**Application of Presentation Guidelines**

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PHYT 854 – Capstone Education Project

Application of Presentation Guidelines to Capstone Project

For my capstone project, I will be creating an educational module on the topic of physical therapy diagnosis and treatment of iliotibial band syndrome in runners. The module will be designed for integration into PHYT 734: Musculoskeletal II PT Intervention and will be composed of several different elements, including a narrated VoiceThread presentation, an evidence table, and a quick reference guide. The purpose of this brief paper is to illustrate how I will incorporate teaching strategies and learning concepts into the material that I create while focusing on the target audience of second-year DPT students.

This learning module will be an optional unit for second-year students to complete during the Fall semester of their second year of DPT school. The instructors of PHYT 734, Jon Hacke and Mike Gross, can determine the most appropriate time to offer the module to students, however, I propose integration during either the knee or hip portions of the course. At this point in the curriculum, second-year students will have completed Gross Anatomy (CBIO 791), Biomechanics (PHYT 703), Musculoskeletal Intervention I (PHYT 732), and Exercise Foundations and Prescription (PHYT 726). Students will have also completed one clinical rotation in either an outpatient orthopedic or an acute hospital setting, so experience with athletic populations may vary extensively. Students who are interested in orthopedic or sports physical therapy may be interested in completing this module.

As I formulate this presentation, I will focus on several key elements to ensure effectiveness of the material. As discussed above, the most important factor is knowing the audience and tailoring the material to provide specific knowledge and content needs.1 I will also try to provide content that is focused, clear, and succinct, with slides that have major bulleted points that are reinforced and expounded upon through narration.1,2 In order to maintain the audience’s attention and reinforce learning concepts, I will use motivational hooks, content boosters, and summary slides.1

Since this module will be integrated into the classroom in the Fall of 2017, after I have graduated, I will have little ability to seek and integrate feedback directly from the intended audience of second-year students. To overcome this obstacle, I will solicit direct feedback from my advisor and committee members to improve the presentation. I will also request feedback from my peer classmates and other faculty members through the use of an online survey that will be posted to the DPT Capstone website. I will integrate all feedback from various sources to improve the presentation before final completion and publication of materials to the DPT Capstone website.

References:

1. 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 Incorporated; 2011:67-116.
2. McCulloch K. PowerPoint example - live presentation. 2010. VoiceThread Presentation. UNC Department of Physical Therapy. Chapel Hill, NC.