Learning Styles, Active Learning, Generic Abilities: Strategies for Success

AND

Teacher Preparation: Course Design

SUPPLEMENTARY PACKET

Education Section New Faculty Development Workshop

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May 16-19th, 2013

Indianapolis, IN
### Professional Behaviors/ Affective Behaviors for Physical Therapists

<table>
<thead>
<tr>
<th>APTA Core Values, 2009</th>
<th>APTA Values-Based Behaviors for the PTA, 2011</th>
<th>May et al, 2010</th>
<th>Jette et al, 2003</th>
<th>Wolff-Burke, 2005</th>
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<tbody>
<tr>
<td>Accountability</td>
<td>Altruism</td>
<td>Critical Thinking</td>
<td>Professionalism</td>
<td>Responsibility for learning</td>
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<tr>
<td>Altruism</td>
<td>Caring and Compassion</td>
<td>Communication</td>
<td>Critical Thinking</td>
<td>Communication skills</td>
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<tr>
<td>Compassion / Caring</td>
<td>Continuing Competence</td>
<td>Problem Solving</td>
<td>Professional Development</td>
<td>Empathy</td>
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<tr>
<td>Excellence</td>
<td>Duty</td>
<td>Interpersonal Skills</td>
<td>Personal Balance</td>
<td>Professionalism</td>
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<tr>
<td>Integrity</td>
<td>Integrity</td>
<td>Responsibility</td>
<td>Working Relationships</td>
<td></td>
</tr>
<tr>
<td>Professional Duty</td>
<td>PT/PTA Collaboration</td>
<td>Professionalism</td>
<td>Communication Management</td>
<td>Undesired behaviors</td>
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<tr>
<td>Social Responsibility</td>
<td>Responsibility</td>
<td>Use of Constructive Feedback</td>
<td>Interpersonal Skills</td>
<td>An attitude</td>
</tr>
<tr>
<td></td>
<td>Social Responsibility</td>
<td>Effective Use of Time and Resources</td>
<td></td>
<td>Lack of interest</td>
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<td></td>
<td></td>
<td>Stress Management</td>
<td></td>
<td>Poor communication</td>
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<tr>
<td></td>
<td></td>
<td>Commitment to Learning</td>
<td></td>
<td>Unprofessional behavior</td>
</tr>
</tbody>
</table>
Kolb's learning styles

Concrete Experience
Feeling

Diverging
(feel and watch)
CE/RO

Converging
(think and do)
AC/AE

Accommodating
(feel and do)
CE/AE

Active Experimentation
Doing

Reflective Observation
Watching

Perception Continuum
how we do things

Continuum

Assimilating
(think and watch)
AC/RO

Abstract Conceptualisation
Thinking

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## COGNITIVE DOMAIN

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<tr>
<th>Levels</th>
<th>Description</th>
<th>Outcome Terms</th>
<th>Sample Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Remembering</td>
<td>Remembering by recognition or recall of facts, terms, basic concepts</td>
<td>Cite, count, duplicate, define, draw, label, list, match, name, record, repeat, recognize, recall, reproduce, state, underline</td>
<td>The student will define the center of gravity</td>
</tr>
<tr>
<td>Remembering</td>
<td>Understanding and explain the stated meaning, ideas or concepts</td>
<td>Classify, describe, discuss, explain, express, identify, locate, report, review, tell, translate, outline, rephrase</td>
<td>The student will describe principles of the center of gravity involved in body movement</td>
</tr>
<tr>
<td>Applying</td>
<td>Solving problems by applying acquired knowledge, facts, theories, techniques, in a new or different situation</td>
<td>Apply, choose, demonstrate, dramatize, employ, illustrate, interpret, operate, practice, schedule, solve, use, simulate</td>
<td>The student will demonstrate how center of gravity relates to balance</td>
</tr>
<tr>
<td>Analyzing</td>
<td>Breaking down material into parts and relating how the parts are organized</td>
<td>Analyze, appraise, categorize, compare, contrast, debate, diagram, differentiate, discriminate, examine, question, test, sequence, simplify</td>
<td>The student will compare how center of gravity differs in maintaining sitting, stooped, and standing postures</td>
</tr>
<tr>
<td>Evaluating</td>
<td>Justifying a position, new pattern or structure</td>
<td>Appraise, argue, assess, defend, judge, select, support, value, evaluate, integrate, manage, propose, adapt, elaborate</td>
<td>The student will justify selection of an appropriate transfer technique using principles of center of gravity</td>
</tr>
<tr>
<td>Creating</td>
<td>Creating a new point of view or product</td>
<td>Assemble, construct, create, design, develop, formulate, generate, write, originate</td>
<td>Given a patient scenario, the student will design a wheelchair-to-car transfer that uses the principles involved in the body’s center of gravity</td>
</tr>
</tbody>
</table>

Revised from: Knowledge, Comprehension, Application, Analysis, Synthesis, Evaluation
## AFFECTIVE DOMAIN

