INTRODUCTION: Now more than ever, physical therapy graduates must demonstrate appropriate professional behaviors such as, effective use of feedback, communication skills and stress management abilities that ensure a fluid transition from novice to a reflective practitioner. For this reason accrediting bodies, academic and clinical faculties are interested in clinical instructors that expedite desirable learning outcomes in students and future professionals.

PURPOSE: Problematic however, is professional behaviors are often intangible, difficult to recognize and evaluate by clinical instructors due to their affective nature. Using the Facilitation Process Model proposed by Warren May (2007), this presentation will seek to inform all stakeholders in health education about teaching approaches and strategies used to identify, apply, evaluate and consult with students on professional behaviors both in the courseroom and during clinical learning experiences.

METHODOLOGY: Via presentation of new information participants will first begin to form knowledge about professional behaviors and understand that affective behaviors in fact can be developed during professional programs. Second, via group discussion and self reflection the participants should begin to form an attitude of empowerment and make a decision to adopt these new practices proposed by May (2007). Third, video analysis will help the participants to recognition and implement appropriate teaching approaches to professional behaviors.

RESULTS: At the conclusion of this presentation stakeholders in all health professions will be able to (a) recognize both social and cognitive tenets prescribed to theoretical models of teaching and learning professional behaviors (b) identify novice, emerging and entry level professional behaviors (c) apply effective approaches to facilitate professional behaviors (d) evaluate outcomes.

CONCLUSIONS: Inappropriate professional behaviors can potentially affect patient care and outcomes. This has far-reaching implications for all the stakeholders in health care. Students who are interested in developing a professional identity during their clinical education experiences may appreciate the suggested learning approaches.
deepen their learning of professional competence. Likewise, clinical instructors may glean ideas as to how to identify, plan, structure and progress teaching activities that facilitate professional behaviors among their students. Academic instructors can design instructional activities that prepare students for their clinical internship.

10:00-10:30 a.m., Marder Auditorium

CPR RETENTION FOR 2011 AHA CRITERIA: WILL THEY REMEMBER WHEN IT'S NEEDED?
Debra F. Stern, Leah Nof, Kevin Nugent, Eva Duchnowski
Nova Southeastern University

INTRODUCTION: Cardiopulmonary resuscitation (CPR) certification is required for health professions students and public safety personnel at most universities. In 2011, the American Heart Association (AHA) revised the CPR guidelines. Changes included modifications in instruction and content; live instruction with video clips, psychomotor demonstration and hands on practice with mannequins and AEDs; testing with immediate feedback on redo of cases until success; and a multiple choice exam with passing of -3 or better. Based on the literature, knowledge retention has been shown to deteriorate over time amongst all populations. No retention data currently exists on the 2011 version.

PURPOSE: To determine CPR retention of revised 2011 AHA guidelines at prescribed intervals in a representative CPR certified student and lay sample: PT, OD, and public safety.

METHODOLOGY: This study is examining cognitive retention with AHA written examination (with permission) repeat and cognitive/psychomotor retention by replication of case based CPR performance using resuscitation mannequins, portable defibrillators, face masks, and digital recording. Retesting is between 6 and 12 months. All subjects are taking the written exam and 1 in 4 is taking the psychomotor component. The trainer who coordinates university CPR certification administers the case component and assesses the digital recordings.

RESULTS: In the initial group, 33/33 students failed the AHA written exam at ~ 6 months post. Results of the case-based psychomotor component were similar.

CONCLUSIONS: Although guidelines and instruction have been modified, preliminary results indicate that changes failed to improve retention. This may indicate the need for more frequent certifications than every 2 years, or other interim refresher training.

10:40-11:10 a.m., Terry Auditorium

INCORPORATING TEAM-BASED LEARNING IN A PHARMACY CORE CURRICULUM COURSE
John Redwanski,
University of New England

INTRODUCTION: Team-based learning (TBL) employs active learning strategies and encourages students to ask questions among their peers.
PURPOSE: TBL takes an approach that engages every student within each team and alleviates the chance one team member may carry the whole team. Because this technique reinforces the subject matter by having each student take an individual test and then a team test, the increased scores emphasized TBL over standard lecturing.

