

Book Reviews

Developing Learner-Centered Teaching: A Practical Guide for Instructor. Blumberg P. San Francisco, CA, Jossey-Bass Publishers, 2008, softcover, 314 pp, \$40.00.

Developing Learner-Centered Teaching: A Practical Guide for Instructor provides faculty with the tools to transition their teaching from instructor-centered to learner-centered. Blumberg begins the book with an introduction (Chapter 1), which explains the differences between instructor-centered and learner-centered teaching. She also presents an overview of the literature and research related to learner-centered teaching. Throughout the book, Blumberg provides rubrics that create a practical framework for implementing change. In Chapter 2, the design and utilization of these rubrics is discussed. In Chapter 3, the author discusses how best to make changes and how the rubrics can be used for assessment purposes as well.

The next 5 chapters are individually devoted to each of the 5 dimensions of learner-centered teaching. The final 3 chapters discuss how all classes can have some tenets of learner-centered teaching, strategies for overcoming obstacles and resistance, and her conclusions. In the conclusions (Chapter 11), the author provides a 10-step comprehensive system for transformation to learner-centered teaching.

This book is recommended for anyone with a basic understanding of learner-centered teaching and the desire to transition their teaching and course(s). The book is easy to read, gives multiple examples, and promotes an interactive style in a workbook format. A few courses are described in the beginning of the book and then woven throughout so that the reader can see where the courses lie within the dimensions and components of learner-centered teaching. The instructors for these courses completed the rubrics and forms. These examples of course assessments illustrate all the steps taken by the instructors to make changes within their courses.

The author divides the 5 dimensions of learner-centered teaching into 4-7 specific and concrete components. She describes each component and provides either qualitative or quantitative descriptions on a 4-level continuum (from instructor-centered to learner-centered). Thus, faculty can assess where they are on this continuum and determine if an increase toward a learner-centered approach may be applicable. At the end of each chapter, and in the appendix, are numerous blank rubrics, application activities, and forms that allow for assessment of a course, documentation of rationale for change, writing of goals, and documentation of how the change will be made. These documents can then be used to monitor progress, make further changes, and for outcomes or assessment purposes.

Examples from numerous disciplines including pharmacology, psychology, astronomy, chemistry, occupational therapy, and math are included. These examples span undergraduate, general education, and large-enrollment courses to graduate, professional, and seminar-type courses. Pragmatic suggestions are made through all dimensions and components of learner-centered teaching to provide the reader with the tools to begin the transformation process.

The author suggests making incremental changes, starting with those dimensions and components that the faculty member recognizes as potentially having a good outcome. After these essential changes, other changes in how one teaches can be made. This will allow the instructor to gain confidence and properly assess each change that is

made. The author recognizes that the goal for this transformation is to integrate some component of learner-centered instruction in all courses.

Suzanne Giuffre, PT, EdD, PCS
Assistant Professor
Department of Physical Therapy
Youngstown State University
Youngstown, OH

*Neuromuscular Essentials: Applying the Preferred Physical Therapist Practice Patterns.*SM Moffat M, Bohmert JA, Hulme JB, eds. Thorofare, NJ, Slack Publishing Inc, 2008, softcover, 400 pp, \$58.95.

*The Guide to Physical Therapist Practice*¹ (Guide) provides the roadmap for effective and comprehensive patient/client management. This text, *Neuromuscular Essentials: Applying the Preferred Physical Therapist Practice Patterns*,SM builds on the Guide by using the framework for patient/client management to illustrate how each of the practice patterns may present in clinical practice. This text is the most recent addition to the *Physical Therapy Essentials* series.

There are 9 chapters, each representing one of the practice patterns in the neuromuscular system. Within each chapter, the scientific literature is used to identify the anatomy/physiology, pathophysiology, imaging, and pharmacology issues germane to each practice pattern. While these sections are relatively brief, this information provides a context for the case studies included in each chapter. For each practice pattern, one or more case studies illustrate diagnoses within that practice pattern. The cases have been developed to include psychosocial issues, co-morbidities, and other individual factor across the lifespan.

These case studies incorporate sample patient data beginning with the process of taking a history and completing a systems review; then moving through a comprehensive physical examination of indicated tests and measures; continuing to the process of evaluation, diagnosis, and prognosis; and, finally, the development of a plan of care. Each case study includes evidence-based interventions tailored to the patient scenario. These interventions address comprehensive activities that span therapeutic exercise, functional training, as well as patient and caregiver education. Each chapter ends with the references that were used to establish the rationale for test and measures and the intervention selected.

This text has several strengths that make it appropriate for both academic and clinical education settings. The structure of the text builds directly on the *Guide to Physical Therapist Practice*¹. The comprehensive nature of the information included (across practice patterns and within the neuromuscular system) makes it an excellent source for novice clinicians or anyone unfamiliar with a particular practice pattern. The table of contents, index, appendices, abbreviations table, and chapter references are all easy to browse and to locate information. And finally, this text advances students' and novice clinicians' ability to apply the framework of the *Guide* through the case studies.