subject or multiple subject credential students?</th>
<th>For Catalog Copy:</th>
<th>CCE (Extension):</th>
<th>Semester Effective:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes ___ No <em>X</em>_</td>
<td>Yes <em>X</em> No ____</td>
<td>Yes ___ No <em>X</em>_</td>
<td>Fall <em>X</em> Spring __, 2012</td>
</tr>
</tbody>
</table>

Prefix & No. | Title: | Units: |
|-------------|--------|--------|

This course replaces experimental course Subject Area (prefix) and Catalog Nbr (course number):

<table>
<thead>
<tr>
<th>Change from:</th>
<th>Change to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.): PT 227</td>
<td>Subject Area (prefix) &amp; Catalog Nbr (course no.): PT 627</td>
</tr>
<tr>
<td>Title: Physical Therapy Educator</td>
<td>Title: Physical Therapy Educator</td>
</tr>
<tr>
<td>Units:</td>
<td>Units:</td>
</tr>
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</table>

JUSTIFICATION:

This course is being changed as part of the curriculum changes with the new DPT program required for continued accreditation for the physical therapy program. The course has been upgraded to reflect the expectations in a doctoral program.

NEW COURSE DESCRIPTION: (Not to exceed 80 words, and language should conform to catalog copy. See http://www.csus.edu/acac/univmanual/crspsl.htm - Guidelines for Catalog Course Description

This course presents the role of the physical therapist as a health educator. The course introduces teaching and learning theory, learning domains, the identification of learning styles, and teaching strategies to address different learner needs across the life-span. Students will practice instructional formats and prepare and analyze patient education materials. Students will practice applications of appropriate technology for the design of professional presentations. Self-assessment, reflection and peer-assessment are required course components. 1 unit Open to Physical Therapy majors only.

Note:

<table>
<thead>
<tr>
<th>Prerequisite:</th>
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<tbody>
<tr>
<td>BIO 633 Human Gross Anatomy for Physical Therapists</td>
</tr>
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<td>PT 600 Pathokinesiology</td>
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<td>PT 602 Evidence Informed Practice I</td>
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</tr>
<tr>
<td>PT 618 Foundations for Patient Management</td>
</tr>
<tr>
<td>PT 620 Physical Therapy Interventions I</td>
</tr>
<tr>
<td>Course Code</td>
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<tr>
<td>------------</td>
</tr>
<tr>
<td>PT 622</td>
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<td>PT 632</td>
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<td>PT 634</td>
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<td>PT 636</td>
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<td>PT 638</td>
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<td>PT 624</td>
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<td>PT 625</td>
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<tr>
<td>PT 626</td>
</tr>
<tr>
<td>PT 640</td>
</tr>
<tr>
<td>PT 646</td>
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</tbody>
</table>

**Enforced at Registration:** Yes _x_ No _x_

**Corequisite:**
- PT 644 Adult Neuromuscular Patient Management II
- PT 645 Musculoskeletal Patient Management II
- PT 648 Health Care Delivery in Physical Therapy I
- PT 669 Psychosocial Issues in Physical Therapy
- PT 662 Differential Diagnosis in Physical Therapy

**Enforced at Registration:** Yes _x_ No _x_

**CAN (California Articulation Number):**

<table>
<thead>
<tr>
<th>Graded: Letter</th>
<th>Credit/No Credit</th>
<th>Instructor Approval Required?</th>
<th>Yes <em>x</em> No <em>x</em></th>
</tr>
</thead>
</table>

**Course Classification (e.g., lecture, lab, seminar, discussion): Lecture/discussion C-02**

**Title for CMS (not more than 30 characters):**
- Physical Therapy Educator

**Cross Listed?**
- Yes _x_ No _x_

If yes, do they meet together and fulfill the same requirement, and what is the other course.

**How Many Times Can This Course be Taken for Credit?** _once_

**Can the course be taken for Credit more than once during the same term?** Yes _x_ No _x_
**FOR NEW COURSE PROPOSALS OR SUBSTANTIVE CHANGES ONLY:**

**Description of the Expected Learning Outcomes:** Describe outcomes using the following format: "Students will be able to: 1), 2), etc." See the example at http://www.csus.edu/acad/example.htm

All course objectives reference the overall educational goals and objectives of the curriculum.