METHODOLOGY: TBL was used in a Drug Information course that focused on learning tertiary databases. Two years of grades using TBL were compared with the two previous years when standard lectures were used.

RESULTS: For the two years before incorporating TBL, the average was 81%, whereas the subsequent average was 90%.

CONCLUSIONS: Students particularly liked to physically look up answers using the databases provided, which resembled real life experience.

10:40-11:10 a.m., Marder Auditorium

USING ROBOTIC MANNIKIN SIMULATION TO IMPROVE STUDENT LEARNING

Marti Echols, Ph.D.; Heather McCarthy, DO
Nova Southeastern University College of Osteopathic Medicine

INTRODUCTION: Medical students are required to learn and understand a variety of concepts and skills to practice medicine. Traditionally, lecture based learning has been the primary education model used. However, novel ways are currently available to institutions to involve interactive learning which reflects the switch to competency based learning in the health professions. Not only is learning critical but retention and application of knowledge is paramount. We wanted to determine the impact of a more innovative approach to learning.

PURPOSE: Since NSU-COM has a robotic simulation clinic, we wanted to know if integrating this model of learning into the medical school curriculum would have an impact on student learning.

METHODOLOGY: Physicians will develop patient clinical cases which reflect common diseases. The cases will be programmed into the simulated mannikin. Students will work in small groups with a physician in the simulation clinic. Students will apply both content and clinical skills to improve the patient’s disease state.

RESULTS: Students were extremely interested and involved with the simulated patients and were able to better apply concepts learned in content lectures. Many students commented how great the experience is and that they learned more in 2 hours of hands on learning than did in many more hours of lecture based learning.

CONCLUSIONS: Using robotic simulation mannikin had a very positive effect on the students’ active involvement in patient care and the ability to learn and understand information. Using this innovative tool to teach health professions students should be continued on a larger scale with research on long-term retention of knowledge and skills learned by the students in this type of learning environment.
GENERATIONAL COMPETENCE IN OCCUPATIONAL THERAPY EDUCATION
Sonia F. Kay, Ph.D, OTR/L
Nova Southeastern University

INTRODUCTION: Four generations exist in the occupational therapy workforce (AOTA, 2010). Generational characteristics vary and are a function of population size, political events, technology, and socioeconomic conditions. Generational competence, defined as increased consideration of generational characteristics on behavior and thinking, can maximize the effectiveness of client interactions and improve professional relationships.

PURPOSE: This study sought to determine the impact of educational intervention on the knowledge of generational characteristics in two cohorts of MOT students. It is hypothesized that educational intervention would increase the MOT students’ awareness and knowledge of generational differences.

METHODOLOGY: A 20 question pretest/posttest was developed from content in the literature and reviewed by OT faculty for content validity. The pretest occurred prior to educational content including a PowerPoint presentation, online article, and discussion. Educational effectiveness will be determined by a paired sample t test comparing pre-test and post-test student scores. Independent samples t test will compare the two cohorts’ results and cohorts’ calculated change variable.

RESULTS: Only one cohort (58 Year 1 students) has completed the educational session and testing. Another cohort (45 year 2 students) will participate in January. Results available at conference.

CONCLUSIONS: Elements of generational competence are essential to best practice in occupational therapy as different generational cohorts enter the healthcare environment. These generational cohorts have different beliefs, values, work ethics, communication styles, technology skills, and learning preferences. Understanding these differences may prevent workplace conflicts and enable therapists to more effectively treat clients of various ages.

STRIKING A CHORD WITH STUDENTS: USING MUSIC TO ENHANCE TEACHING
Pamela B. Jaffey, M.D.; John W. Rafalko, Ed.D., PA-C
Nova Southeastern University—Fort Lauderdale Physician Assistant Department

INTRODUCTION: Music is used in medicine for relaxation and to stimulate the brain. Music is also utilized by educators in basic science and medicine to enhance student learning. As educators, our role must be to motivate students by innovative teaching methods. Incorporation of music in teaching allows the teacher to engage students and strike a chord with them. Both musical and non-musical educators are successful in these teaching endeavors. Musical tunes with medical themes can promote a stimulating environment that energizes and engages students to learn.
PURPOSE: The purpose of this presentation is to identify methods of incorporating music in the classroom or online to help students learn and retain the difficult concepts required in their professional discipline.

