



2017 PRESIDENTIAL TEACHING AWARD NOMINEE

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Patient/Client Management – AY1
School of Physical Therapy

My purpose as a teacher of physical therapy is to help students understand and utilize the principles of movement science and to become compassionate health care providers who embody the qualities of integrity, professional excellence, and selfless service. I view teaching as a form of leadership and therefore strive to always exemplify these qualities myself. As those I teach gain knowledge, experience, and clinical skills, they will be able to teach others resulting in a community of physical therapy professionals dedicated to improving the human experience.

I believe in helping students fulfil their role in the learning process and in preparing them to teach others. Students take an active role in learning when they develop habits of daily study and reflection; prepare their minds and hearts to receive instruction; ask questions and seek for answers; and share personal insights, experiences, and feelings. My role is to facilitate this through proper classroom and clinical experiences. Methods I use to teach include demonstration and practice sessions for hands on skills; small group discussion and exploration of new material; one-on-one interviews; oral, written, and practical examinations; and group projects. Each learning experience should build on previous ones. I believe students rarely learn a significant amount of knowledge in a short time, but rather through dedicated, consistent, daily efforts. The phrase “line upon line and precept upon precept” has always resonated with me and communicates the importance of life-long learning and growth.

I believe in the value of critical thinking and reasoning. As physical therapists, we are constantly challenged by the complexities of the patients we see who may have conditions that are both within and outside our scope of practice. Therefore, the ability to apply proper reasoning and decision-making to the evaluation and intervention process is a critical skill. This form of thinking and reasoning can not only be applied to those with whom we interact; but as we turn that process inward and reflect on our own experience and learning, we will continue to improve and grow as professionals. Helping people become self-aware through metacognition is one of my teaching goals. Methods I use to improve thinking and reasoning include asking open-ended questions, challenging preconceived paradigms, pushing for deeper explanation of concepts, using narrative summaries of experiences, and developing a professional portfolio.

In conclusion, I love the process of knowledge acquisition and sharing. I love seeing others around me grow and develop into competent, professional clinicians who make others around them better. I am strengthened by those I teach and am honored to participate in the process of growth and development of others.

EXAMPLES OF PROFESSIONAL ACCOMPLISHMENTS

Since my arrival at UIW in 2014, I began to implement a more structured, systematic process of teaching the entry-level physical therapy students the patient client management process. I blended this structure with the current problem-based learning approach in our curriculum, which resulted in the

creation of innovative tools and teaching strategies that have improved students' performance on practical exams and clinical reasoning during real patient-client management encounters.

I also improved the design of the school's professional poster format and was influential in the development of a new CAPSTONE course. These accomplishments and others caused the Associate Dean of our program to write: "The previously dysfunctional team has become the beacon of collegiality and productivity due in part to Evan's positive nature. In the classroom, Dr. Petersen's unwavering commitment to student success has led him to fully revise the design, delivery, and assessment in the courses he was assigned. The results of his efforts include improved performance on practical assessments and clinical skill and reasoning in the professional practice setting." All of my student evaluations consistently rate above the faculty average for my school. My average score on all evaluation sections is 4.8 on a 5-point scale.

I currently mentor 26 students in various roles as faculty academic advisor, fellowship mentoring, and faculty research advisor. Additionally, I serve on the UIW School of Physical Therapy's CAPSTONE committee, which oversees all the ongoing research project assignments throughout the three year cycle for each student. I am currently mentoring 4 student groups on their research projects. One of these groups has been selected as the only platform presentation for the School of Physical Therapy graduation week.

Since being hired on at UIW in 2014, I have published three peer-reviewed articles in international journals and presented five peer-reviewed platform presentations or posters at national professional meetings. In 2015, I received two awards for my previous research: The 2015 AAOMPT Platform Presentation Award First Place Foot/Ankle from the American Academy of Orthopaedic Manual Physical Therapists for "Manual Therapy Following Immobilization for Stable Ankle Fracture: A Case Series." Additionally, I was honored to receive the David G. Greathouse Research Award from the U.S. Army-Baylor University Doctoral Program in Physical Therapy for "Reliability of the Cervical Rotation Lateral Flexion Test."

Finally, for the last two years, I have been serving my profession on the Specialization Academy of Content Experts (SACE) of the American Board of Physical Therapy Specialties (ABPTS). My responsibilities were to write advanced exam questions for the Orthopaedic Certification Specialty Exam. I am also a board-certified physical therapist in Orthopaedics and a full fellow in the American Academy of Orthopaedic Manual Physical Therapists.