At the completion of this course, the student is expected to be able to:

<table>
<thead>
<tr>
<th><strong>Goal 1.0</strong></th>
<th><strong>Demonstrate Professional Physical Therapist Effectiveness</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>1.2</td>
<td>Determine the physical therapy needs of any individual seeking services</td>
</tr>
<tr>
<td>1.2.1</td>
<td>Perform an effective and efficient physical therapy screen.</td>
</tr>
<tr>
<td>1.2.1.a</td>
<td>Assess the health and learning needs of individuals and groups appropriate to physical therapy.</td>
</tr>
<tr>
<td>1.2.14</td>
<td>Determine the need for additional information and utilize technological search mechanisms to find that information.</td>
</tr>
<tr>
<td>1.3</td>
<td>Develop a plan of care based on the best available evidence and that considers the patient’s personal and environmental factors.</td>
</tr>
<tr>
<td>1.3.4</td>
<td>Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.</td>
</tr>
<tr>
<td>1.3.10</td>
<td>Seek and find information using contemporary technology that addresses the specific needs of the patient care plan.</td>
</tr>
<tr>
<td>1.4</td>
<td>Implement the physical therapy plan of care designed to restore and/or maintain optimal function applying selected procedural interventions that demonstrate safe and effective psychomotor and clinical reasoning skills.</td>
</tr>
<tr>
<td>1.4.3</td>
<td>Instruct the patient/client or caregiver in exercises, postures, handling techniques, home exercises consistent with patient/client diagnosis, prognosis, and expected outcomes, to facilitate patient/client progress, to maintain patient/client status, or to slow deterioration.</td>
</tr>
<tr>
<td>1.4.5</td>
<td>Coordinate patient/client care with other health care providers.</td>
</tr>
<tr>
<td>1.5</td>
<td>Demonstrate effective verbal and written communication skills with patients, families, other health care professionals, and the public, to facilitate interventions and interdisciplinary interactions and cooperation.</td>
</tr>
<tr>
<td>1.9</td>
<td>Engage in education activities consistent with imparting information and knowledge unique to the expertise of physical therapists to individuals or groups using relevant and effective teaching methods.</td>
</tr>
<tr>
<td>1.9.1</td>
<td>Promote health behaviors through educational interventions and modeling.</td>
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<tr>
<td>1.9.2</td>
<td>Apply basic educational concepts of teaching to the practice of physical therapy.</td>
</tr>
<tr>
<td>1.9.3</td>
<td>Educate colleagues and other health care professionals about the roles, responsibilities and academic preparation of the physical therapist and scope of physical therapy practice.</td>
</tr>
<tr>
<td>1.9.4</td>
<td>Present topics/issues using current evidence and sound teaching principles (i.e. case studies, in-service, journal article review, etc.).</td>
</tr>
</tbody>
</table>

<table>
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<tr>
<th><strong>Goal 2.0</strong></th>
<th><strong>Demonstrate Professional Behaviors</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1</td>
<td>Recognize cultural, ethnic, age, economic, and psychosocial differences and apply a humanistic and holistic approach to the delivery of a clinical service.</td>
</tr>
<tr>
<td>2.1.1</td>
<td>Practice physical therapy demonstrating cultural competence with all individuals and groups.</td>
</tr>
<tr>
<td>2.1.2</td>
<td>Work effectively with challenging patients.</td>
</tr>
<tr>
<td>2.1.3</td>
<td>Respect personal space of patients/clients and others.</td>
</tr>
<tr>
<td>2.1.4</td>
<td>Demonstrate behaviors that are non-judgmental with regards to patients/clients’ lifestyles.</td>
</tr>
<tr>
<td>2.1.5</td>
<td>Respect roles of support staff and delegate appropriately.</td>
</tr>
<tr>
<td>2.2</td>
<td>Communicate effectively for varied audiences and purposes.</td>
</tr>
<tr>
<td>2.2.1</td>
<td>Demonstrate effective interpersonal (verbal, nonverbal, electronic) communication skills considering the diversity of populations and environments.</td>
</tr>
<tr>
<td>2.2.1.a</td>
<td>Communicate effectively with all individuals while engaged as a physical therapy educator.</td>
</tr>
<tr>
<td>2.2.4</td>
<td>Appropriately utilize communication technology efficiently, professionally, and effectively.</td>
</tr>
<tr>
<td>2.2.4.a</td>
<td>Utilize technology in the preparation and presentation of information related to a physical therapy intervention or health care issue for patient/public education.</td>
</tr>
<tr>
<td>2.2.5</td>
<td>Respect roles of support staff and communicate appropriately.</td>
</tr>
<tr>
<td>2.3</td>
<td>Participate in professional activities that serve the community and advance the profession of physical therapy.</td>
</tr>
<tr>
<td>2.4</td>
<td>Recognize the need for personal and professional development.</td>
</tr>
<tr>
<td>2.4.1</td>
<td>Participate in self-assessment to improve clinical and professional performance.</td>
</tr>
<tr>
<td>2.4.2</td>
<td>Welcome and seek new learning opportunities.</td>
</tr>
<tr>
<td>2.4.4</td>
<td>Accept responsibility and demonstrate accountability for professional decisions.</td>
</tr>
<tr>
<td>2.4.5</td>
<td>Recognize own biases and suspend judgments based on biases.</td>
</tr>
<tr>
<td>2.5</td>
<td>Demonstrate entry-level generic abilities, including:</td>
</tr>
<tr>
<td>2.5.1</td>
<td>Professional accountability and commitment to learning.</td>
</tr>
<tr>
<td>2.5.2</td>
<td>Recognition of one’s own limitations.</td>
</tr>
<tr>
<td>2.5.3</td>
<td>Effective use of constructive feedback.</td>
</tr>
<tr>
<td>2.5.4</td>
<td>Effective use of time and resources.</td>
</tr>
<tr>
<td>2.5.5</td>
<td>Demonstrate integrity, compassion, and courage in all interactions.</td>
</tr>
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</table>
Goal 4.0: Demonstrate Scholarship