METHODOLOGY: This educator has successfully utilized music as a teaching methodology by singing medical subject matter set to familiar tunes to students, and getting the students to participate in these musical medical themes. TurningPoint, an audience response technology, has contributed to these endeavors by the teacher singing questions and the students responding with answers.

RESULTS: The use of musical medical melodies in the course Clinical Laboratory Medicine has been positively evaluated and assessed through multiple students’ evaluations. The primary presenter has been recognized as an innovative teacher, and named multiple times as the Outstanding PA Faculty awarded by the PA students.

CONCLUSIONS: The key points will be brought together to construct a plan that helps teachers utilize music in a creative fashion to enhance student learning.

2:10-2:40 p.m., Terry Auditorium

LEARNING STYLES & ONLINE DISCUSSION POSTS
Herbert Rau Ph.D.,
Utica College

INTRODUCTION: Scholars have suggested models proposing that there are a variety of learning styles for humans. Human Dynamics is one such model, and it has been suggested within its model that one style of learning is enhanced by discussion among learners. While this style of learning may be accomplished relatively easily in an on-campus person-to-person situation, it is not as clear how a discussion mode (online posts) of learning might be accomplished in an online format. A study of more than 9,000 posts from 240 students in eleven different online classes was conducted to determine if differences in online discussion posts by individuals with different learning styles was evident. The findings and potential impact to learning are explored.

2:10-2:40 p.m., Marder Auditorium

FORMATIVE RESEARCH ON AN INSTRUCTIONAL DESIGN THEORY FOR VIRTUAL PATIENTS IN CLINICAL EDUCATION: AN ELECTRONIC FETAL MONITORING (EFM) SKILLS DEVELOPMENT CASE
Schladen MM, Snyder MM
Nova Southeastern University, Graduate School of Computer and Information Sciences

INTRODUCTION: Patient contact is the favored strategy for increasing diagnostic expertise. However, changes in clinical education, notably the 80-hour resident duty week, have narrowed trainees’ opportunities for case exposure. Online interactive cases, virtual patients (VPs), may help fill this gap. Design and development heuristics have been advanced, however there is no instructional design (ID) theory of VPs.

PURPOSE: Our aim is to develop an ID theory of VPs to enhance the development of diagnostic skills in medical trainees. Intrapartum EFM data interpretation serves as an initial
instructional case for theory development.

METHODOLOGY: Formative research will be used to refine an existing ID theory, Goal-based Scenarios (GBS), to address the needs of EFM novice learners. Residents, midwives-in-training, and nurses will interact with an experimental EFM VP that exposes learners to both branching logic and game technology-based VP platforms. Both objective and perceptual data will be captured and analyzed.

RESULTS: Based on preliminary work, the potential of game technology to reduce the determinism inherent in branching logic VPs and provide more nuanced options for exploring decision-making paths enhanced its preferability. However, the meaningfulness of diagnostic and intervention tasks afforded, both in terms of clinical relevance and learners’ own health care roles, was seen as more fundamental to VP design.

CONCLUSIONS: Situationality is intrinsic to ID theory-building. The theory emerging from this research may be informative in the design of VPs teaching processes similar to EFM interpretation.

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**2:45-3:15 p.m., Terry Auditorium**

MEANINGFUL POSTS AND ONLINE LEARNING IN BLACKBOARD

Sarah Ransdell, Ph.D.
Nova Southeastern University, College of Health Care Sciences, Department of Health Science

INTRODUCTION: Ransdell, Kent, Gaillard-Kenney, and Long (2010) have shown that some students, digital immigrants from a baby-boomer cohort, fare better than digital natives due to social reliance and meaningful posts. Meaningful posts include discussion comments that reflect meaning-based engagement with the course material. Ransdell (2010) has also shown that students with optimal patterns and types of discussion participation do better than those students who just follow a point system of quantity-based engagement.

