

LANE COMMUNITY COLLEGE

FACULTY INTEREST GROUP (FIG)

READING INQUIRY APPRENTICESHIP 2014

Lesson: "Engaging Diverse Perspectives in Technical Texts"

Physical Therapist Assistant Program

PTA 103L Introduction to Clinical Skills Lab 2: "Approaches to Infection Control"

Christina Howard

TEXTBOOKS/MATERIALS/LAB SUPPLIES, etc.

Reference text for Reading Apprenticeship:

Schoenbach, Greenleaf, Murphy. *Reading for Understanding: How Reading Apprenticeship Improves Disciplinary Learning in Secondary and College Classrooms*. 2nd ed. Jossey-Bass: WestEd. 2012.

Featured pages/materials from this text:

Chapter 3: "The Social and Personal Dimension", Box 3.5, page 66, "Scaffolding Academic Conversation"

Chapter 4: "Metacognitive conversation: Making Thinking Visible," specifically, Box 4.6, page 105, "Introducing Think Aloud," and Classroom Close-Up 4.5, page 107, "Preparing for a Relationship with the Text", Box 4.9, page 109, "Talking to the Text", and "A Metacognitive Funnel", Box 4.17, page 128.

PTA 103L Reference Text:

Pierson, Frank M., Fairchild, Sheryl L. *Principles & Techniques of Patient Care*. 4th ed. Saunders Elsevier. 2008.

Featured chapter: 2, "Approaches to Infection Control," specifically, "Introduction," "Principles and Concepts", "Control of Disease in the Health Care Environment"

Traditional Classroom materials: Document camera, textbook, and Post-It Notes, or

On-Line Classroom: Screencast of think-aloud with ebook or screencast with photos of text with Post-It Notes

SELECTED LANE CORE LEARNING OUTCOME

- [Engage diverse values with civic and ethical awareness](#)

[PTA PROGRAM LEARNING OUTCOMES](#)

- Recognizes individual and cultural differences and responds appropriately in all aspects of physical therapy services
- Exhibits conduct that reflects a commitment to meet the expectations of the members of the profession of physical therapy and members of society receiving healthcare services.
- Exhibits conduct that reflects safe practice standards that are legal, ethical and safe

COURSE LEARNING GOAL

- Assess areas for improvement in professional presence and clinical technique during a case simulation
- Confirm understanding of blood borne pathogen transmission and OSHA infection control procedures
- Donn and doff personal protective equipment to prevent the spread of infection

READING APPRENTISHIP (RA) GOALS FOR MEETING COURSE LEARNING GOAL

Students will

- develop confidence in inquiry-based technical reading skills and its relationship to practice standards and clinical reasoning
- value the text and inquiry-based reading as an effective resource for meeting and exceeding conduct and skill competency testing
- recognize personal values and perspectives that may impact basic health care practices and service delivery for persons at-risk or infected with blood borne pathogens
- describe the how figures and facts in technical texts may influence ethics and perspectives on how infection and infection control presents in the clinical environment.

LIKELY STUDENT PRIOR MISCONCEPTIONS/KNOWLEDGE:

Misconceptions:

- Effectively learning kinesthetic skills is minimally supported by technical text information sources
- Master clinicians just “know” how and why procedures are performed through clinical practice versus reading and questioning
- The information presented in the text (data, figures, etc.) aligns with the thinking and reasoning of a master clinician.
- Information presented in technical, procedural texts is culturally neutral.

Prior Knowledge

In a previous course, students have already learned how to wash hands using standard precautions and have basic competencies in hand washing as a means to protect against infection.

Students have already established classroom norms and have developed safe peer inquiry strategies to affirm understanding through the use of classroom “CAN YOU HELP ME?” discussion forums.

EXAMPLE LEARNING ACTIVITY-FORMATIVE ASSESSMENT

- Instructor will explain the “talking to the text” and “think aloud” RA ideas and skills
- Instructor will model the methods
- Instructor will facilitate a discussion of how relating to the text informs clinical practice and engaging with diverse values, invites inquiry, and makes clinical reasoning strategies visible.

