

**PHYSICAL THERAPY PROGRAM
SCHOOL OF HEALTH SCIENCES
OAKLAND UNIVERSITY**

**PT 8807 Educational Principles for Rehabilitation Professionals
Winter, 2017**

COURSE DESCRIPTION: The role of rehabilitation professional as educators of students, patients, the community and other health care providers will be examined. Theoretical principles related to the teaching and learning process, adult learning, and professional development will be presented. Current issues in academic, post-professional, and clinical education will be critically reviewed.

This course is divided into three units. Unit 1 deals with some basic theories related to teaching and learning; Unit 2 covers some basic principles of teaching such as transfer, motivation and problem solving; and Unit 3 involves applying what we will have learned in Unit 1 and 2 to some current issues in entry-level and post-entry level education, as well as in clinical education. Overall, I will lead the discussions for Units 1 and 2, and all of you will be responsible for providing readings and discussion questions for Unit 3.

CREDIT HOURS: 4 credits of on-line instruction

INSTRUCTOR: Chris Stiller, PhD, PT
Phone (all 248): 364-8661 (work); 364-8660 (fax)
e-mail: cstiller@oakland.edu
Office Hours: Tuesdays 1:00-3:00 p.m. and by appointment

OBJECTIVES: At the completion of this course, the student will be able to:

1. Describe the roles of rehabilitation professionals in teaching and learning.
2. Assess his/her level of understanding of the teaching/learning process.
3. Articulate his/her view of the roles of the teacher and learner.
4. Describe developmental theories and their relationship to teaching and learning in the cognitive, affective, and psychomotor domains.
5. Discuss the implications of various theories of development, and teaching and learning to the practice of health care professionals.
6. Apply principles of instruction to educational situations in the health care professions.
7. Develop, present and facilitate an on-line discussion module related to the application of theories of teaching and learning and principles of instruction.

READINGS:

All Readings will be on e-reserve through Kresge Library.

COURSE REQUIREMENTS:

Modules - Reflective Journals/On-line discussions	70%
- Reflective Journal 1(part of Module 1) (5%)	
- Modules 2-7 On-line discussions (10% each)	
- Reflective Journal 2 (5%)	
Application Module presentation	10%
Term paper	20%

** All assignments must be submitted on the due dates stated in this syllabus. 10% of the grade for the assignment will be deducted for each day that any assignment is late.

GRADING SCALE:

GP Numerical	Letter	Percent		GP Numerical	Letter	Percent		GP Numerical	Letter	Percent
4.0	A	100 - 96		2.9	C	79		1.9	D	69
3.9	A	95		2.8	C	78		1.8	D	68
3.8	A	94		2.7	C	77		1.7	D	67
3.7	A	93 - 92		2.6	C	76		1.6	D	66
3.6	A	91 - 90		2.5	C	75		1.5	D	65
3.5	B	89		2.4	C	74		1.4	D	64
3.4	B	88		2.3	C	73		1.3	D	63
3.3	B	87 - 86		2.2	C	72		1.2	D	62
3.2	B	85 - 84		2.1	C	71		1.1	D	61
3.1	B	83 - 82		2.0	C	70		1.0	D	60
3.0	B	80-81						0.0	E	59 and below

ACADEMIC CONDUCT:

Students are expected to adhere to the procedures for Academic Conduct described in the University Graduate Catalog. Please read and refer to the University Graduate Catalog, Policy on Academic Conduct. This policy states that “All members of the academic community . . . are expected to practice and uphold standards of academic integrity and honesty. Academic integrity means representing oneself and ones work honestly. Misrepresentation is cheating since it means students are claiming credit for ideas or work not actually theirs and are thereby seeking a grade that is not actually earned.” Examples of cheating include “cheating on exams, using books and/or notes when not authorized to do so, copying from someone else’s work or ideas without giving that person credit. Both direct quotations and paraphrases must be documented. Even if students rephrase, condense, or select from another person’s work, the ideas are still the other person’s and failure to give credit constitutes plagiarism of another’s idea.” This policy will be applied in this and all courses in the Program in Physical Therapy. Students found guilty of academic misconduct by the university will be subject university sanctions and to sanctions from the program by the Physical Therapy Promotion and Honors Committee including probation, suspension or dismissal.

ACCOMODATIONS/DISABILITY SUPPORT SERVICES:

Any student with a documented disability needing academic accommodations is required to speak with the Office of Disability Support Services to make arrangements. The office is located in room 106 North Foundation Hall. For information or to make an appointment call 370-3266.

EMERGENCY PREPAREDNESS:

All students are encouraged to become familiar with the Oakland University Emergency Preparedness Website, Policies and Procedures.

See: <http://www4.oakland.edu/?id=5410&sid=188> In particular, students are strongly encouraged to:

- 1) Take the 15-minute *Violence Prevention Training Course* available on the site
- 2) Sign up to receive text message alerts in the event of a major campus emergency by visiting the **Emergency Notification** Web site (Grizz ID and valid OU e-mail address required)
- 3) Know how to contact the OUPD in the event of an emergency:
 - Call **911** from any campus phone
 - Call (248) 370-3333 from a cell phone
 - Text the dispatch office at **911@oakland.edu**
 - E-mail the dispatch office at **911@oakland.edu**
- 4) Know how to **submit anonymous tips** online in non-emergency situations

COURSE SCHEDULE:

Week of

Module/Topic

UNIT 1

January 3

Module 1

- Course/participant introductions
- Where and what do we teach?

