

Hybrid health care education

Innovating for the Future and Rethinking Student Support

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Acknowledgements:

Casey Unverzagt, Brian Young, Teresa Bachman, Mike Walker, Baylor PT Faculty and Students

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Let's set the stage...

- Hybrid is just one of many ways to deliver health care education...it is used in many ways and is evolving quickly. **We'll define what hybrid education is...and isn't.**
- Student engagement and professional identity formation IS possible in an online environment. But it requires intentionality! We'll discuss some **strategies to humanize online learning, promote student engagement, build social presence, and provide supports for remote learners.**
- There is much we still need to learn, but hybrid teaching and learning can and should be rooted in sound educational theory and frameworks, and driven by outcomes. I'll share some **recommended practices and early outcomes.**

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Volume 100, Issue 8
August 2020

Doctor of Physical Therapy Education in a Hybrid Learning Environment: Reimagining the Possibilities and Navigating a “New Normal” FREE

Kendra Gagnon ✉, Brian Young, Teresa Bachman, Thomas Longbottom, Richard Severin, Michael J Walker

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<https://doi.org/10.1093/ptj/pzaa096>
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Abstract

Professional physical therapist education has experienced a transformation over the last few decades, moving to a doctoring profession with more

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Article Contents

- Abstract
- Hybrid Education Defined
- Hybrid Learning in Health Care Education

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What do we mean by “hybrid?”

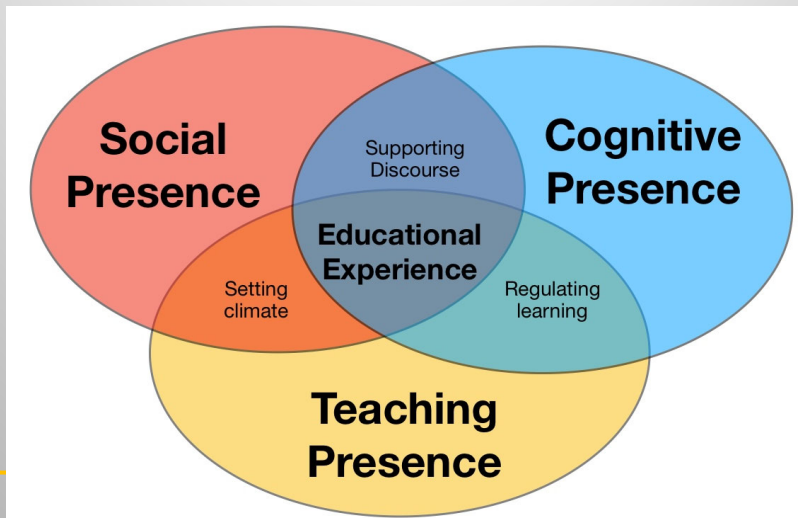
- **Hybrid education** - Utilizes both online and face-to-face learning strategies in an effort to maximize both learning environments. Online learning may be synchronous or asynchronous and may replace face-to-face time. At least 20% of instruction is face-to-face; 30-79% occurs online.
- **Online education** – All instruction occurs online, synchronously or asynchronously
- **Blended learning** – Asynchronous online learning is used to enhance student learning between face-to-face sessions. Online instruction does NOT replace face-to-face time.
 - **Flipped learning** – A type of blended learning in which students receive content, usually through recorded lectures accessed asynchronously, then use face to face time for active learning.

(Babson Survey Research Group, 2016; Commission on Accreditation of Physical Therapy Education, 2019)

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Supporting students by building a community of inquiry

(Garrison, Anderson, & Archer, 2000)



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Supporting students with
teaching presence:
structuring learning

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Baylor Doctor of Physical Therapy Hybrid Curriculum

January	February	March	April	May	June	July	August	September	October	November	December
Semester 1				Semester 2				Semester 3			
Minimester 1.1	Lab	Minimester 1.2	Lab	Minimester 2.1	Lab	Minimester 2.2	Lab	Minimester 3.1	Lab	Minimester 3.2	Lab
Semester 4				Semester 5				Semester 6			
8-week Clinical Experience		Minimester 4.2	Lab	Minimester 5.1	Lab	8-week Clinical Experience		15-week Clinical Experience			

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Technologies, pedagogies, & strategies

Learn - Posterior Spine - Cervical region

Learning Objectives

After completing this content, you will be able to:

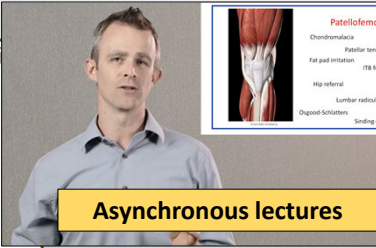
- Identify the different vertebral regions of the spine.
- Describe how the cervical spine can be viewed as upper and lower cervical regions.

