

Chapter 5

Narratives of Curriculum Design

Jennifer Lynne Bird
Oxbridge Academy, USA

ABSTRACT

This narrative provides a foundation for the PAGES program. PAGES is an acronym for practice patience, accept the present, gather information, encourage, and self-care. Each part of the acronym represents advice that people can implement into their lives. The two primary examples focus on families of physical therapy patients in a hospital and advisors of students in a school. The PAGES program presents a new initiative as well as reflections on applying the information to a variety of settings.

DESIGNING PAGES

PAGES, the program described in this writing, happened because of a large foundation of writing. Rarely does any single piece of writing happen in isolation. Program development and new learning opportunities occur because of the outcomes of previous writing and research. Often different pieces of writing fit together like puzzle pieces to form a larger picture. Heard (1995) confirms, “the obstacles I face – lack of time, too many projects at once – as well as the obstacles all writers face – rejection, criticism, doubts and insecurities, unfinished poems and stories – are impossible to avoid and can be valuable teachers” (pp. 38-39). Writers consistently overcome obstacles to develop new ideas. Jen, an English teacher and health coach, completed

DOI: 10.4018/978-1-7998-1931-8.ch005

extensive writing and research with Eric, a physical therapist and research consultant, which provided a foundation upon which to scaffold this new idea. Family involvement becomes the heart and soul of PAGES. While physical therapists, health coaches, and other medical professionals can offer support to a hospital patient, when the patient goes home from the hospital, the relay baton of care gets passed to the family member caregiver. Similarly, while teachers, academic advisors, and other education professionals can offer support to a student, when the student goes home from the school, the relay baton of care gets passed to the family member caregiver.

This narrative provides a foundation for the PAGES program. While the program was originally designed for the families of hospital patients, the same strategy was later adapted to help the families of high school students. It can also be adapted to other fields as you as the reader view appropriate. PAGES is an acronym that serves as a reminder for families of hospital patients to reflect on what they need to do to help their loved ones recover after surgery. It also serves as a reminder for families of students to reflect on what they need to do to help their loved ones achieve success in school. The designers used expertise in health coaching, curriculum design, teaching, writing, and research in a physical therapy clinic to create the PAGES program with the intent it will make a difference to people who apply the strategy to their lives.

THE PAGES FAMILY COACHING PROGRAM

Helping patients turn new pages and write new chapters in their healing journeys

To help your loved one who is a patient:

- **Practice Patience:** Healing is a journey. No one can wave a magic wand and provide an immediate cure. Celebrate progress, no matter how small.
- **Accept the Present:** Feelings of guilt, anger, and frustration are normal, but are not helpful when coaching. No matter what happened in the past, this is where you are now. Worrying about the future only causes additional stress. Try your best to remain in the present moment. Consider writing in a journal to sort through your feelings.
- **Gather Information:** The medical professionals such as doctors, physical therapists, occupational therapists, nurses, and speech therapists are here to help you. Ask questions, and listen to their

26 more pages are available in the full version of this document, which may be purchased using the "Add to Cart" button on the publisher's webpage: www.igi-global.com/chapter/narratives-of-curriculum-design/242501

Related Content

Learner Acceptance of Using Virtual Patient Encounters to Train Foreign Healthcare Professionals in Swedish

Uno G. H. Forsand and Olivier Courteille (2017). *Healthcare Ethics and Training: Concepts, Methodologies, Tools, and Applications* (pp. 379-393).

www.irma-international.org/chapter/learner-acceptance-of-using-virtual-patient-encounters-to-train-foreign-healthcare-professionals-in-swedish/180592

Understanding Backwards: Counseling Approaches for Advising Pre-Health Students

Julie Renee Nelson (2022). *Handbook of Research on Developing Competencies for Pre-Health Professional Students, Advisors, and Programs* (pp. 174-195).

www.irma-international.org/chapter/understanding-backwards/305096

Promoting Complex Learning through Relevant Learning Experiences for the Health Sciences

Jill E. Stefaniak and Barbara L. Joyce (2015). *Transformative Curriculum Design in Health Sciences Education* (pp. 194-213).

www.irma-international.org/chapter/promoting-complex-learning-through-relevant-learning-experiences-for-the-health-sciences/129431

Reflections of Health Coaching Narratives

(2022). *Using Narrative Writing to Enhance Healing During and After Global Health Crises* (pp. 42-64).

www.irma-international.org/chapter/reflections-of-health-coaching-narratives/287738

21st Century Problem-Based Learning: A Medical Education Asset by Rational Design or Retrofit

Susan Ely, Joanne H. Greenawald and Richard C. Vari (2020). *Handbook of Research on the Efficacy of Training Programs and Systems in Medical Education* (pp. 110-129).

www.irma-international.org/chapter/21st-century-problem-based-learning/246623