

## NEW EDUCATOR TOOLKIT

This document is intended to provide resources and general information for potential or new faculty members responsible for pediatric content in a physical therapy program.

### Issues to consider as you consider academia:

- **Ask yourself the following questions:**
  - Why did you transition into academia?
  - What interests you about academic life?
  - What are your current professional goals?
  - What resources will you find helpful in your transition?
  - Do you have formal/informal mentoring?
  - What are your concerns?
  - Do you want to maintain a professional practice?
  - Are you able to attain or renew clinical specialist certification in this position?
  - If so, how do you integrate that into your teaching?
  
- **Be clear about your role:** Understand different levels of positions at your institution
  - Lab Assistant
  - Lecturer
  - Course Instructor
  - Adjunct Faculty
  - Associated Faculty
  - Core Faculty: Part time or Full time
    - Instructor
    - Senior Instructor
    - Assistant Professor
    - Associate Professor
    - Full Professor
    - Tenure
      - Non-tenure track
      - Tenure track
    - Track
      - Clinical track
      - Research/traditional track
      - Additional tracks?
  
- **Know how your position is funded**
  - Full funding by the department
  - Department funds plus income from clinical work
  - Department funds plus grant/research funding

- **Ask about availability of a mentor and process of mentorship**
  - APTA Education Leadership Development:  
<http://www.apta.org/Educators/Academic/LeadershipDevelopment/>
  - Is there a mentor available at the institution
  - Is there support for mentorship outside the institution
  - Consult with Academic and Clinical Educator Special Interest Group (ACE SIG of Section of Pediatrics of APTA) members

**Important issues to know about in PT academia:**

- **Responsibilities in Academia** (will vary based on institution and position)
  - Teaching
  - Scholarship
  - Clinical
  - Service
  - Administration
- **CAPTE (Commission on Accreditation in Physical Therapy Education) Accreditation:**  
[http://www.capteonline.org/uploadedFiles/CAPTEorg/About\\_CAPTE/Resources/Accreditation\\_Handbook/EvaluativeCriteria\\_PT.pdf](http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/EvaluativeCriteria_PT.pdf)
- **Scholarship Expectations:** Activities that systematically advance the teaching, research and practice of physical therapy through rigorous inquiry that-
  - is significant to the profession
  - is creative
  - is peer-reviewed through various methods
  - can be replicated or elaborated, and
  - is published, presented, or documented
- **Type of scholarship**  
[http://www.capteonline.org/uploadedFiles/CAPTEorg/About\\_CAPTE/Resources/Accreditation\\_Handbook/EvaluativeCriteria\\_PT.pdf](http://www.capteonline.org/uploadedFiles/CAPTEorg/About_CAPTE/Resources/Accreditation_Handbook/EvaluativeCriteria_PT.pdf) (p. ix)
  - Scholarship of Discovery:
    - Primary empirical research
    - Historical research
    - Theory development
    - Methodological studies
    - Philosophical inquiry
  - Scholarship of Integration:
    - Inquiry that advances knowledge across a range of theories, practice areas, techniques or methodologies
    - Includes works that interface between physical therapy and a variety of disciplines
  - Scholarship of Application/Practice
    - Development of clinical knowledge
    - Application of technical or research skills to address problems

- Scholarship of Teaching
  - Application of knowledge of the discipline or specialty applied in teaching-learning
  - Development of innovative teaching and evaluation methods
  - Program development and learning outcome evaluation
  - Professional role modeling
  
- Scholarship of Engagement:
  - Collaborative partnerships involving faculty, community members and organizational representatives (community-based research or interventions)