4.1 Apply basic principles of statistics and research methodologies within the practice of physical therapy.
4.1.3 Critically evaluate and interpret professional literature as it pertains to practice, research, and education.
4.1.4 Utilize contemporary technology consistently to access and deliver evidence
4.2 Contribute to the body of knowledge of physical therapy.
4.2.2 Disseminate the results of scholarly activities.

**Attach a list of the required/recommended course readings and activities [Note: it is understood that these are updated and modified as needed by the instructor(s).] This attachment should be forwarded only to your Dean's office, not Academic Affairs.

**Assessment Strategies:** A description of the assessment strategies (e.g., portfolios, examinations, performances, pre- and post-tests, conferences with students, student papers) which will be used by the instructor to determine the extent to which students have achieved the learning outcomes noted above:

<table>
<thead>
<tr>
<th>Activity</th>
<th>Description</th>
<th>Points</th>
</tr>
</thead>
</table>
| Participation in class    | • Attendance  
  • Active engagement in daily activities in the class  
  • Respectful & constructive contributions to discussions & peer assessments | 10     |
| Oral presentation         | Debate & peer assessments                                                   | 10     |
| Written assignment        | Domains of learning in-class exercise                                      | 10     |
| Written assignment        | Written objectives—take home and in-class exercise                          | 10     |
| Applied teaching activity I | Written analysis of HEP from an internet source                             | 20     |
| Applied teaching activity II | Group presentations at local schools & self-reflection/reaction paper re: activity | EXTRA CREDIT |
| Final project             | • PowerPoint presentation (must meet guidelines set in this class)         | 25     |
| Applied Teaching Activity III | • Pre-teaching grid  
  • Peer evaluation of presentations  
  • Reflective self-evaluation | 5      |

For whom is this course being developed?
Majors in the Dept: _x_  
Majors of other Depts: ___  
Minors in the Dept: ___  
General Education: ___  
Other: ___

Is this course required in a degree program (major, minor, graduate degree, certificate)? Yes _x_  
No ___

If yes, identify program(s): DPT

Does the proposed change or addition cause a significant increase in the use of College or University resources (lab room, computer facilities, faculty, etc.)? Yes ___  
No _x_

If yes, attach a description of resources needed and verify that resources are available.

Indicate which department or programs will be affected by the proposed course (if any). Physical Therapy

The Department Chair's signature below indicates that affected programs have been sent a copy of this proposal form.

**Approvals:** If proposed change, new course or deletion is approved, sign and date below. If not approved, forward without signing to the next reviewing authority, and attach an explanatory memorandum to the original copy.

Signatures:

<table>
<thead>
<tr>
<th>Department Chair:</th>
<th>Date</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2-16-11</td>
</tr>
<tr>
<td>College Dean or Associate Dean:</td>
<td>2-16-11</td>
</tr>
</tbody>
</table>

CPSP (for school personnel courses ONLY)

Associate Vice President
Distribution: Academic Affairs (original), Department Chair and College Dean. Dean's office to send original after approval to Academic Affairs, at mail zip 6016. An electronic copy must also be sent.
PT 627 – Physical Therapy Educator

Spring Semester

**COURSE CREDIT:** 1 unit: 1 hour lecture

**INSTRUCTOR:** TBA

**LOCATION:** TBA

**TIME:** TBA

**COURSE DESCRIPTION:**

This course presents the role of the physical therapist as a health educator. The course introduces teaching and learning theory, learning domains, the identification of learning styles, and teaching strategies to address different learner needs across the life-span. Students will practice instructional formats and prepare and analyze patient education materials. Students will practice applications of appropriate technology for the design of professional presentations. Self-assessment, reflection and peer-assessment are required course components. 1 unit **Open to Physical Therapy majors only.**