SUMMATIVE/FORMATIVE ASSESSMENT QUESTION

Students will reflect on the in-class activity and its effectiveness in shaping technical reading strategies, submitting responses to reflections as an assignment.

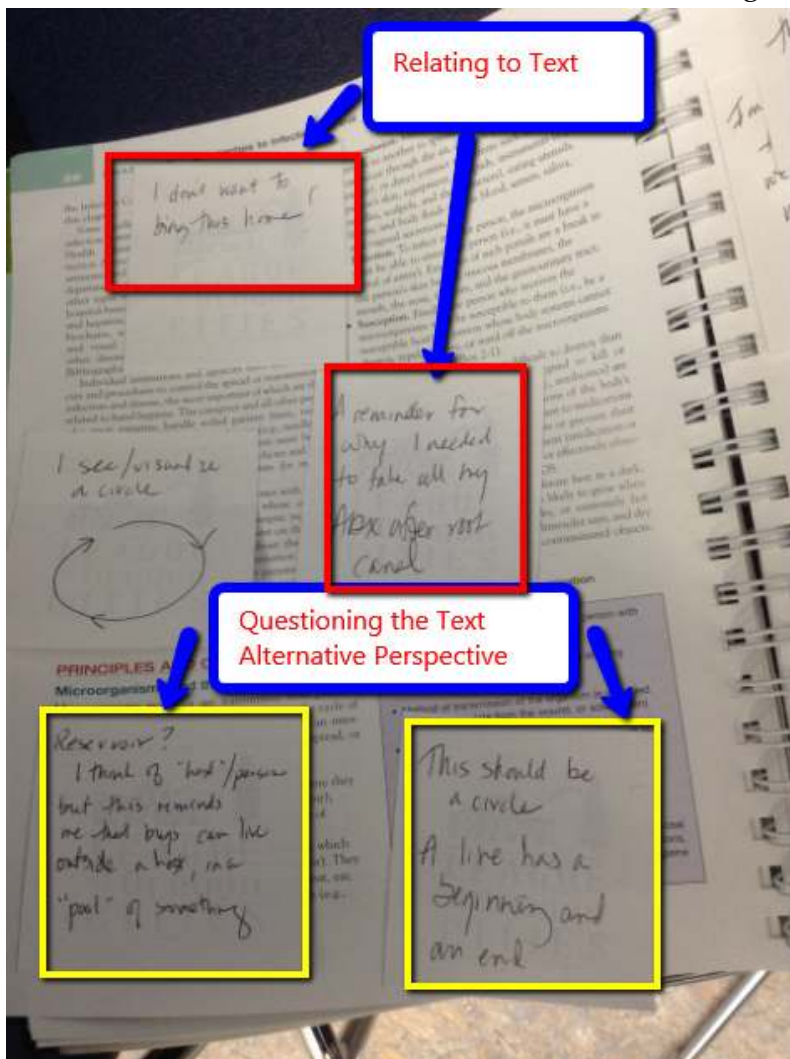
LESSON PLAN

Topic: "Infection Control and Personal Protective Equipment"

Materials: (see texts list and other materials noted above)