## Curriculum and Course Development

- **Curriculum Models (CAPTE):** Learn about these different models, the preferences of your institution, the support for using different models, based on your experience and preference.
  - CASE-BASED: the curriculum utilizes patient cases as unifying themes throughout the curriculum.
  - LIFE SPAN-BASED: the curriculum is built around the physical therapy needs of individuals throughout the life span (eg, the basic and clinical sciences and patient management skills, etc, related to the neonate are presented together, followed by those of childhood, adolescence, early adulthood, middle age and old age).
  - PROBLEM-BASED: the entire curriculum (including foundational, behavioral, and clinical science content) is built around patient problems that are the focus for student-centered learning through the tutorial process and independent activities.
  - MODIFIED PROBLEM-BASED: the curriculum uses the problem-based model in the later stages, but the early courses (primarily foundational sciences) are presented in the more traditional format of lecture and laboratory.
  - SYSTEMS-BASED: the curriculum is built around physiological systems (musculoskeletal, neuromuscular, cardiopulmonary, integumentary, etc).
  - GUIDE-BASED: the curriculum is built around the disability model, the patient management model, and the preferred practice patterns included in the Guide to Physical Therapist Practice.
  - TRADITIONAL: the curriculum begins with basic science, followed by clinical science and then by physical therapy science.
  - HYBRID: a combination of two or more of the above models.
  
- Assure readiness for Pediatric content with an understanding of student foundational knowledge within the “threads” of the curriculum.

**(Many other “living” shared links to education resources on ACE website)**

• **Teaching method resources**

- Development of learning objectives
  - Course objectives – typically in syllabus for course
    - Course objectives should address CAPTE criteria
  - Learning objectives – per session, topic, week
  
- Domains of educational objectives
  - Cognitive = Knowledge
  - Affective = Attitude
  - Psychomotor = Manual or Physical Skills
  
  - Websites:
  - Bloom’s Revised Taxonomy of Learning Domains  
<http://www.nwlink.com/~donclark/hrd/bloom.html>
  - Structure of Observed Learning Outcome (SOLO) Taxonomy :  
[http://www.tedi.uq.edu.au/downloads/Biggs\\_Solo.pdf](http://www.tedi.uq.edu.au/downloads/Biggs_Solo.pdf)
  
- Essential competencies in Entry-Level Pediatric PT Education (Rapport et al, 2014): Identifies competencies that are unique to pediatric PT that should be included in a PT curriculum
  - Human development
  - Age-appropriate patient/client management
  - Family-centered care
  - Health promotion and safety
  - Legislation, policy, and systems
  
- Clinical Reasoning Resources
  - Furze J, Nelson K, O’Hare M, Ortner A, Threlkeld AJ, Jensen G. Describing the clinical reasoning process: application of a model of enablement to a pediatric case. *Physiother Theory Pract.* 2013;29(3):222-231
  - Kenyon,L. (2013). The Hypothesis-Oriented Pediatric Focused Algorithm: A Framework for Clinical Reasoning in Pediatric Physical Therapist Practice. *Phys Ther*, 93(3),413-420.
  - Atkinson H, Nixon-Cave K. A tool for clinical reasoning and reflection using the international classification of functioning, disability and health (ICF) framework and patient management model. *Phys Ther.* 2011;91(3):416-430
  - Schenkman M, Deutsch J, Gill-Body K.. An integrated framework for decision making in neurologic physical therapist practice. *Phys Ther.* 2006;86(12),1681-1702.
  
- APTA Teaching Resources
  - APTA Information for Educators <http://www.apta.org/Educators/>
  - Journal of Physical Therapy Education  
<http://www.aptaeducation.org/members/jopte/index.cfm>
  - Education section of APTA
    - New Faculty Development Workshop
    - Education Leadership Institute (ELI)
  - Polly Cerasoli Lectures