PURPOSE: This study was conducted to determine if meaningful posts as tracked in Blackboard would predict online learning.

METHODOLOGY: Students were given three assessments, ALOC, ICI, and TIPI and then monitored for meaningful posts and successful online behavior during an online graduate health science course.

RESULTS: A multiple regression shows that a significant percentage of online learning is predicted by meaningful posts and homework performance while total online activity does not predict learning outcomes.

CONCLUSIONS: Students with more meaningful posts show more engagement with the online materials and better learning than those with less meaningful posts.

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**2:45-3:15 p.m., Marder Auditorium**

BLOGGING TO CREATE A PALPATION PORTFOLIO: USE OF A BLOG TO MASTER PSYCHOMOTOR SKILLS AT A DISTANCE

Melissa Lazinski, PT, DPT, OCS
Nova Southeastern University—Tampa, HE-DPT Program
INTRODUCTION: Online learning has grown in popularity in many fields of study, but is in its infancy in the education of physical therapists. The Hybrid Entry-level DPT (HE-DPT) program at Nova Southeastern University is a novel program that combines both online and traditional face-to-face teaching and learning techniques. The dynamic nature of physical therapy course objectives poses challenges to the online component of education in this model. Most notably the psychomotor domain of learning requires additional considerations in course planning when teaching at a distance. Psychomotor skills are traditionally instructed in a face to face, hands-on manner.

PURPOSE: The purpose of this podium presentation is to outline from conceptualization to outcomes the use of a class blog to enable the instruction of palpation skills in a hybrid format.

METHODOLOGY: Important concepts in online teaching and learning are establishing instructor presence, creating communities of inquiry, and enhancing collaboration opportunities. These are easily accomplished in a traditional face to face classroom environment where psychomotor skills typically are taught. The hybrid format of this course does not eliminate the face to face experience, however the limited time spent face to face with students necessitated a new approach to the instruction and practice of palpation skills to utilize students’ time spent at a distance. The class blog served as a portal through which students could share videos, view and comment on each others’ work, and receive feedback from the instructor during the online portions of the course. Through the semester the students themselves built a portfolio of work within the class blog.

RESULTS: The students instructed in this hybrid format achieved the objectives of the course and developed the desired palpation skills. In addition they also gained valuable web-application skills and technical abilities that otherwise would not have occurred. The blog enabled students to practice with instructor feedback and consult and collaborate with one another as they learned. Other advantages to students of this model may include: increased tolerance to struggle, increased resourcefulness in gathering information, a tighter community between classmates, and a lasting web-based resource.

CONCLUSIONS: The students instructed in the psychomotor skill of palpation were able to achieve success within a hybrid format. Despite the prevailing traditional model for the instruction of psychomotor skills this case report suggests that there may be room for expansion into the virtual classroom given the proper tools; those which preserve the essential functions of the classroom including instructor feedback and peer collaboration. This is not to suggest that the face to face time is completely lost, but it may be significantly decreased by utilization of web-base applications. Further research should be gathered and outcome comparisons made between the two models.
THE SIMULATED PATIENT ASSESSMENT, RESEARCH, AND COLLABORATION PROJECT (SPARC)

Lindsey Calle, B.A., Caroline Spearman, Heather McCarthy, Sarah Valley-Gray,
Ralph E. "Gene" Cash
Nova Southeastern University

INTRODUCTION: At least 80% of medical schools in the United States use standardized patients (SPs) for the training and evaluation of students (Clay, M. C., Lane, H., Willis, S. E., Peal, M., Chakravarthi, S., & Poehlman, G., 2000). Despite the potential benefits of using SPs in professional psychology, there has been little research regarding their effectiveness in the preparation of mental health practitioners.

PURPOSE: The purpose of the SPARC study is to investigate whether practice interviewing with a SP results in greater skill development than role-playing with a peer.

