

Application of Presentation Guidance

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PHYT 854 – Educational Program Capstone Project

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For my capstone project, “Childhood Obesity: Implications for Physical Therapy,” I will make an educational presentation to PHYT 701: Motor Development and Human Movement Across the Lifespan.

A key component of composing a presentation is to know the audience and their background so that I am aware of what level of depth is needed for different components of the presentation.¹ The students in PHYT 701 are first-year DPT students. The most relevant courses to the subject matter that they’ve completed or are currently taking are CBIO 791 (Gross Anatomy), PHYT 703 (Kinesiology and Biomechanics), PHYT 726 (Exercise Foundations and Prescription), and PHYT 732 (Musculoskeletal I: PT Intervention). Knowing that they have not completed Musculoskeletal II: PT Intervention, which covers the foot, ankle, knee and hip, I will go into greater depth regarding the physical impairments of these regions and possible interventions. In PHYT 726, students cover the topic of Exercise Prescription for Obese Individuals, with this in mind, my presentation will not address the development of exercise programs for obese patients, instead it’s focus is on physical impairments that could potentially influence an individual’s ability to participate in an exercise program.

In developing learning objectives for the presentation, I combined the goals of my capstone project and also consulted with Melissa Scales, PT, DPT, course instructor for PHYT 701, to determine her goals for including this presentation as a part of course content. Identifying the audience and communicating with the professor were valuable components of the needs assessment, allowing me to formulate objectives for the presentation. I sought to develop learner-centered objectives in both the affective and cognitive domain of learning.^{2 (p. 75)} The Effective Adult Learning Toolkit was also a helpful resource that I utilized to write learning objectives.^{1 (p. 20-21)}

In organizing the content of the presentation, the outline progresses from broad, introductory concepts, to more specific details. I plan on organizing the content in what Garmston describes as “containers,” grouping related content together to make it easier to remember and retain.^{2 (p. 84)} I also intend to use the guiding principle that “less is more,” both in regards to the information verbalized and the amount of information that is presented visually.^{2 (o. 85)}

I hope to formulate a “motivational hook” that pulls students’ attention to my presentation.^{2 (p. 111)} This may be achieved through “humor, novelty, or personal relevance.”^{2 (p. 86)} Equally as important is incorporating “interesting content boosters and active strategies” to facilitate engagement throughout the presentation, when attention may be more susceptible to fading.^{2 (p. 111)} Potential content boosters are visual aids,

stories, case studies, among others.² Finally, I will encourage people to ask questions during the presentation and will also allot time at the end of the presentation to field additional questions.

Melissa Scales, PT, DPT has asked that after I complete the presentation I compose several exam questions. At this point I don't know the format of the exam (i.e., multiple-choice, short answer, etc.), however Plack and Driscoll provide some good principles to follow to write effective multiple-choice questions, that I will revisit later when composing my contributions to the course's exam.² (p. 99)

References:

1. Effective Adult Learning: A Toolkit for Teaching Adults. *Northwest Center for Public Practice*. Accessed March 6, 2015. Available at http://www.nwcphp.org/documents/training/Adult_Education_Toolkit.pdf.
2. Systematic Effective Instruction: Keys to Designing Effective Presentations. In Plack M, Driscoll M. *Teaching and Learning in Physical Therapy: From Classroom to Clinic*. Thorofare, NJ: Slack Incorporated; 2011:67-115.