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## **TAXONOMY OF PHYSICAL THERAPIST BEHAVIORS**

**By Geneva Richard Johnson, Ph.D., P.T., F.A.P.T.A.**  
**and**  
**Lynda D. Woodruff, Ph.D., P.T., F.A.A.P.T.**

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and  
Lynda D. Woodruff, Ph.D.  
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The TAXONOMY is a guide to making decisions about the development and selection of curriculum and course objectives that:

- ◆ are meaningful, achievable, and measurable.
- ◆ satisfy the explicit and implicit intent of the mission and philosophy of the educational unit in physical therapy.
- ◆ direct the choice of course content and opportunities for learning.
- ◆ serve as the basis for the development of evaluative procedures that determine the level of learner performance.
- ◆ ensure consistency, compatibility, and congruence with all components of the curriculum design and plan.

The TAXONOMY is a valuable tool in evaluating an existing curriculum, in planning for revision of a curriculum, and in planning for a new curriculum.

Dr. Johnson and Dr. Woodruff are available to present workshops on using the TAXONOMY OF PHYSICAL THERAPIST BEHAVIORS.

A workshop may be for faculty development for one educational program in physical therapy or may include faculties from several institutions in one geographic area.

For details on a workshop and to arrange dates for a workshop, you may call Dr. Johnson at:  
1-225-248-0170

or e-mail her at:  
grjphd@cox.net

The TAXONOMY OF PHYSICAL THERAPIST BEHAVIORS is from the series:  
EDUCATING THE PHYSICAL THERAPIST FOR PRACTICE IN THE 21<sup>st</sup> CENTURY

The practice of physical therapy includes:

The Delivery of Service  
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**TAXONOMY OF PHYSICAL THERAPIST  
ASSISTANT BEHAVIORS**

**By**  
**Geneva R. Johnson, Ph. D., FAPTA**  
**Barbara J. Bradford, PT, MPH**  
**Katherine (Kitty) Kreig, PT, MHS**  
**Pamela Wehner, PT, MS**

**TAXONOMY  
OF  
PHYSICAL THERAPIST ASSISTANT  
BEHAVIORS**

By: Geneva R. Johnson, Ph.D., FAPTA  
Barbara J. Bradford, PT, MPH  
Katherine (Kitty) Krieg, PT, MHS  
Pamela Wehner, PT, MS

The Taxonomy is intended as a guide for academic administrators and faculty preparing curriculum, course and unit objectives for their academic units. This book can be used as a text for students preparing for practice as physical therapists as well as for student physical therapist assistants. Physical therapists may be mentors for physical therapist assistants and surely will be their supervisors in treatment environments. Physical therapists need to know the behaviors expected of the physical therapist assistant, especially as a collaborating member of a health care unit. Conversely, the physical therapy assistant needs to know precisely the scope and limits of behaviors expected of them in treatment and other environments where they represent physical therapy as a profession.

Clinical teachers also, will find this text useful in planning learning experiences suited to the expectations of clearly stated behaviors. Using the Taxonomy will lead curriculum planners to the development and selection of curriculum and course objectives that:

- are meaningful, achievable, and measurable.
- satisfy the explicit and implicit intent of the mission and philosophy of the educational unit.
- direct the choice of course content and opportunities for learning
- serve as the basis for the development and selection of evaluative procedures that determine the level of achievement of learners throughout the curriculum.
- ensure consistency, compatibility, and congruence with all components of the curriculum design and plan.

Address inquiries on how to use the Taxonomy to:

Geneva R. Johnson, Ph.D., FAPTA  
Tel/Fax: 225-248-0170  
E-mail: grjphd@cox.net

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**EDUCATING PHYSICAL THERAPISTS AS PRIMARY CARE PRACTITIONERS:  
COMPETENCIES FOR THE LEARNER AND FACULTY DEVELOPMENT**

**CONTRIBUTORS:**

**Mary McKinney Edmunds**

**Reuben C. Warren, Stephanie Miles-Richardson, Benita I. Harris**

**Carol M. Davis**

**Helen L. Masin**

**O. Elizabeth Whitehead**

**John L. Echternach**

**Geneva Richard Johnson**

**Educating Physical Therapists as Primary Care Practitioners: Competencies for the Learner and Faculty Development...a text for all physical therapists, especially:**

- (1) academic administrators, faculty, curriculum planners, clinicians, and students,
- (2) colleagues in health care professions, and
- (3) health care planners and decision makers at all levels in health care services.

The book addresses issues of education for practice in primary care; change as a factor in meeting the health care needs of society in this and other nations of the world; and the importance of expanding the emphasis on development of knowledge and skills in the affective domain and establishing a value system that supports the holistic approach to the delivery of physical therapy services, education, and research.

The Physical Therapy Learning Institute invites physical therapists to accept their rightful role as primary care practitioners in the evolving health care systems. To do so, physical therapists must be prepared to function with confidence, competence, and independence in any and all environments where they serve.

The physical therapist as a Doctor of Physical Therapy is urged to make clear to the public and all colleagues the identity of the physical therapist as a competent, caring, compassionate, concerned, resourceful, ethical, legal, and undeniably a primary care practitioner who is at once a clinician, an educator, and a researcher.

Members of the Board of Directors of the Physical Therapy Learning Institute are available to offer workshops that focus on curriculum planning for the:

- \* expansion of existing and developing curricula offering the Doctor of Physical Therapy degree for the initial preparation for practice and
- \* development or revision of the post-professional Doctor of Physical Therapy degree curricula

**Contributors:**

Mary McKinney Edmonds, PT, Ph.D., D.Sc., DHL,  
FAPTA  
Carol M. Davis, PT, MS, DPT, Ed.D., FAPTA  
O. Elizabeth Whitehead, PT, MPH  
Reuben C. Warren, DDS, MPH, DPH  
Stephanie Miles-Richardson, DVM, Ph.D.  
Benita L. Harris, MPH  
Helen L. Masin, PT, MS, Ph.D., MMSc., NLP  
John J. Echternach, PT, DPT, Ed.D., FAPTA  
Geneva Richard Johnson, PT, MA, Ph.D., FAPTA

**Address inquiries to:**

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