**PREREQUISITES:**

BIO 633 Human Gross Anatomy for Physical Therapists
PT 600 Pathokinesiology
PT 608 PT/Patient/Professional Interactions
PT 630 Pathophysiology
PT 602 Evidence Informed Practice I
PT 604 Principles of Human Movement
PT 606 Therapeutic Measurements and Techniques
PT 614 Neuroscience for Physical Therapists
PT 618 Foundations for Patient Management
PT 620 Physical Therapy Interventions I
PT 622 Evidence Informed Practice II
PT 632 Pharmacology for Physical Therapists
PT 634 Diagnostic Imaging for Physical Therapists
PT 636 Geriatrics/Gerontology for Physical Therapists
PT 638 Health, Wellness and Ergonomics in Physical Therapy
PT 624 Adult Neuromuscular Patient Management I
PT 625 Musculoskeletal Patient Management I
PT 626 Clinical Agents
PT 640 Physical Therapy Interventions II
PT 646 Acute Care and Cardiopulmonary Physical Therapy
CO-REQUISITES:
PT 644  Adult Neuromuscular Patient Management II
PT 645  Musculoskeletal Patient Management II
PT 648  Health Care Delivery in Physical Therapy I
PT 669  Psychosocial Issues in Physical Therapy
PT 662  Differential Diagnosis in Physical Therapy

REQUIRED TEXT:
None. There will be handouts, assorted journal articles and sections from texts assigned by the instructor.

OTHER REFERENCES:

COURSE OBJECTIVE:
All course objectives reference the overall educational goals and objectives of the curriculum.

At the completion of this course, the student is expected to be able to:

**Goal 1.0 Demonstrate Professional Physical Therapist Effectiveness**
1.2 Determine the physical therapy needs of any individual seeking services
   1.2.1 Perform an effective and efficient physical therapy screen.
      1.2.1.a Assess the health and learning needs of individuals and groups appropriate to physical therapy.
   1.2.14 Determine the need for additional information and utilize technological search mechanisms to find that information.
1.3 Develop a plan of care based on the best available evidence and that considers the patient’s personal and environmental factors.
   1.3.4 Recognize barriers that may impact the achievement of optimal improvement within a predicted time frame.
   1.3.10 Seek and find information using contemporary technology that addresses the specific needs of the patient care plan.
1.4 Implement the physical therapy plan of care designed to restore and/or maintain optimal function applying selected procedural interventions that demonstrate safe and effective psychomotor and clinical reasoning skills.
   1.4.3 Instruct the patient/client or caregiver in exercises, postures, handling techniques, home exercises consistent with patient/client diagnosis, prognosis,
and expected outcomes, to facilitate patient/client progress, to maintain patient/client status, or to slow deterioration.

1.4.5 Coordinate patient/client care with other health care providers.

1.5 Demonstrate effective verbal and written communication skills with patients, families, other health care professionals, and the public, to facilitate interventions and interdisciplinary interactions and cooperation.

1.9 Engage in education activities consistent with imparting information and knowledge unique to the expertise of physical therapists to individuals or groups using relevant and effective teaching methods.

1.9.1 Promote health behaviors through educational interventions and modeling.

1.9.2 Apply basic educational concepts of teaching to the practice of physical therapy.

1.9.3 Educate colleagues and other health care professionals about the roles, responsibilities and academic preparation of the physical therapist and scope of physical therapy practice.

1.9.4 Present topics/issues using current evidence and sound teaching principles (i.e. case studies, in-service, journal article review, etc).

Goal 2.0 Demonstrate Professional Behaviors

2.1 Recognize cultural, ethnic, age, economic, and psychosocial differences and apply a humanistic and holistic approach to the delivery of a clinical service.

2.1.1 Practice physical therapy demonstrating cultural competence with all individuals and groups.

2.1.2 Work effectively with challenging patients

2.1.3 Respect personal space of patients/clients and others.

2.1.4 Demonstrate behaviors that are non-judgmental with regards to patients/clients’ lifestyles.

2.1.5 Respect roles of support staff and delegate appropriately.

2.2 Communicate effectively for varied audiences and purposes

2.2.1 Demonstrate effective interpersonal (verbal, nonverbal, electronic) communication skills considering the diversity of populations environments.

2.2.1.a Communicate effectively with all individuals while engaged as a physical therapy educator.

