



Figure 6-2. Signature pedagogies in the professions.

Evidence From Academic and Clinical Sites

We observed a dominant and pervasive focus on the human body as teacher. We repeatedly observed teachers helping learners to focus on what they could learn through close attunement to the human body: what they could *see* about movement and function by close observation of the body; what they could *feel* about morphology and movement through their hands and skilled touch; how students learn to move their bodies skillfully, safely, and efficiently while facilitating patient movement; and what they could *hear* about movement and function through close listening to their patients and what they said about their bodies. The last of these is important because it calls attention to our definition of the body in this signature pedagogy. The human body as teacher is more than what is taught and learned through the physical body and the patient's movement and function, it is also the embodied life and illness experiences of the patient captured through careful listening to patient stories. This signature pedagogy was evident whether the student was in the anatomy laboratory, learning in clinical laboratory sessions from his or her own body, working with a peer or instructor, or working with patients. In the following quote, a resident mentor describes her approach to helping a resident develop this keen sensitivity to movement through observation and touch:

When she [the resident] said, "I'm not seeing the breathing." It's learning [sic] your eye to look for timing, speed, change in movement, and then learning to be able to put your hands on them and feel it. That takes some time. A lot of times, we won't see it in the clinic, and then we'll take in a video of something. You can see it when you have no other information in your head and you can just focus on what you're looking at on the video.

The excerpt that follows from a field note is taken from an observation of a laboratory session focused on teaching and learning about musculoskeletal examination procedures. Here, we see how central analysis of movement was in the teaching of these skills:

In this laboratory session on the shoulder, the session is grounded in a patient case shown through media. Analysis and discussion of the patient's shoulder movement by the class then becomes the structure for student review and practice of critical and appropriate examination tests.