Capstone Presentation Assessment

**Bilateral Pole Walking:**

**Benefits and Considerations in Adult Fitness and Rehabilitation**

**Assignment Question**: How did I apply presentation guidance provided on the course website to make my PowerPoint and other products more learner friendly?

**Target Capstone audience**: Physical therapists, Physical therapy students, teachers or coaches in wellness programs.

 Through a quick survey of the PT students in my Evidence-Based DPT course, 50% had heard of walking with poles, 33% had seen it being used in the community, and 17% had seen it used in rehabilitation. In looking at pole walking information on the Web (including Nordic walking, pole walking, trekking with poles, etc.), I found a wealth of information but found some claims of benefits to be overstated or conflicting with current research studies. I therefore saw a need to: 1) provide an overview of recent, valid, pole walking research studies in the adult population, 2) provide an overview of the development and applications of pole walking interventions for adults, and 3) provide some reliable resources for future exploration. In order to “walk the talk”, I also wanted to build the capacity of pole walking practice and interventions through a donation of a variety of poles, both for the workshop presentation and afterwards for continued exploration through the UNC Division of Physical Therapy.

“*Content is generally viewed as something that learners need to cognitively consume in order to learn. But learning is like opening a door, not filling a container*.”1

I pulled that quote from my teaching course last summer, and I feel that this was a good place to start with organizing the content of the course. Waknell’s WikiTalk2 was also helpful in setting the stage and tone of the presentation, particularly his three statements regarding what you want the audience to leave with:

*“I didn’t know that.”*

*“I’m glad I do now.”*

*“ I’d like to know more.*”2

In Teaching and Learning in Physical Therapy3, Plack and Driscoll provided useful guidance in preparing the presentation materials and format, including:

• Designing learner objectives and the presentation to address and appeal to different learning styles – *why* is this information relevant (”scientist”), *what* are the facts and research (“professor”), so *what* does this mean to the participant (“friend”), and the *what if* this information can be adapted, modified and explored further (“inventor”), 3 and include elements from the cognitive, affective, and psychomotor domains.4

• Providing motivational hooks for the presentation. My faculty advisor, Dr. McCulloch suggested a door prize of walking poles as a motivator, and I proceeded to ask one of the manufacturers if they would be willing to do this. Granted! Equipment discount by 3 manufacturers will also be provided, for participants interested in obtaining equipment. Another motivational hook for the physical therapy audience, suggested by my committee members, Dr. Rosemond and Charron Andrews, was to provide CEUs, which was also investigated, and 0.2 CEUs will now be provided for the workshop presentation through the UNC process. A motivational hook at the end of the PowerPoint presentation includes a case example and quote from an 91 year old individual that has utilized pole walking for over 5 years and counting (who also happens to be my mom…)

• As the goal of the workshop presentation is to increase the awareness and, ultimately, application of pole walking interventions, Plack & Driscoll suggest a cycle of a longer presentation (e.g. the PowerPoint) followed by an activity. The workshop presentation on April 3rd will provide an active learning segment following a PowerPoint presentation to see different types of pole walking equipment, explore pole walking, and discuss findings and questions.6

• In designing the PowerPoint, I utilized the suggestions in the Plack to distill the information to the essential, chunk the information, and providing a summary.7 I utilized color and pictures within the PowerPoint to help with chunking information into segments. Alas, I could not utilize all of the suggestions in McMillan’s humorous “Death by PowerPoint” YouTube video, 8 as the PowerPoint does contain bulleted information – but given the audience and the need to present and adequate overview of the research, I’m hoping the audience will forgive me for this one.

In “opening the door” a little more about pole walking interventions, the course website resources, faculty advisor and committee members have been very helpful in shaping this presentation. I look forward to receiving additional feedback and suggestions to continue this process!

References:

1. Siemens G, Tittenberger. Handbook of Emerging Technologies for Learning. University of Manitoba. March 2009: 7.

2. Waknell P. What Are the Secrets of a Great WikiTalk? <http://www.youtube.com/watch?feature=player_embedded&v=jT-H6UrinG0#at=45>. April 2013. Accessed Online February 1, 2014.

3. Plack M, Driscoll M. Systematic Effective Instruction: Keys to Designing Effective Presentations. In: *Teaching and Learning in Physical Therapy: From Classroom to Clinic*. Thorofare, NJ:SLACK, 2011:69.

4. Ibid, p76.

5. Ibid, p86.

6. Ibid, p84, 90-92.

7. Ibid, p85, 96.

8. McMillan D. Life After Death by PowerPoint 2012. <http://www.youtube.com/watch?v=MjcO2ExtHso>. Accessed Online February 1, 2014.