2.2.4 Appropriately utilize communication technology efficiently, professionally, and effectively.

2.2.4.a Utilize technology in the preparation and presentation of information related to a physical therapy intervention or health care issue for patient/public education

2.2.5 Respect roles of support staff and communicate appropriately

2.3 Participate in professional activities that serve the community and advance the profession of physical therapy.

2.4 Recognize the need for personal and professional development.

2.4.1 Participate in self-assessment to improve clinical and professional performance.

2.4.2 Welcome and seek new learning opportunities.

2.4.4 Accept responsibility and demonstrate accountability for professional decisions.

2.4.5 Recognize own biases and suspend judgments based on biases.

2.5 Demonstrate entry-level generic abilities, including:
2.5.1 Professional accountability and commitment to learning.
2.5.2 Recognition of one’s own limitations.
2.5.3 Effective use of constructive feedback.
2.5.4 Effective use of time and resources.
2.5.5 Demonstrate integrity, compassion, and courage in all interactions.

**Goal 4.0: Demonstrate Scholarship**

4.1 Apply basic principles of statistics and research methodologies within the practice of physical therapy.
4.1.3 Critically evaluate and interpret professional literature as it pertains to practice, research, and education.
4.1.4 Utilize contemporary technology consistently to access and deliver evidence

4.2 Contribute to the body of knowledge of physical therapy.
4.2.2 Disseminate the results of scholarly activities.

**TEACHING STRATEGIES AND LEARNING ACTIVITIES:**

<table>
<thead>
<tr>
<th>Case-method</th>
<th>Lecture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Discussion groups</td>
<td>Presentation software/computer lab</td>
</tr>
<tr>
<td>Writing assignments including journaling</td>
<td>Oral presentations</td>
</tr>
<tr>
<td>Reading assignments</td>
<td>Instructional videos</td>
</tr>
<tr>
<td>Group work</td>
<td>Role play/simulations</td>
</tr>
<tr>
<td>Peer teaching</td>
<td>Games</td>
</tr>
</tbody>
</table>

**STUDENT ASSESSMENT FOR PT 627:**

<table>
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<tr>
<th>Activity</th>
<th>Description</th>
<th>Points</th>
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• Active engagement in daily activities in the class  
• Respectful & constructive contributions to discussions & peer assessments | 10 |
| Oral presentation | Debate & peer assessments | 10 |
| Written assignment | Domains of learning in-class exercise | 10 |
| Written assignment | Written objectives—take home and in-class exercise | 10 |
| Applied teaching activity I | Written analysis of HEP from an internet source | 20 |
| Applied teaching activity II | Group presentations at local schools & self-reflection/reaction paper re: activity | EXTRA CREDIT 20 |
| Final project | • PowerPoint presentation (must meet guidelines set in this class)  
• Pre-teaching grid  
• Peer evaluation of presentations  
• Reflective self-evaluation | 25  
5  
5  
5 |
The final exam will not occur on the posted university schedule but is set by the department during the final exam week to avoid multiple exams on one day. You will be notified by the department as soon as the exam schedule is set.

<table>
<thead>
<tr>
<th>Grade</th>
<th>Percentage</th>
<th>Grade</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>93-100</td>
<td>C</td>
<td>73-76</td>
</tr>
<tr>
<td>A-</td>
<td>90-92</td>
<td>C-</td>
<td>70-72</td>
</tr>
<tr>
<td>B+</td>
<td>87-89</td>
<td>D+</td>
<td>67-69</td>
</tr>
<tr>
<td>B</td>
<td>83-86</td>
<td>D</td>
<td>63-66</td>
</tr>
<tr>
<td>B-</td>
<td>80-82</td>
<td>D-</td>
<td>60-62</td>
</tr>
<tr>
<td>C+</td>
<td>77-79</td>
<td>F</td>
<td>59 &amp; below</td>
</tr>
</tbody>
</table>

**Professional Conduct:** Students are responsible for appropriate behaviors as defined by the generic abilities. A student can fail the course for failure to adhere to the behavioral expectations of professionalism as outlined in the generic abilities at the developing level.

**Special accommodations:** During the course of the year, some students may utilize prearranged accommodations. If you are a student with a learning disability, physical disability, or other special needs, please provide me with written verification from the Office of Students with Disabilities as soon as possible. If you need special accommodations that are verified and outlined in the documentation from the Office of Students with Disabilities, those accommodations will be respected and met to the best of my abilities. You can expect confidentiality and cooperation regarding any circumstances and needs that have been verified though the Office of Students with Disabilities on campus.