METHODOLOGY: Participants in each condition were required to attend five, three-hour laboratory sessions and engage in 15-minute pre- and post-assessment interviews with a SP. Sessions were held in classrooms, and assessments were conducted in the on-campus mental health clinic. Laboratory session facilitators were provided with detailed protocols based upon actual, de-identified cases, and pre- and post-test sessions were videotaped to evaluate interviewing skills and laboratory sessions were videotaped to assess fidelity of implementation. Each role play/simulation was 10 minutes in length. Participants received verbal feedback regarding interviewing skills from both the group facilitators as well as their peers.

RESULTS: Qualitative feedback from participating students has been consistently positive. Participants cite the opportunity to engage in simulated sessions as extremely beneficial. Furthermore, the students reported appreciating extra structured practice prior to their first practicum experience. A weakness of the study was the significant time commitment.
required for participation (a total of five, three-hour sessions, as well as the pre- and post-tests) resulting in a relatively small number of participants (N=15)

CONCLUSIONS: Overall, qualitative responses to the study are consistent with the authors’ hypothesized benefits of utilizing SPs. Data are being collected in order to evaluate the efficacy of SPs as a method of instruction.

DEVELOPMENT AND PSYCHOMETRIC EVALUATION OF AN ANALYTIC GRADING RUBRIC

S. Spooner, K. Campoe, J. Cittadino
Nova Southeastern University, College of Nursing

INTRODUCTION: Writing is a method to develop cognitive skills in nursing. Evaluation of cognitive development is critical to achieving nursing program outcomes. Our RN-to-BSN program evaluations identified existing grading rubrics did not support student writing development or consistent faculty evaluation.

PURPOSE: To develop and empirically test a grading rubric to (1) clarify writing performance expectations throughout the RN-to-BSN program and (2) improve nursing faculty teaching and evaluation consistency.

METHODOLOGY: An analytic rubric was developed from a synthesis of current literature and existing rubrics; content was validated by experts. Psychometric testing was conducted by grading six papers from two archived RN-to-BSN courses. Papers were randomly selected, sanitized, and independently evaluated. Three full-time expert faculty and three novice faculty graded using the rubric without instruction. Inter-rater reliability was assessed with Cohens Kappa.

RESULTS: Overall reliability for the rubric was moderate (kappa=.51 and .42). Content validity was confirmed for purpose, core content dimensions, and external relevance to the population. Consistent with Benners (2011) theory, experienced faculty demonstrated inter-rater reliability (kappa=.56 and .33) over novice faculty (kappa=.33 and .33). The results indicated a need for further study. Limitations included small sample size and lack of training for application of the rubric.

CONCLUSIONS: Effort, resources, development, and testing of an analytic rubric are significant. A reliable, valid rubric was developed for use by expert faculty. Results indicated novice faculty training is warranted. A valid, reliable rubric highlights variations in faculty level of expertise.

STUDENT SELF-ASSESSMENT ACCURACY DURING PHYSICAL THERAPY CLINICAL AFFILIATIONS

Unterberg ML,
Maryville University St. Louis, Missouri

INTRODUCTION: Competent self-assessment is an essential skill for health care providers. Self-assessment can help students identify strengths and weaknesses, and guide the process of professional development. No studies have examined the accuracy of student self-
assessment in clinical education.

PURPOSE: The purpose of this study was to compare the ratings completed by clinical instructors and the self-assessment evaluations completed by physical therapy students during three clinical affiliations. An additional purpose was to investigate whether student grade point average, student gender, and learning style predicted self-assessment accuracy.

METHODOLOGY: Retrospective analysis of scores from 155 Physical Therapy students from three different clinicals. Data regarding gender, GPA, and learning style were also examined. Factor analysis was performed to analyze the 24 evaluation criteria. Scale internal consistency reliability statistics were examined to determine the relationship between the student and clinical instructor scores for three clinicals. The Friedman's ANOVA was used to examine the student and clinical instructor scores over three clinicals.

