

TEACHING DOSSIER

of

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TEACHING DOSSIER: Elizabeth Sled

learning. I try to consider students' different learning styles and to create learning activities which reinforce key concepts pertaining to the heavy content of the Physical Therapy curriculum.

3. *Link to theory and practice*: Thirdly, I strive to relate foundational information to relevant practical applications. For example, in teaching Physical Therapy students I purpose to draw on their previous experiences in volunteer/employment positions and clinical placements so that connections and extensions can occur to enrich students' learning. Through information solicited from informal questionnaires pertaining to the students' backgrounds and expectations, it has become apparent to me that learning will be facilitated in these mature and highly motivated students when scientific information and theory are applied to clinical practice.

As I have applied these principles to my teaching practice I have been encouraged by the positive responses from students in my classes and the enjoyment I receive from interacting with students.

3. University Teaching Experiences

3.1 Queen's University: Teaching Responsibilities – Course Instructor

I) PT 850 Functional Anatomy (Fall, 2006; Winter, 2007; Fall, 2007)

PT 850 is a required course for 46 first-year students enrolled in the Master's program in Physical Therapy. The course involved a two-hour class once per week and 5 anatomy laboratories over a 12-week period. Course content included musculoskeletal anatomy of the peripheral joints, spine and temporomandibular joint (Fall Term) and visceral anatomy (Winter Term).

This course was offered for the first time in 2006 as an addition to the entry-level curriculum for the Master's program in Physical Therapy. I was responsible for developing the course curriculum with input from faculty in the Physical Therapy program of the School of Rehabilitation Therapy. I acted as the primary instructor in the classroom and the anatomy laboratories.

II) Musculoskeletal Anatomy Elective (Winter, 2006)

An elective in musculoskeletal anatomy was offered to 46 students in both the first and second year Master's Physical Therapy program. I taught four 2-hour classes on the anatomy of the spine.

III) PT 856: Neuromotor Control and Limitation I (Winter, 2005 and 2006)

PT 856 is an intensive 52-hour, six-week course offered to 46 Master's level Physical Therapy students, which focuses on the anatomical and physiological bases of neuromotor performance across the lifespan. A major component of the course is neuroanatomy. The course is taught through a combination of classroom lectures (6 hours/week), structured self-directed learning in anatomy laboratories (2

hours/week) and practical laboratories (2 hours/week for the final three weeks of the course).

This course was offered for the first time in 2005 as part of the new entry-level Master's Physical Therapy curriculum. I was responsible for developing the course curriculum in collaboration with a faculty member in the School of Rehabilitation Therapy. I acted as the primary instructor in the classroom, the anatomy laboratories and the physical therapy laboratories. I also coordinated 6 guest lectures by medical speakers during the last half of the course.

II) PT 416: Neurology II (Fall, 2005)

This course was required for 46 students in their third and final year of the Bachelor of Science program in Physical Therapy. The course included two 90-minute classes and one 2-hour practical laboratory per week. I was responsible for teaching the first 6 weeks of the 12-week term course.

3.2 Queen's University: Small-Group Learning Sessions

PT 315 and PT 859: PT Logic Group Sessions (Fall, 2003, 2004 and Spring, 2005)

I acted as a facilitator for small group learning sessions which exposed the Physical Therapy students to clinical reasoning scenarios with guidance from experienced physical therapists.

3.3 Queen's University: Teaching Assistant Experiences

I) Fall, 2005: I coordinated a 3-day advanced manual therapy course and organized a one-day practical examination (OSCE) for third year Bachelor's students in Physical Therapy.

II) PT 859: Spinal Disorders (Spring, 2005)

I served as a teaching assistant in the laboratories for this required 6-week course for 46 first year students enrolled in the Master of Science program in Physical Therapy. I also acted as a guest lecturer and taught two 90-minute classes.

III) PT 315: Musculoskeletal Management II (Fall, 2003; Fall, 2004)

I served as a teaching assistant in the laboratories for this required 12-week course for 46 second-year students enrolled in the Bachelor of Science program in Physical Therapy. I assisted students with practical techniques and answered questions. I also acted as a guest lecturer and taught two 90-minute classes during the term.

3.4 The Ohio State University: Teaching Assistant Experiences

For two years I assisted and instructed in first year Physical Therapy laboratories focused on biomechanics and orthopedics. During both years of my Master's studies I coordinated a course on Musculoskeletal Diseases for the combined

In 2006, I was nominated for the Health Sciences Education Award at Queen's University. The award was only open to Health Sciences faculty and as a graduate student I was not eligible to be considered for the award. A copy of the letter from the Dean of the Faculty of Health Sciences, Queen's University, is included in the Appendix.

4.2 Informal Student Evaluations: Representative Student Comments

Valuing students as individuals:

“You cared about whether we understood the material.”

“The instructor was very receptive to student needs and was able to clarify ambiguous concepts as needed.”

“Elizabeth is caring and understanding and respects her students.”

Creating a positive, active learning environment:

“What I like best about the course is that every 15-20 minutes in class we take a few minutes to go over things with an activity!! This is so helpful and keeps us all alert and interested throughout the 2 hours...love it.”

“I really believe the reason I am doing well in this course this year is because of the hard work you have put in, making up surface anatomy sheets and weekly quizzes etc., and your positive attitude.”

“Your easily approachable and helpful teaching style allowed me to finally get over my fear of neuroanatomy. You created a very posit

a letter from Dr. Leger providing comments on his classroom observations and teaching evaluation is included in the Appendix. In Dr. Leger's letter I was described as "a dedicated and enthusiastic teacher who is eager to try and learn new things and who is ultimately concerned about her students and how they are learning."

II) PT 315, Fall 2004:

I received a formal evaluation of my effectiveness as a teaching assistant and guest lecturer from the Course Instructor, Dr. Alice Aiken, for PT 315. In her letter Dr. Aiken made the following comments: "She has developed two excellent and very thorough lectures for the courses, and has included different learning styles and teaching strategies when presenting them." A copy of the Teaching Assistant Evaluation Form and a letter from Dr. Aiken are included in the Appendix.

5. **Curriculum Development**

I) Course Design:

Functional Anatomy: With input from Physical Therapy faculty at Queen's University, I developed the course curriculum for the Functional Anatomy (musculo-skeletal and visceral anatomy) course. In addition to development of the class content, I was responsible for the development of the structured, self-directed anatomy laboratories which were an integral part of the course.

Neurological Assessment: With input from a faculty member in the Physical Therapy program who has expertise in Neurology and a professor in the Anatomy Department at Queen's University, I developed the course curriculum for PT 856. I was responsible for the development of the class content, the physical therapy laboratories on neurological assessment and the anatomy laboratories.

6. Professional Development

6.1 Education Courses

SGS 901: Teaching and Learning in Higher Education, Queen's University

- Course Planning
- Assessing Student Learning
- Teaching for Active and Deep Learning
- The Teacher's Voice
- Assessment for Learning: Introduction to the ICE Approach

6.3 Other Professional Development Activities

- I) Program in University Teaching and Learning
(<http://www.queensu.ca/ctl/community/students/putl.html>):

I have completed the requirements for the three certificates in the Program in University Teaching and Learning offered by the Centre for Teaching and Learning at Queen's University:

- Scholarship (requirements – acquire an understanding of: 1) general principles of teaching and learning in higher education; 2) principles of teaching and learning in your discipline, 3) diversity and equity)