January 10/17/24

Module 2

- Theories Related to Teaching and Learning in the Cognitive Domain
- Journal 1 due January 12**

January 31

Module 3

- Theories Related to Teaching and Learning in the Psychomotor Domain
- Last day to post responses for Module 2 is February 2**

February 7

Module 4

- Theories Related to Teaching and Learning in the Affective Domain
- Term Paper Topic Due on February 9**
- Last Day to post responses for Module 3 is February 9**

February 14

Module 5

- Theories of Adult Learning
- Last day to post responses for Module 4 is March 2**

February 21

Break

UNIT 2

February 28

Module 6

- Motivation, Transfer and Problem Solving
- Last day to post for Module 5 is March 9**

March 7

Module 7

- Introduction to Instructional Design Theories
- Principles of Instruction
- Draft of Term Paper due to Peer Reviewer on March 9**
- Last day to post responses for Module 6 is March 16**

UNIT 3

March 14/21/28

Application Modules

-Application of Educational Principles/Theories to the Health Care Professions

-Possible Topics:

- Interprofessional Education
- Clinical Reasoning
- Professional Development
- Evidence-Based Learning
- Technology and Teaching/Learning
- Models of Clinical Education
- Teaching Professional Behaviors
- Team Based Learning
- “Flipping” the Classroom
- Cultural Issues in Teaching and Learning
- Mentoring
- Service Learning
- Bridging the Gap Between the Academic and Clinical Setting

March 14/21/28, cont. **-Post Readings/Discussion questions for Application Module no later than March 14**
-Last day to post responses for Module 7 is March 23
-Final date to return term papers to authors is March 23
-Last day to post responses to Application Modules is March 30

April 6 **Term Paper Due**

April 13 **Journal 2 Due**

April 17 **Classes end**

COURSE REQUIREMENTS:

Modules - Reflective journals/ On-line discussion modules (40%)

- There are two journal assignments – one due on January 12 and one due on April 13. The two journal entries will revolve around your sense of yourself as a teacher and learner and your views about teaching and learning before and after completing the course.
- The on-line discussion modules will reflect the content of the readings. There are 7 modules. The assignment for Module 1 is Journal 1 and the assignments for Modules 2-7 are to complete readings and answer discussion questions that will be posted on Module.

Presentation/discussion related to course readings (30%)

- Sometime during the weeks of March 14-March 28, you will be responsible for being a “discussion leader”. Your role as the discussion leader will be to lead an on-line discussion related to the topics listed for the “Application Module” (see Course Schedule March 14-28) in the syllabus. You must find three articles/book chapters (only one source can be a book chapter) about your topic. These are topics that are current issues related to physical therapy and/or allied health education. Let me know which topic you would like to present – choices will be assigned on a first come-first serve basis (or you can negotiate with the person who has your choice if someone else chooses the topic you want). As an alternative, if there is a current issue that is not listed that you would like to discuss instead, that is also fine. Please let me know if you will be choosing a topic that is not listed on the syllabus. For the assignment, you should briefly summarize what you think are the major points of the articles/book chapters (approximately ½ per article – can be longer if necessary, but not to exceed one full page; bullet points can be used to summarize the articles provided they provide a true summary so that other people and the class and I can understand the main points of the article) and write 3 discussion questions. Everyone in class should post at least one response to discussion questions.
- You can either e-mail me a copy of the articles, the summary of the articles, and your questions and answers; post them on Moodle yourself (I will create a Application Module Discussion board for each of you on Moodle); or put them in my mailbox. The articles, article summaries and discussion questions should be “posted” on Moodle by March 14; that means that if you want me to post them for you, you should get the readings to me by March 12 so I have a few days to get them scanned and uploaded to Moodle.
- The Application Discussion question should be “answered” on Moodle by March 30.

Term paper (40%)

- For the term paper, you can choose any topic related to the ideas discussed in class/the course readings, including the topic of your presentation/postings for discussion. Term papers should be 10-12 pages in length, 10-12 point font, double-spaced, using AMA publication style. If you are not familiar with the AMA publication style of writing, you can either buy a copy of the *AMA Manual of Style (10th ed.)* or access it on-line. I would like to know what your topic is by February 9. In addition, you should forward a copy of a draft of your paper to someone else in the class (I will assign your peer reviewer) by March 9. All papers should be returned to the

authors within two weeks (March 23rd at the latest). I will also give you a copy of some guidelines for peer review to you by March 7.

- Your papers will be graded on content, as well as style (e.g., grammar, spelling, general organization, clarity of presentation of ideas, following directions). In general, choose a topic that is of interest to you or one that you think you might pursue as part of your future research. A final draft of the term paper is due April 6.

Timely submission of all assignments

- All assignments must be submitted on the due dates stated in this syllabus. 10% of the grade for the assignment will be deducted for each day that any assignment is late.