RESULTS: Factor analysis resulted in categorization of the 24 Evaluation Items into two groups: Performance criteria and Professional criteria. There were differences found between student self-assessments and Clinical Instructor assessments in both the professional and performance criteria. There were also differences found in the student self-assessment scores on the students’ first, third, and fifth clinicals.

CONCLUSIONS: Physical therapy students and Clinical Instructors differed in assessments of clinical performance. Differences were found in all clinical affiliations but scores became more congruent by clinical five. There were no significant predictors of accuracy except for trends based on grade point average.

Authors’ Forum

HEALTH MATTERS: THE HUMAN SIDE OF MEDICINE
Echols, M. & Calzada P., PhD and DO respectively, Asst Dean Medical Education, Nova Southeastern University College of Osteopathic Medicine
Nova Southeastern University College of Osteopathic Medicine

ABOUT THE AUTHOR: Martha Echols, Ph.D. Dr. Echols serves as the Assistant Dean of Medical Education at NSU-COM where she oversees medical education, assessment & evaluation and patient simulation. As an Assistant Professor of Internal Medicine, her interests include educational research, program development and academic medicine. She has a special interest in communication and humanities relative to patient care and develops programs to increase student performance on licensing exams. She is a graduate of Ohio University and enjoys fishing with family and friends. Pablo J. Calzada, D.O., M.P.H. Dr. Calzada is an Associate Professor of Family Medicine, Public Health, and Bioinformatics, and serves as Assistant Dean for Clinical Operations and Graduate Programs at NSU-COM. A former Chair of the Department of Family Medicine, his professional career includes biomedical research, clinical medicine and academic medicine. His professional interests include public health, health policy, and arts and humanities in medicine. Prior to NSU, Dr. Calzada was a Clinical Assistant Professor at the University of Florida, College of Medicine.
INTENDED AUDIENCE: Health professionals including resident and students

BOOK OVERVIEW: *Health Matters* brings awareness to the human issues reflected in the complexity of providing health care. The book, written by a variety of faculty members from the College of Osteopathic Medicine, takes a compassionate look at medicine from a holistic view rather than focusing on illness and disease. The authors reveal a unique perspective on health issues as seen through the eyes of the provider. They offer insight and wisdom for the health care providers of tomorrow. *Health Matters* begins with the evolution of health care and the health care systems. The most important element of healthcare is the relationship between the patient and the provider which is discussed from many viewpoints. Guidance on promoting health, advocating good health practices, preventing disease, and being prepared for disasters are revealed in several chapters. The impact of abuse, addiction, alcohol, tobacco and aging are discussed from the point of health of the family as well as the health care system. Finally, the role of government in health care is examined from the perspective of the health care provider as they prepare for the practice of medicine.

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**YOUR ANATOMY COMPANIONS FOR THE CARDIOVASCULAR SYSTEM**

Margarita Mercado and Cheryl Purvis, Ph.D., Professor of Anatomy, Nova Southeastern University, Health Professions, College of Medical Sciences
Nova Southeastern University, College of Medical Sciences

ABOUT THE AUTHOR: Over the past 15 years, Dr. Purvis has taught all the anatomies including neuroanatomy, gross anatomy, histology and embryology to a wide variety of health professions students. She currently teaches anatomy for the vascular sonography program. With a background in sleep disorders and melatonin research, she is also committed to promoting a better understanding of sleep to future healthcare professionals. *The Illustrator, Margarita Mercado, is a 3rd year art student at Broward College.*

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INTENDED AUDIENCE: Entry level health professions students

BOOK OVERVIEW: *Your Anatomy Companions for the Cardiovascular System: Arterial and Venous* is a delightful approach to learning about the cardiovascular system. Many students think anatomy is purely tedious, rote memorization. However, this coloring book offers a novel approach to learning anatomy. You will COLOR with PURPOSE and understand the functional significance of essential cardiovascular structures. You will learn the major arterial and venous blood supply to various regions of the body. Unique features include: Key anatomical structures listed in order of their role in physiological processes; Integrated histology, neuroanatomy, pertinent embryology, as well as gross anatomy; Bold anatomical terms numbered in order of importance; Key words with definitions; Memory
tools to help students learn; Emphasis on structure and function relationships; Easy to read and follow diagrams; Course of blood vessels supplying major regions; Concise explanations and terms paired with diagrams for labeling; Outline format eliminates tedious paragraphs and offers easy to memorize key facts.
Workshops