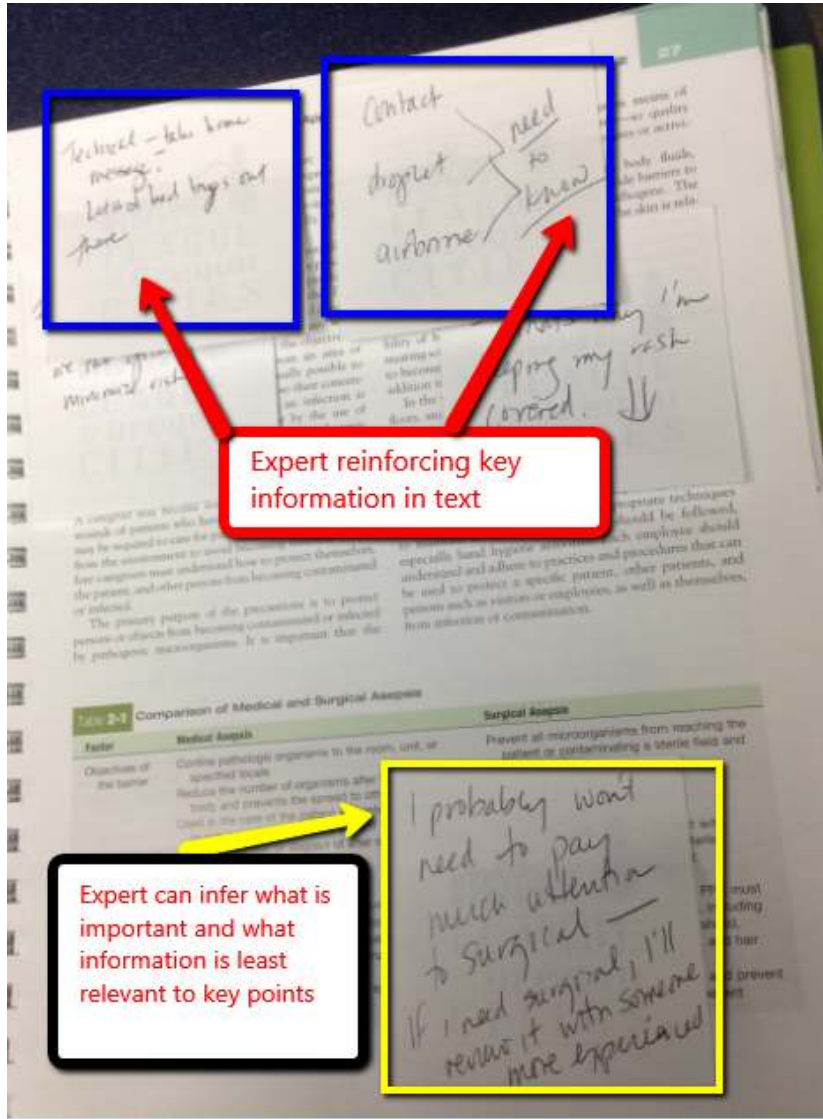
Students are assigned reading at home to complete prior to lab; basic comprehension of procedural elements are assessed on a pre-lab quiz.

Instructor makes thinking visible using annotation on Post-Its ahead of class time. Prior to engaging in kinesthetic skill practice in advanced infection control techniques, instructor briefly introduces how expert clinicians actively question and reason while reading. Instructor models how reading prepares for effective clinical practice through preparation and inquiry. Instructor displays text with Post-Its under a document camera and demonstrates "think aloud" and "talking to the text" for about 2-3 minutes.