**Description of assessment activities:**

**Participation in class**

Participation in class will be judged on:
- Consistent attendance. Attendance will not be taken, but students are expected to attend classes unless unusual circumstances arise. It is considered professional courtesy to inform faculty **in advance**, if you will not be able to attend class for any reason. You are responsible for any material covered in any missed class.
- Constructive, respectful verbal & written contributions to class discussion & peer assessments
- Active listening

**Oral presentations**

**Quasi Debate**

The debate will be held on Monday, February 21st.
Three teams will debate the topic: “I believe the (behaviorist; cognitivist or constructivist) approach to education is the most applicable to professional physical therapy education.”
You will have no formal class meeting on Monday, February 15th to give time to meet with your teams and prepare your strategies & presentations.

Team 1: Behaviorism
Team 2: Cognitivism
Team 3: Constructivism

Each team will have 7 minutes in which to define and make the case followed by 2 minutes of questions and answers from other teams about their approach. Finally, they will have 5 minutes to refute or challenge the arguments of other teams and present a snappy summary of their position that will round out the debate. The moderator reserves the right to pose questions to each group.

The debate will be moderated by Sue & she will be the timekeeper; she will be assessing:
- Argument for approach
- Rebuttals & Summary
- Response to question(s)

*Final Project—instructions will follow later: See Final Project/Applied Teaching Activity III*

**Applied Teaching Activity I**

Select a standardized home exercise program (HEP) for a common condition seen by physical therapists. Analyze the home program according to the **Pre-Teaching Grid** from this (PT227) class. You will be required to present a brief written report (not more than 3 typewritten/word processed pages) to include:

- The philosophical orientation of the home assignment/exercise program
- The learning theory behind the approach
- Identify the domain/s of learning dominant in the program
- Identify the learning style/s the presentation addressed
- Are there specific behavioral objectives/goals of the exercise program?
- What teaching aids are needed?
- Evaluate the selected HEP to **identify the reading grade level**.
- How would you evaluate the effectiveness of the HEP if you used it?
- In what environment would it be appropriate to use this HEP?
- Were there references (evidence-base) for the selected program? Were they credible?
- Self-reflection/reaction to evaluation of this available HEP—1 page (How might what you learned effect your selection of HEP materials in the future?)

**Extra credit Applied Teaching Activity II**

- Working with a team of your peers, refine/personalize and give a presentation on physical therapy as a career choice at a local school identified by the instructor. Students must submit **in advance** an outline/lesson plan of their presentation
- Students must submit any handouts to the faculty **prior** to the presentation for approval
Each student must submit a reflection paper (1 page) on his/her experience after the high school presentation

Written assignment

Domains of learning in-class exercise  Directions for the exercise will be distributed in class

Written objectives: Following an in-class exercise, you will be given some poorly written objectives to improve on as a home-work assignment

Final Project/Applied Teaching Activity III

Develop a PowerPoint presentation designed to teach to a patient one of the intervention skills you have learned from your PT 606 course. You will be required to present your teaching exercise to a group of at least 3 of your classmates. You also are required to participate in constructive and helpful peer assessment related to your classmates’ presentations.

Time of presentation: 15 minutes minimum

Format: You must include a major portion (at least 8 minutes) of the presentation on PowerPoint slides.

The following items must be turned in for grading:

1. Pre-teaching grid including
   a. Philosophical orientation of the presentation and reasons for this choice
   b. Learning theory(ies) used in the presentation and reasons for this orientation
   c. Domains of learning relevant to the presentation
   d. Specific learning objectives
   e. Teaching aids to be used
   f. Format of delivery with justification
   g. How you would evaluate learning or how did you?
   h. Preferred teaching environment with explanation
   i. Lesson plan
   j. References (source of evidence-base) for the presentation

2. PowerPoint slides submitted electronically as an e-mail attachment and printed out as a handout (6 slides/page) and submitted to instructor

3. A reflective evaluation of your own performance (written self-evaluation) completed after your presentation

4. In addition, the peer-learners will complete a form designed to assess your effectiveness with the instructional activity.

5. You must complete and turn in 3 peer evaluations on your classmates’ presentations to the instructor over the course of the semester and you must have at least 3 of your classmates assess your performance(s).

6. All paperwork associated with your presentations is due to the instructor by the Monday of finals week.
California State University Sacramento
Department of Physical Therapy

PT 627 Physical Therapy Educator

Final Project/Applied Teaching Activity III

Topic:  

Teacher:  

Audience:  

Audience size:  

Date:  

Please turn your assignment in as soon as possible and by 5PM on Monday, May 19th at the latest!