1:00-2:00 p.m., Terry Auditorium

TRAINING CULTURALLY-RESPONSIVE HEALTH PROFESSIONALS THROUGH THE USE OF CONVERSATION AND RELATIONSHIPS

Christine A. Ajayi, Ph.D.,
Nova Southeastern University

SPEAKER'S CREDENTIALS: Assistant Professor of Family Therapy; Instructor of Diversity in Family Therapy Course; SAMHSA Minority Fellow Alumni

OBJECTIVES: The session will examine innovative strategies for training health professionals to provide culturally inclusive and responsive services through unique in-class conversations and the use of collaborative group processes.

TEACHING METHODS: The session will be interactive. Participants will have the opportunity to participate in an experiential activity that highlights how conversations of power and privilege can benefit both service providers and clients.

CONTENT OVERVIEW: The content of this workshop is divided into a brief overview of the training strategy, an experiential activity, discussion, and questions from participants for both Dr. Ajayi and former students.

PROJECT IMPACT: Participants will gain exposure to a training process that is intended to increase professional sensitivity to issues of social justice and inclusion by helping professionals.

1:00-2:00 p.m., Marder Auditorium

OPTIMIZING HUMAN FUNCTIONING RELATED TO TEACHING AND LEARNING USING TWO APPROACHES HUMAN DYNAMICS AND ENNEAGRAMS

Clarice M. Yentsch, Ph.D., Herb Rau, Ph.D., Rhonda Selvin, APRN, Janet Campbell, Ph.D.
Nova Southeastern University Oceanographic Center, Utica College, Wiscasset Family Medicine, University of New Hampshire

SPEAKER'S CREDENTIALS: All members of the team have been working with human personal and professional development as related to teaching and learning for at least two decades.

OBJECTIVES: This workshop is intended for those who would like to personally work through self-identification in Cognitive/Mental, Social/Emotional and Physical aspects of Personality as related to teaching and learning.

TEACHING METHODS: Multiple methods. Modeling, small groups, discovery phrases, videos, line-up demonstration
CONTENT OVERVIEW: This workshop is intended for those who would like to personally work through self-identification in Cognitive/Mental, Social/Emotional and Physical aspects of personality and the relationship to teaching and learning. Start your quest. Who am I? Who are you? How do we work best together? How can I become all that I can be? How do I work to make this world a better place for all? Such self-identification has been demonstrated to be highly useful for increasing effectiveness of both teaching and learning. The distinctions are most obvious in children prior to enculturation yet discernable in adults. Two similar approaches towards self-identification will be presented and a demonstration will be modeled. There will be opportunity for questions and answers during and after the workshop session. The two approaches are HUMAN DYNAMICS: A New Framework for Understanding People and Realizing the Potential in Our Organizations by Sandra Seagal and David Horne, Pegasus, Waltham, MA 1997 and PERSONALITY TYPES: Using the Enneagram for Self-Discovery by Don Richard Riso and Russ Hudson, Houghton Mifflin Co., New York, NY 1996. A unique feature of both self-identification approaches is that no test or instrument is administered. Each individual will learn about various cognitive and social aspects of personality types. This workshop will enable faculty to begin to recognize different approaches to teaching and learning. Through self-exploration, each person will have a better understanding of themselves, their learners, and their colleagues.

PROJECT IMPACT: Introduction of methods and materials for future use of participants.

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1:00-2:00 p.m., Melnick Auditorium

DESIGNING PROCESS ORIENTED GUIDED INQUIRY LEARNING (POGIL) ACTIVITIES: A DEPARTURE FROM LECTURE TO ACHIEVE LEARNING OUTCOMES

G. Monique Mokha, PhD ATC LAT,
Division of Math, Science and Technology, Nova Southeastern University

SPEAKER'S CREDENTIALS: Dr. Mokha is a Certified Athletic Trainer and Biomechanist who chairs the Exercise and Sport Science program. Her research focuses on the mechanical factors involved in sports injury and performance. She teaches courses in sports injury management, kinesiology, and biomechanics, and continually seeks best practices for achieving student learning outcomes. She has attended POGIL workshops and uses POGIL in her courses.