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<th>Levels</th>
<th>Description</th>
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<th>Sample Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Receive</td>
<td>Open to experience, willing to hear and direct attention</td>
<td>Accept, attend, develop, realize, receive, recognize, reply, listen, take part, be open to, listen, focus, acknowledge</td>
<td>The student will recognize the role that other disciplines play in the health care environment</td>
</tr>
<tr>
<td>Responding</td>
<td>Complying with a suggestion, react and participate actively</td>
<td>Behave, complete, comply, cooperate, discuss, examine, observe, respond, clarify, provide other references and examples, contribute, present</td>
<td>The student will provide examples of what other disciplines contribute to the management of a patient</td>
</tr>
<tr>
<td>Valuing</td>
<td>Accepting values as a belief, express as personal opinion or belief</td>
<td>Accept, balance, believe, defend, devote, influence, prefer, pursue, seek, value, challenge, debate, refute, justify, persuade, criticize</td>
<td>The student will seek input from a member of another discipline for input to improve patient management without cuing from the instructor</td>
</tr>
<tr>
<td>Organization</td>
<td>Conceptualize a value, reconcile internal conflicts, develop a value system</td>
<td>Discriminate, display, favor, judge, order, organize, relate, weigh, prioritize, reconcile, compare, contrast, arrange, formulate</td>
<td>The student will formulate a plan for patient management that appropriately integrates input from other disciplines</td>
</tr>
<tr>
<td>Characterization (can not be formally taught)</td>
<td>Adopt a belief system and philosophy, act in accordance with values that are integrated into a total philosophy or world view</td>
<td>Internalize, verify, influence, display</td>
<td>The student will internalize the importance of an interdisciplinary team approach and act consistently with those beliefs</td>
</tr>
</tbody>
</table>
# PSYCHOMOTOR DOMAIN

<table>
<thead>
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<th>Levels</th>
<th>Description</th>
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<th>Sample Objective</th>
</tr>
</thead>
<tbody>
<tr>
<td>Perception</td>
<td>Becoming aware of objects, qualities, or relations through the senses, selecting relevant cues, and relating to motor acts</td>
<td>Distinguish, hear, see, smell, taste, touch</td>
<td>The student will distinguish between various wheelchair-to-mat transfers</td>
</tr>
<tr>
<td>Set</td>
<td>Being ready for response through mental, physical, and/or emotional set</td>
<td>Adjust, approach, locate, place, position, prepare</td>
<td>The student will appropriately prepare and position oneself to engage in a wheelchair-to-mat transfer</td>
</tr>
<tr>
<td>Guided Response</td>
<td>Overt behavioral act under the guidance of an instructor, or following a model or criteria</td>
<td>Copy, determine, discover, duplicate, imitate, repeat, replicate, follow</td>
<td>The student will replicate a wheelchair-to-mat transfer following demonstration by an instructor</td>
</tr>
<tr>
<td>Mechanism</td>
<td>Learned response becomes habitual, responding to the demands of the situation with proficiency and confidence</td>
<td>Adjust, build, illustrate, indicate, manipulate, mix, set up, implement, execute</td>
<td>The student will perform a wheelchair-to-mat transfer on three different patients from case scenarios</td>
</tr>
<tr>
<td>Complex Overt Response</td>
<td>Performance of a complex motor act without hesitancy and with coordinated motor control</td>
<td>Calibrate, coordinate, demonstrate, maintain, operate, reliably execute</td>
<td>The student will perform a wheelchair-to-mat transfer on an actual patient with hemiplegia</td>
</tr>
<tr>
<td>Adaptation</td>
<td>Altering motor activities to meet demands of problematic situations</td>
<td>Adapt, build, change, develop, supply, coordinate, modify, solve</td>
<td>The student will appropriately adapt a wheelchair-to-mat transfer for use between two uneven surfaces for a patient with hemiplegia.</td>
</tr>
<tr>
<td>Origination</td>
<td>Creating new motor acts or ways of manipulating materials</td>
<td>Construct, create, design, produce, invent</td>
<td>The student will develop an appropriate transfer technique for a patient to transfer from the wheelchair to a comfortable chair while performing a home visit.</td>
</tr>
</tbody>
</table>


References and Resources


Brown DD, Wise HH. Service learning to facilitate attainment of professional practice expectations in prevention and health promotion. J Phys Ther Educ. 2008;21(3);59-64.


*A Normative Model of Physical Therapist Professional Education: Version 2004.* AND *A Normative Model of Physical Therapist Assistant Education: Version 2007.* Alexandria, VA: American Physical Therapy Association; 2004. Available for purchase at: [http://iweb.apta.org/Purchase/CatalogSearchResults.aspx?Option=1&ProductTypeText=All&ProductTypeValue=All&Title=&Author=&ProductDesc=normative+model&TitleText=Item+Number+or+Title+contains&AuthorText=Author+Name+contains&ProductDescText=Item+Description+contains](http://iweb.apta.org/Purchase/CatalogSearchResults.aspx?Option=1&ProductTypeText=All&ProductTypeValue=All&Title=&Author=&ProductDesc=normative+model&TitleText=Item+Number+or+Title+contains&AuthorText=Author+Name+contains&ProductDescText=Item+Description+contains)


Silberman, Mel. *Active Learning: 101 Strategies to Teach Any Subject.* Allyn and Bacon; 1996.