Checklist:

_____ Pre-Teaching Grid

_____ Objectives for your learning activity

_____ Lesson plan for your learning activity

_____ PowerPoint slides printed out (6 slides/page) & e-mail submitted

_____ Copies of any additional handouts

_____ Copies of learner evaluation (if used)

_____ Reflective self-evaluation

Subject-Background Preparation: References

Lesson Plan:
Describe how you will use your allotted teaching time – a lesson plan.
I. Preparation
   A. Learning Styles according to Sarasin
      1. Auditory
      2. Visual
      3. Tactile
   B. Philosophical Orientation
      1. Development of cognitive processes—reasoning
      2. Academic rationalism
      3. Technology
      4. Societal interests
         a. Social adaptation
         b. Social reconstruction
      5. Personal relevance
   C. Learning Theories (from debate)
      1. Behaviorism
         a. Thorndike
         b. B.F. Skinner
      2. Constructivism
         a. John Dewey
         b. Learning in context (in situ)
      3. Cognitivism
         a. Jean Piaget
         b. Robert Gagne
   D. Domains of Learning
      1. Cognitive: knowledge; comprehension; application; analysis; synthesis; evaluation
      2. Affective: receiving; responding; valuing; organization; characterization
      3. Psychomotor: perception; set; guided response; mechanism; complex overt response; adaptation; origination
      4. Perceptual
      5. Spiritual

E. Objectives

II. The teaching environment
   A. Assessing needs of target population
   B. Planning (collaborative) and goal setting

III. Practical Model for Teaching
   A. Comprehension
   B. Transformation
   C. Instructional Performance
   D. Reflective Evaluation
   E. New Comprehension

IV. Techniques (list only—we will not go over these)
   A. Audiovisual Materials
      1. Handouts
2. Chalkboards, white boards, flip charts
3. Overhead transparencies
4. Slides
5. Videotapes and film
6. Technology—how to
   a. Learn about computers
   b. Learn through computers
   c. Learn with computers
B. Instructional formats (list—although many will be modeled in this class)
   1. Lecture
   2. Discussions and questioning
   3. Group work
   4. Seminars
   5. Role play/simulations
   6. Tutorials
   7. Peer teaching
   8. Brainstorming
   9. Debate
   10. Games
   11. Expert panels
   12. Case methods
   13. Narrative
C. Evaluation (list only—we will not be going over these in depth in class)
   1. Short answer: free or fixed format
   2. Quick checks
   3. Essay
   4. Projects
   5. Group work
   6. Portfolios
   7. Class participation
   8. Journals
   9. Performance-based assessment—practical examinations
D. Teaching Psychomotor Skills
   1. 2 phases of skill learning
      a. Idea of movement and learning the skill
      b. Refining the skill and committing the skill to memory
   2. Graduated practice
   3. Mental practice—visual imagery
V. Patient Education
   A. PT procedures and activities frequently taught to patients
   B. Methods or tools of patient education utilized by PTs
   C. Important PT behaviors related to patient education
   D. Techniques to assess effectiveness of patient education
   E. Factors that are barriers to delivery of effective patient education
   F. Factors that contribute to developing successful patient education skills
   G. Teaching for treatment adherence
      1. PT/patient collaborative model
      2. Establishing therapeutic relationship
      3. Common ground through negotiation
4. Teaching & problem-solving during intervention
5. Removing barriers to treatment and teaching