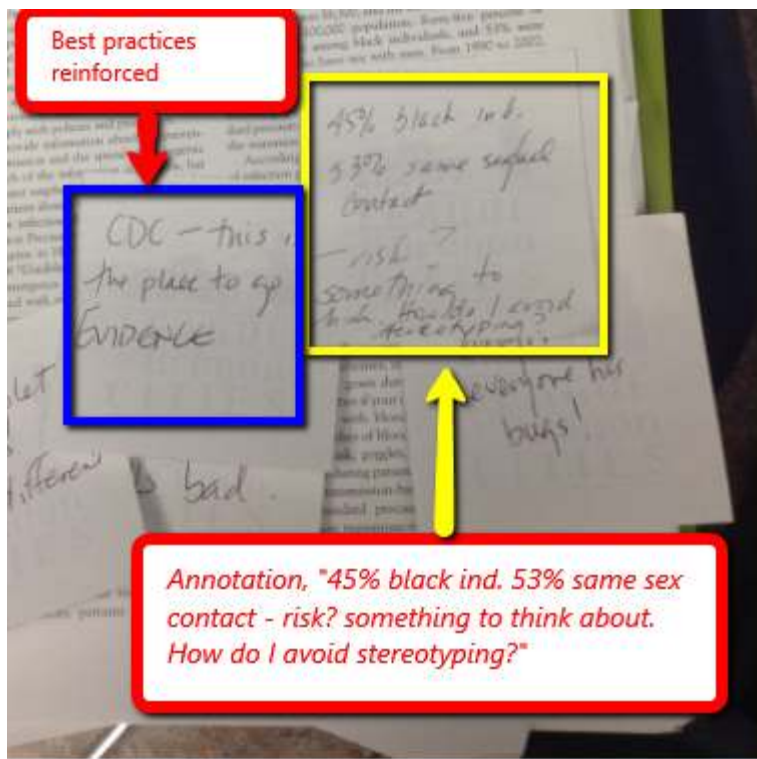


Demonstration models safety for not “knowing” or “disagreeing” with information and figures within sections of the text; reinforces how expert clinicians question the text while developing a relationship with the text.

Post-Its also reflect instructor values and preferences as part of the internal dialog while reading a technical text.



Instructor displays annotations, specifically on statistics on race prevalence and sexual activity incidence in blood borne pathogens infection.



Instructor models clinical reasoning through a facilitated, “I wonder...” reflective exercise. For example, annotation above: “I wonder why the authors did not provide any data on the other 55% who are infected with HIV? Does this reinforce racial stereotyping?”, “And isn’t it important to know that 47% of persons with HIV do not have same sex contact?” Students pair and discuss for two minutes their own feelings, mental images, and beliefs associated with “HIV”, “AIDS”, “Hepatitis C”. Instructor models safe, non-judgmental feedback, inviting pairs to briefly share how reflecting on personal beliefs while reading facts presented in text sources (e.g. 45% vs. 55%) may shape and reinforce beliefs and bias within health care and disease education/prevention frameworks. Instructor redirects students to value effective skills in minimizing risk for cross-contamination across all patient populations prior to transitioning to direct laboratory (kinesthetic) practice.

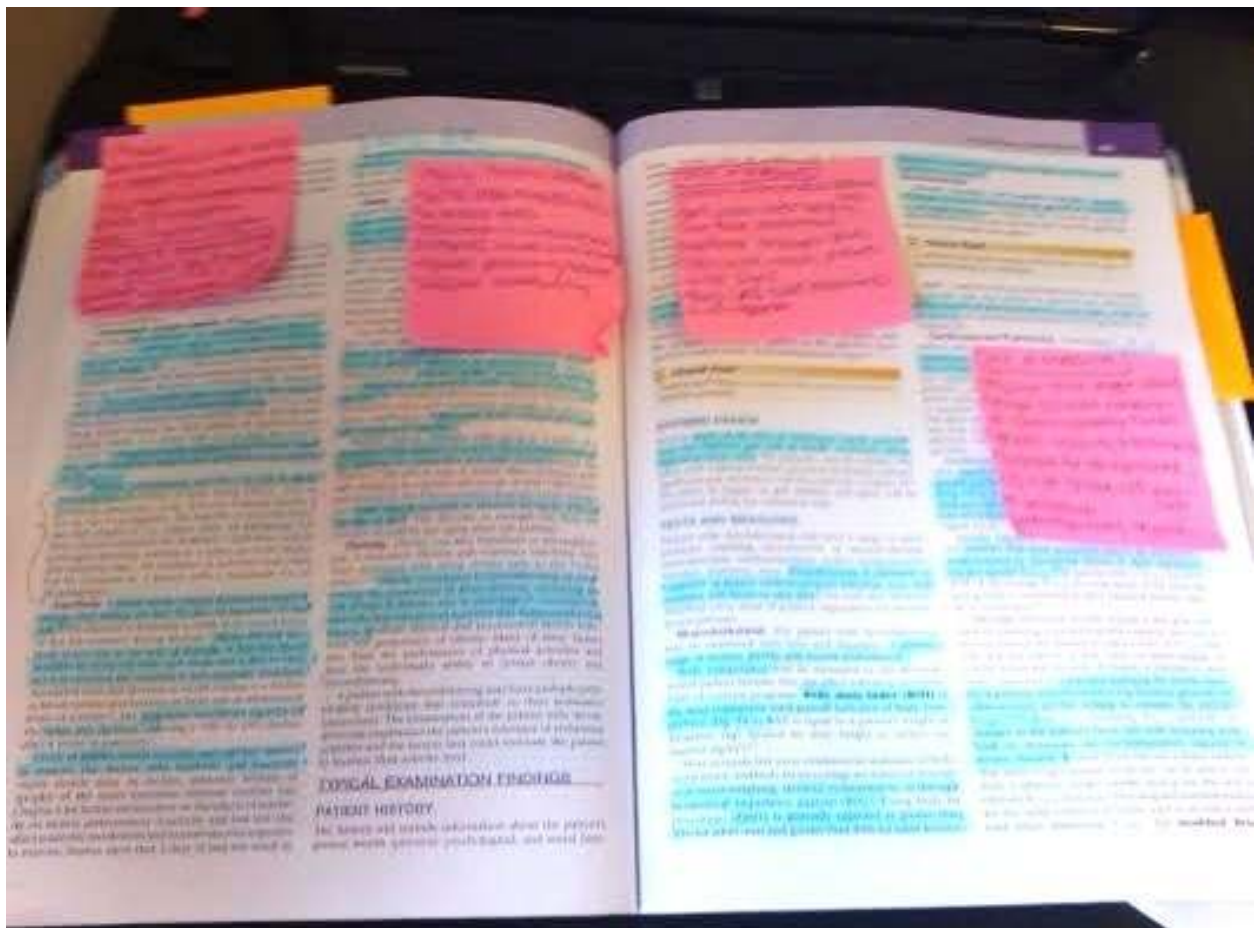
Assessment: Students were asked to reflect on course reading comprehension following the lab session and were asked to answer, "What have you changed or reinforced in your study and preparation patterns since the start of the course?" Although not specific for RA strategies, this reflective question did provoke some direct evidence of students applying RA strategies within a technical text:

