Assessment of Integrating Professional Responsibility and Outcomes in Medical Human Anatomy in First Year Physical Therapy Students

DEPARTMENT OF PHYSICAL THERAPY

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Thursday, May 16, 2024

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Assessment Questions

- What drives student learning?

- What are the barriers to student learning?

- How can we facilitate student self-reflection and ownership/accountability during the learning process?

- How can we facilitate learning for long-term retention and clinical application?

Workshop Objectives

- Identify what drives student learning.

- Identify barriers to student learning.

- Identify mechanisms to promote student self-reflection and accountability during the learning process.

- Identify mechanisms to facilitate learning for long-term retention and clinical application.

Data Discussed

- First-year; first-semester courses in the MSU DPT Program
  - PTE 707: Medical Human Anatomy = 6 Credit Hours

- Student characteristics and demographics
  - Motivation to learn
  - Barriers to learning

- Strategies or mechanisms to promote self-reflection/accountability during the learning process

Data Discussed

- Strategies or mechanisms to facilitate learning for long-term retention and clinical application
  - Integration of Professional Duty/Responsibility/Excellence from Professional Issues I into PTE 707: Medical Human Anatomy

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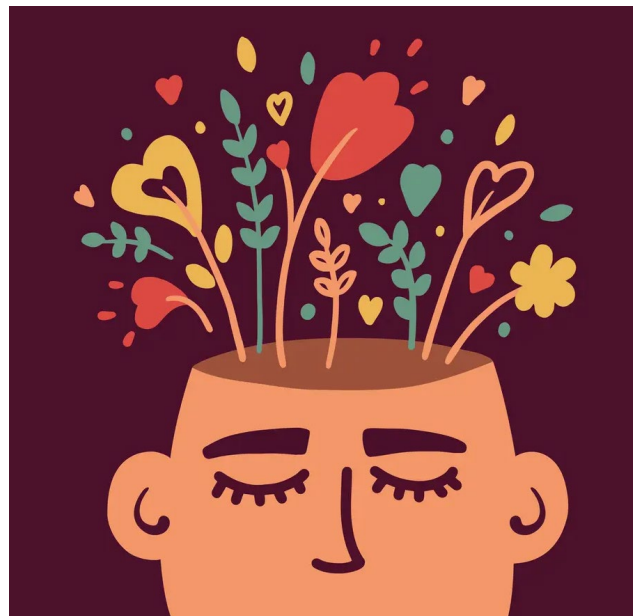
Conclusions Reached

- Data is needed regarding motivation to learn, as well as barriers to student learning.

- Mechanisms can be put into place to provide opportunities for students to practice self-reflection, learning for long-term retention, and clinical application

https://circlecare4kids.com/pediatric-physical-therapy/

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Study Log

Daily Study Log Sheet

Student Name:							
Date	Subject Studied	Techniques Used For Studying	Individual or Group Study	Group Members	Total Time Spent Studying	Location For Studying	Exercise Time
5/30/24	Anatomy	Flash cards, concept maps, outlining, drawing - dry erase board	Individual		40 minutes	PT Building	30 Minutes
5/30/24	Anatomy	Finding structures on cadaver	Group	Frank, Natalie	1 hour	Anatomy Lab	

MQRS

Missed Question Review Sheet (MQRS)

? #		WHY DID YOU MISS THIS QUESTION?				TOPIC AREA – BE AS SPECIFIC AS YOU CAN!
	I have <u>never</u> heard this before	I remember hearing about this in class, but could not recall the answer	I misread the question or the answer	I narrowed to 2 answers, then selected the wrong one	I changed correct answer to wrong answer	• Neuromuscular – cranial nerves, pediatrics, CVA, spinal nerve levels, etc. • Musculoskeletal – arthro/osteo kinematics of the knee; special tests, etc. • Modalities – e-stim for pain control, heat, cold, etc. • Research – trend lines, paired t-tests, specificity, sensitivity, etc. • Cardiopulmonary – normal values, heart failure, resp failure, sounds, etc. • Other systems, Addison, Graves, Myxedema, Myasthenia Gravis, etc.

Follow-up Plans & Next Steps

- Create short survey to gather data on motivation to learn and potential barriers to learning
  - Administer the survey on the first week of the Summer 2024 semester
  - Small group interviews with students – peer to peer
- Implement the use of study logs and missed question review sheets (MQRS) to facilitate self-reflection.
  - Study logs and MQRS will be reviewed with the student during meetings with faculty advisors

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Follow-up Plans & Next Steps

- Strategies or mechanisms to facilitate learning for long-term retention and clinical application
  - PTE 711: Professional Issues I
    - "Teach Yourself How to Learn" – McGuire
  - Integrate material from PTE 707: Medical Human Anatomy
    - Activities using strategies from McGuire