

EDUCATIONAL CURRICULUM (2 Contact Hours Each)

Collaborative Practices for the Clinical Environment, David L. Levison, PT, MHS
Professor, School of Physical Therapy & Rehabilitation Science, The University of Montana

Description: This module will guide the participant in an exploration of the concepts of collaboration as a way to enhance the clinical environment as a place for teaching and learning, and for productive fulfilling work with others. The module is designed to improve understanding of collaboration and collaborative learning theory in a clinical practice environment and to increase the ability to apply this understanding. Participants will learn the main points of the literature and engage in guided discussion with the others participating.

Objectives:

- Describe the concept of collaboration as it can be applied to student learning and working with others in a health care work setting.
- Analyze behaviors, attitudes and work environment policies and practices as they relate to collaborative concepts.
- Understand the underlying issues of interpersonal conflict, specifically as they may occur in health care and interdisciplinary interactions.
- Identify essential group factors that enhance the success of collaboration.
- Apply the literature related to collaboration, and collaborative learning theory to construct practical activities to be used in the clinic environment to enhance student learning and collaborative practices.
- Identify the barriers to interdisciplinary collaborative practice and possible solutions to circumnavigate the barriers.

Principles of Adult Learning, Ann Szalda-Petree, PhD

Description: The purpose of this module is to describe unique educational techniques useful for adults. These techniques include: accommodating adult autonomy and self-direction, including life experiences and knowledge, goal orientation, need to integrate new information with existing knowledge, and the importance of retention.

Objectives:

- Ability to apply knowledge of the principles of adult learning as demonstrated through completion of 7 Exercises.
- Ability to apply the five principles of adult learning as demonstrated by the successful completion of the short vignette.

Small Group Facilitation, Bob Deaton
Professor Emeritus of Social Work, The University of Montana

Description: Understanding small group dynamics, theory, practice and making practical applications encompasses the scope of the module. The six-stage model for group development by Sue Henry will be the approach used to develop and analyze group process.

Henry's stages of group development are: initial, convening, formation, conflict/disequilibrium, maintenance, and termination.

Small group activities will be presented for:

- an interdisciplinary group of students working together in a clinical setting and
- groups serving elders in a variety of situations.

Objectives:

- to apply group theory and techniques to work with an interdisciplinary group of students in a clinical setting
- to apply small group theory, dynamics, and techniques to clinical practice situations with older persons

Teaching and Assessment, Jean Carter, Pharm D, Ph.D.

Associate Professor, Department of Pharmacy Practice, The University of Montana

Description: The purpose of this module is to introduce concepts and methods for teaching and assessing students in classroom and clinical teaching sites. The module consists of four main sections, which should be completed in the order they are presented.

Objectives:

- Describe the levels of Bloom's taxonomy for the cognitive domain.
- Describe the role of learning objectives in developing assessments of learning.
- Given a specific learning objective and learning situation, develop a method for evaluating learning.
- Compare and contrast methods for evaluating learning in the classroom.
- Compare and contrast methods for evaluating learning in a clinical setting.
- Evaluate the performance of the evaluation tool (e.g., exam, skill performance).
- Select or prepare an evaluation tool that is appropriate for students with different backgrounds, cultural experiences, or abilities.

Web-Based Teaching, Ann Szalda-Petree, PhD

Description: This module will help educators decide if use of the World Wide Web is for them, and will describe the most current state of the art techniques for effective use of the WWW as a teaching tool.

Objectives:

- Describe instances when use of the Web is an appropriate tool for teaching.
- Describe different strategies for using the World Wide Web and the ease of delivery for some. See the discussion at <http://www.umuc.edu/virtualteaching/module2/steps1-4.html>.
- Describe ways to make the learning experience interactive and catalyze the interaction.
- Describe ways to assess learning using the World Wide Web.
- Design and post a short Web Course Outline.