On a side note, I really appreciate the time you took in lab last week to explain your thought process as to how you went through the reading in the Pierson text. I found it to

be extremely useful and helpful to my own study methods, and I gratefully welcome any feedback you might have at any time in regards to your perceptions of my study patterns and performance.

I have revised my reading habits to include notes in the text next to things I don't understand so I can ask for help or go back and research more later. I also have been including my family members in recording me during practice with the ipad so I can get feedback. I feel I have been more successful with the readings this week and I feel like I have retained more than I would have. Thank you Christina for the tip last week on reading the text

I stole your reading activity while going through Ch. 23 in Cameron. It took a little longer, but I really felt like I had a better grasp on the material than I have before after just reading a chapter once. (Picture below!)



INSTRUCTION EVALUATION COMMENTS:

I initially approached using the RA techniques as a way to help students value and engage with their course text as a credible resource. PTA 103L is a blended learning lab, with text, video, audio, and demonstration teaching methods to help students build competency and proficiencies in direct patient care skills. Physical Therapist Assistant students often report difficulty “getting the reading done” and at times report they feel there is “too much reading”. My experiences within the FIG provided me with methods to students engage with the text, and therefore value their time and efforts with the text as a means to improve their study habits and thinking skills.

As I prepared for this lesson, I actively reflected on my own thinking while reading. By reading intentionally and with the RA demonstration in mind, I uncovered opportunities to include behavioral and affective outcomes within a very technical lesson. In RA, this is referred to as the “metacognitive funnel”, as I shifted from a “focus on reading” to a “focus on disciplinary literacy practices”. The benefit to students is that they can see effective reading as an essential disciplinary (e.g., physical therapy) skill. The benefit to the Physical Therapist Assistant program is evidence of meeting course outcomes and evidence of progressing toward program and core learning outcomes.

In summary, my engagement in RA techniques has informed my teaching and has resulted in a positive change in how students value their text. Students are reading more effectively and are reframing conceptions of how one comes to “know” physical therapy knowledge and skills. The unexpected discovery of how I can use a brief excerpt from a skills-based text to reinforce clinical reasoning, inquiry, engaging diverse values on personal and larger scales is something I will continue to pursue and apply in courses that I teach at Lane.