- Assessment Resources
  - Outcome Assessment in Physical Therapy Education  
<http://www.apta.org/OutcomesAssessment/>
  - Student Assessment:
    - National Institute for Learning Outcomes Assessment (rubric development)  
<http://www.learningoutcomeassessment.org/Rubrics.htm>
    - Center for Teaching and Learning (sample rubrics)  
<http://teaching.berkeley.edu/rubrics>
    - Consider an item writing workshop
    - Consider an item writing workshop with FSBPT (Federation of State Boards of Physical Therapy)
- Technology Resources
  - [http://www.huffingtonpost.com/vala-afshar/10-hottest-technologies-i\\_b\\_6089740.html](http://www.huffingtonpost.com/vala-afshar/10-hottest-technologies-i_b_6089740.html)
- Interactive Learning/Flipped Classroom
  - [Interactive Learning - Stanford Medicine Interactive Learning Initiatives](http://smili.stanford.edu/interactive-learning/index.html)  
<http://smili.stanford.edu/interactive-learning/index.html>
  - [http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/HigherEdWhitePaper%20FINAL.pdf?utm\\_content=9996302&utm\\_medium=social&utm\\_source=googleplus](http://www.flippedlearning.org/cms/lib07/VA01923112/Centricity/Domain/41/HigherEdWhitePaper%20FINAL.pdf?utm_content=9996302&utm_medium=social&utm_source=googleplus)
- Other Teaching Resources
  - International Association of Medical Science Educators (IASME): devoted to advancing the teaching of the sciences fundamental to the health care professions <http://www.iamse.org/>
  - Institute of Education Sciences: <http://eric.ed.gov/>
  - Educause: a nonprofit association whose mission is to advance higher education through the use of information technology  
<http://www.educause.edu/>
  - Journal of the Scholarship of Teaching and Learning:  
<http://josotl.indiana.edu/>

### General resources

- **Textbooks** (examples of those with faculty resources including videos, images, PowerPoint presentations, test questions and/or case studies):
  - Campbell S, Palisano R, Orlin M. *Physical Therapy for Children* 4<sup>th</sup> ed, St. Louis, MO, Elsevier; 2011
  - Effgen S. *Meeting the Physical Therapy Needs of Children* 2<sup>nd</sup> ed. FA Davis; 2012

- Tecklin J. *Pediatric Physical Therapy*. Wolters Kluwer; 2014
- Dodd K, Imms C, Taylor, N. *Physiotherapy and Occupational Therapy for People with Cerebral Palsy: A Problem-Based Approach to Assessment and Management*. Mac Keith Press; 2010
- Gage J, Schwartz M, Koop S, Novacheck T. *The Identification and Treatment of Gait Problems in Cerebral Palsy 2<sup>nd</sup> ed (Clinics in Developmental Medicine)*. Mac Keith Press; 2019
- Shumway-Cook A, Woollacott M. *Motor Control: Translating Research into Clinical Practice 4<sup>th</sup> ed.*, Wolters Kluwer; 2011
- Schenkman M, Bowman J, Gisbert R, Butler R. *Clinical Neuroscience for Rehabilitation*. Prentice Hall; 2012
- O'Sullivan S, Schmitz T, Fulk G. *Physical Rehabilitation 6<sup>th</sup> ed*. FA Davis; 2013
- O'Sullivan S, Schmitz T. *Improving Functional Outcomes in Physical Rehabilitation* FA Davis; 2009

#### **Education textbooks**

- Angelo, TA, Cross, KP. *Classroom Assessment Techniques: A Handbook for College Teachers 2<sup>nd</sup> Ed*. Jossey-Bass; 1993.
- Bain, K. *What the Best College Teachers Do*. Harvard University Press; 2004
- Jensen G, Mostrom E. *Handbook of Teaching and Learning for Physical Therapists 3<sup>rd</sup> ed*, Elsevier; 2013
- Plack M, Driscoll M. *Teaching and Learning in Physical Therapy: From Classroom to Clinic*. Slack Inc.; 2011.

#### **Frequently asked questions: hurdles/challenges**

- **How to work with students with disabilities**
  - Association of Higher Education and Disability: <http://ahead.org/learn>
  - ADA Requirements: Effective Communication. [Revised ADA Requirements: Effective Communication](#)
  - Strategies for students with a disability: <http://disability.illinois.edu/strategies>
- **How to improve time management skills:**  
<http://disability.illinois.edu/strategiestechniques-adhd#3>

Educator Tool-Kit: Lisa Dannemiller, Debi Craddock, Eydie Kendall, Elizabeth Williamson, Mary Jane Rapport