OBJECTIVES: This session will present attendees with an introduction to POGIL, benefits and how-tos of using guided inquiry in the classroom, and examples of POGIL activities for medicine and allied health.

TEACHING METHODS: Attendees will learn POGIL through experience. The presenter will provide sample classroom activities related to medicine and allied health that attendees will go through in small groups while learning the how-tos of implementing POGIL into their own learning environments.

CONTENT OVERVIEW: POGIL is based on research stating that teaching by telling does not work for most students, and that students who are part of an interactive community are more likely to be successful. POGIL is a student-centered teaching strategy that uses a learning cycle of exploration, concept invention and application whereby students work in
small groups/teams and complete specially designed guided inquiry materials. The materials supply students with data or information followed by leading questions that guide them toward formulation of their own valid conclusions.

PROJECT IMPACT: Attendees will have the tools to implement POGIL into their classroom and laboratory environments.

1:00-2:00 p.m., Assembly Building 2 Computer Lab

DESIGNING SIMPLE YET EFFECTIVE WEB SITES: NO EXPERIENCE NECESSARY.
Jared Bucker, Ph.D.
Nova Southeastern University

SPEAKER'S CREDENTIALS: Dr. Bucker is an accomplished author in the field of instructional technology and distance education. With over 40 publications, he has a clearly defined research agenda and leadership role within the Abraham S. Fischler School of Education at Nova Southeastern University.

OBJECTIVES: The session will delve into the latest Web design technologies for today’s educators, focusing on the more basic software packages. Learn how to get started immediately and have a fully functional Web site in mere minutes and not hours, or even days. This modern approach offers those individuals with even the most basic technology skills an opportunity to easily create and administrate all types of Web pages using basic site building tools and resources provided by NSU for interested faculty to use in their courses.

TEACHING METHODS: The session will be conducted as an overview of software packages which allow basic Web site design using a simple format and interface for both “low and high” technology participants. Dr. Bucker will also accept questions and moderate discussions among the participants.

CONTENT OVERVIEW: The content of this workshop is divided into several parts corresponding to different steps necessary to establish a Web presence. This session will offer participants the opportunity to walk away with the specific steps necessary to complete this often daunting task. Very few faculty nationwide take advantage of this opportunity to connect with students via the Web and it is hoped that this session will expand the “reach” of NSU faculty to their students through enhanced communication via both personal and professional Web sites.

PROJECT IMPACT: It is anticipated that the participants of this workshop will leave with easy-to-use skills necessary to implement a basic Web presence.

THE ROLE OF SIMULATIONS IN ASSESSING LEARNING: RE-THINKING THE CAPSTONE PROJECT.
Jared Bucker, Ph.D., Tim Shields
Nova Southeastern University

1:00-2:00 p.m. Auditorium A
INTRODUCTION: Dr. Bucker is an accomplished author in the field of instructional technology and distance education. With over 40 publications, he has a clearly defined research agenda and leadership role within the Abraham S. Fischler School of Education at Nova Southeastern University.

PURPOSE: The session will summarize the findings of an exhaustive analysis and review of the use of simulations in assessing student learning at the Abraham S. Fischler School of Education.

METHODOLOGY: The session will be conducted as an overview of a simulation course required of all NSU students in graduate programs in Education. Data were collected over four years which represent the impact of the simulation on student learning.

RESULTS: Simulations have been used university-wide in an attempt to provide cutting-edge, real-world scenarios used to supplement instruction. Student feedback has been overwhelmingly positive and students have asked for additional simulation experiences, which are forthcoming.

CONCLUSIONS: While capstones have been traditionally used as a primary method of summative assessment, effective, additional opportunities to measure course learning outcomes through alternative assessment is both warranted and welcomed.