H. Motor Learning
   1. Processes
   2. Stages: cognitive; associative; autonomous

VI. Clinical Education - your future responsibilities as practitioners
   A. Purpose
   B. Responsibilities
      1. DCE--Director of Clinical Education
      2. Student
      3. CCCE--Clinical Coordinator of Clinical Education
      4. CI--Clinical Instructor
         a. Professional responsibility
         b. Professional growth
         c. Challenges
         d. Rewards
         e. Techniques for planning successful learning experiences
         f. Consistent evaluation and feedback
<table>
<thead>
<tr>
<th>Week</th>
<th>Topic</th>
<th>Teaching Strategy</th>
<th>Readings</th>
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<tbody>
<tr>
<td>1</td>
<td>Course Overview</td>
<td>lecture/PowerPoint</td>
<td>syllabus</td>
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<tr>
<td>2</td>
<td>Pre-Teaching Grid Learning Styles</td>
<td>handouts experiential activity</td>
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<td>3</td>
<td>Philosophy</td>
<td>lecture /PowerPoint</td>
<td>hand-outs</td>
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<td>4</td>
<td>Group meetings/preparation for the debate—no class meeting</td>
<td>debate</td>
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<td>5</td>
<td>Learning Theories</td>
<td>debate</td>
<td></td>
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<td>6</td>
<td>Domains of Learning</td>
<td>group work</td>
<td>hand-outs</td>
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<tr>
<td>7</td>
<td>Objectives</td>
<td>discussion &amp; questions games</td>
<td>hand-outs</td>
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<tr>
<td>8</td>
<td>12:30-1:30</td>
<td>Computer Lab demonstration</td>
<td>hand-outs</td>
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<td>PowerPoint</td>
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<td>SPRING BREAK</td>
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<td>9</td>
<td>Teaching Environment Practical Model for Teaching</td>
<td>case method</td>
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<td>10</td>
<td>Practical Model for Teaching</td>
<td>lecture/PowerPoint</td>
<td>hand-outs</td>
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<td>11</td>
<td>NLP</td>
<td>lecture/PowerPoint</td>
<td>hand-outs</td>
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<tr>
<td>12</td>
<td>Patient education</td>
<td>discussion &amp; narrative</td>
<td>hand-outs</td>
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<tr>
<td>13</td>
<td>Patient education</td>
<td>lecture/PowerPoint</td>
<td>hand-outs</td>
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<td>14</td>
<td>Clinical education</td>
<td>lecture/discussion</td>
<td>hand-outs</td>
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<td>15</td>
<td>Professionalism</td>
<td>lecture/discussion</td>
<td>hand-outs</td>
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<td>Finals wk</td>
<td>Submission of PowerPoint Presentations; peer teaching/peer assessments by 5:00 pm on Monday of finals week.</td>
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**Schedule subject to change at the discretion of the instructor**

STUDENTS SHOULD READ AND BECOME FAMILIAR WITH THE UNIVERSITY’S ACADEMIC HONESTY, POLICY & PROCEDURES WHICH CAN BE FOUND AT: www.csus.edu/admbus/umanual/UMA00150.htm The following are direct quotes from the first sections of that document:
“The principles of truth and honesty are recognized as fundamental to a community of scholars and teachers. California State University, Sacramento (CSUS) expects that both faculty and students will honor these principles, and in so doing, will protect the integrity of academic work and student grades. CSUS is a publicly-assisted institution legislatively empowered to certify competence and accomplishment in general and discrete categories of knowledge. The President and faculty of CSUS are therefore obligated not only to the world at large but also to California to guarantee that substantive knowledge is actually acquired and the ability to acquire it is actually demonstrated by those to whom they assign grades and whom they recommend for degrees. Academic dishonesty defrauds all those who depend upon the integrity of the University, its courses and its degrees. This fraud is accomplished to the extent that faculty, students or campus employees knowingly or unwittingly allow academic dishonesty to work its deception.”

“...Plagiarism is a form of cheating. At CSUS plagiarism is the use of distinctive ideas or works belonging to another person without providing adequate acknowledgement of that person’s contribution. Regardless of the means of appropriation, incorporation of another’s work into one’s own requires adequate identification and acknowledgement. Plagiarism is doubly unethical because it deprives the author of rightful credit and gives credit to someone who has not earned it. Acknowledgement is not necessary when the material used is common knowledge.”

Student Resources for Assistance with SacCT:

http://www.csus.edu/webct/student/
PT 627—GRADING RUBRIC—FINAL PRESENTATIONS

NAME OF PRESENTER: _____________________________________________

TITLE OF PRESENTATION: _______________________________________

<table>
<thead>
<tr>
<th>The presenter</th>
<th>Definitely</th>
<th>Somewhat</th>
<th>Not at all</th>
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<tbody>
<tr>
<td>Outlined the objectives...clearly</td>
<td></td>
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<tr>
<td>Spoke audibly and clearly</td>
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<tr>
<td>Avoided use of fillers</td>
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<td>Engaged the audience with eye contact</td>
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<tr>
<td>Made an effort to involve the group</td>
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</tbody>
</table>

| The Slides were                                                              |            |          |            |
| Complementary to the spoken word                                            |            |          |            |
| Contained the essence of the talk                                           |            |          |            |
| Not excessively wordy                                                       |            |          |            |
| Visually pleasing                                                           |            |          |            |

| The Content was                                                             |            |          |            |
| Easily understood                                                           |            |          |            |
| Formulated into a logical sequence                                          |            |          |            |
| Succinctly summarized                                                       |            |          |            |

| The Handouts (if any) were                                                  |            |          |            |
| Helpful                                                                      |            |          |            |
| Written in simple language                                                  |            |          |            |
| Visually pleasing                                                           |            |          |            |
| Made with a legible typeface                                                |            |          |            |

Additional Feedback/Constructive Comments (What could the presenter do to improve presentation?):

Reviewer: _____________________________________________