Consider Add'l topics:

2/27 {
- Gait cycle, kinematic Δ's ∈ impairments
- Cardiac, ECG, Δ's ∈ neuro pt's
- Peripheral n. → ulnar/radial/median, brachial plexus → LE, ankle nrb

Handout ←
- types of orthotics, AFO's
- PNF/NDT/Brunnstrom/Rood

2/27 {
- MM fiber, physiol of mm cx, Δ's ∈ neuro injuries
  - sarcoplasmic retic
  - endoplasmic retic
- spinal tracts
- commonly used meds – in handout
  - tegretol
  - dilantin
  - digitalis

Educational / Learning Theories

- Ch 2 pg 45
- 3° primary theories
  - → Behaviorism (a passive form of learning!) looked @ rats/mazes? (+)/(-) reinforcement — blank slate
    - Skinner — stimulus/response — Focus up to 1960's.
  - → Constructionist/Social Theory (learning is targeted, work ∈ pre-existing knowledge) Active, collaborative, group activities
    - Piaget/Vygotsky
  - → situative → Authentic practice
    - Lave: Wagner → for P.T.'s, being in clinic v. classroom. peripheral → central
  - → Chapter mentions Gestalt (Dewey) — learning action-oriented, learn by doing, actively engaged, contextual, functional, all

Educational / learning theories

3 Primary Theories

Behaviorism - a fairly passive form of learning
- Skinner - looked @ rats in mazes, giving (+)/(-) reinforcement
  - stimulus/response training
  - Focus up to 1960's
  - learner is a blank slate

"evidence based education"

Constructionist/Social Theory
- learning is targeted, you work pre-existing knowledge of the learner
- activate and build upon previous knowledge
- active process, interactive
- Group activities are important

→ Piaget / Vygotsky

Situative - authentic practice.
- Lave : Wagner.

i.e. in P.T.'s education, being in clinic is more valuable/meaningful than classroom

peripheral → central

↳ observe, then participate, then become central to process.

Chapter mentions Gestalt (John Dewey) → U. of C.
- learning is action oriented
- learn by doing
- being actively engaged
- learning is contextual, functional

(example of learning math by doing math problems, vs. practicing balancing a checkbook)

Domains:
- affective
- psychomotor
- cognitive

There is a taxonomy within each (Bloom's Taxonomy) to characterize levels of learning.
p. 51-55

example → goal for 1st week student in clinic (repeat, record etc
v. final week (discuss, explain, etc)

Recognize difference in Academic and Clinical education (ch 4)

Preparing for teaching in:
- clinic ≠ students ch 4/5
- clinic ≠ pts ch 8
  - explanatory models p 246 → understand pt's beliefs & knowledge base as to their condition.
  - Bandura's self efficacy (are people ready / believe in ability to change / improve)
- clinic ≠ pts - ch. 10
- community ch 11
  - precede/proceed p. 358
  - table 11-2