Read


- Moore KL et al., Intro pp. 440-507
- Biel p. 167-218

Watch


Download the lecture handout for the Posterior Spine - Cervical Region [here](#)



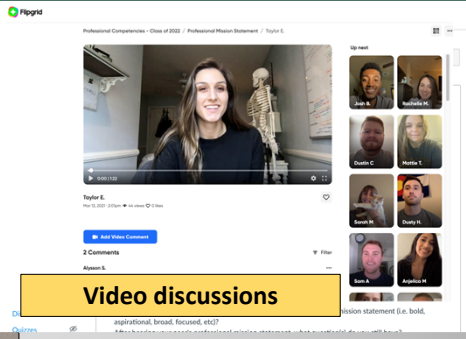
Asynchronous lectures



Synchronous Live Classes

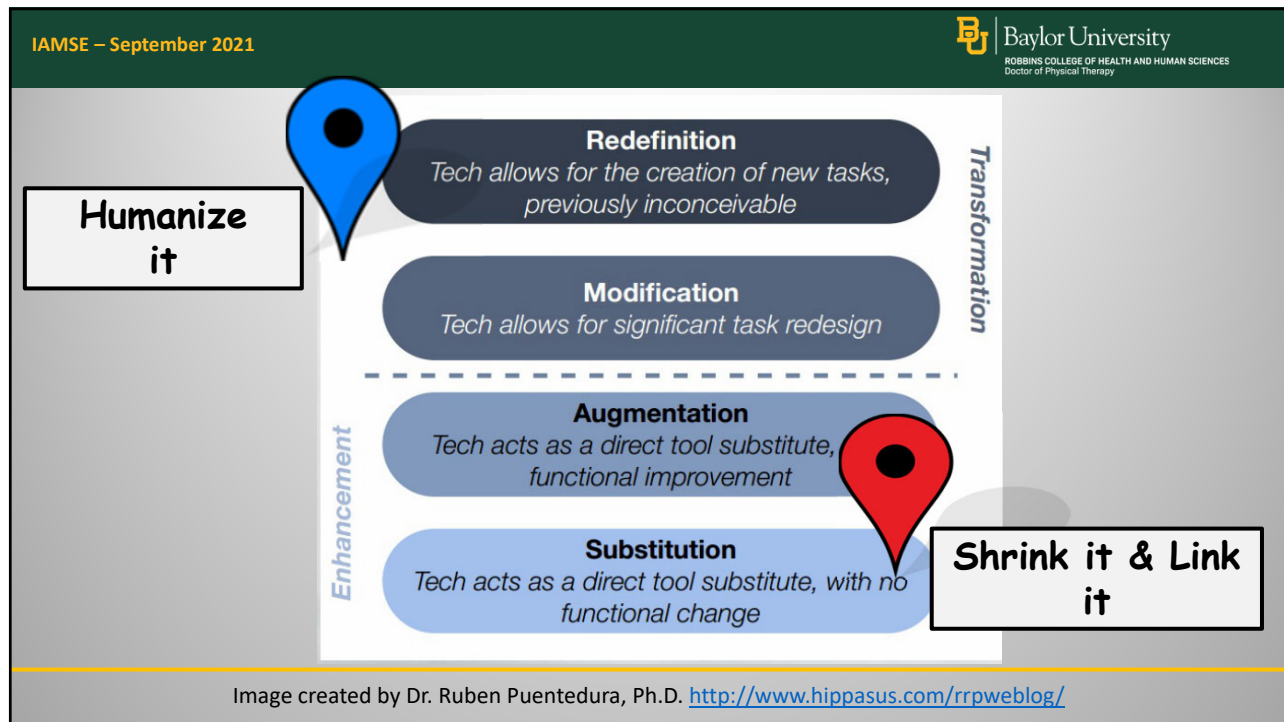


Gamification



Video discussions

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Supporting students with
cognitive presence:

constructing knowledge & making
meaning

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Virtual pediatrics lab
Let's put the FUN in FUNCTION! Click here to meet your faculty: <https://flipgrid.com/2c0s26f2>. Lab schedule and faculty contact info are posted in Canvas.

The screenshot displays a grid of task cards for a virtual pediatric lab. The cards are organized into columns and rows, each featuring a video thumbnail and text instructions. Key tasks include:

- Motor Development:** June 14 - due by 11:59 pm; MOTOR DEVELOPMENT PADLET - YELLOW TEAM; MOTOR DEVELOPMENT PADLET - BLUE TEAM.
- Play-based intervention:** June 14 - due by 11:59 pm; Flipgrid - post your video here!
- Pediatric Examination:** Prep for 2-hour sync session on June 15; Start here! (upload video); Review the pediatric examination resources in Canvas.
- Virtual pediatric PT encounter:** June 16 - schedule TBD; Watch this BEFORE you plan your virtual pediatric PT encounter!
- Documentation:** Documenting a pediatric PT encounter; June 17 - document your virtual pediatric PT encounter.
- Case Presentations:** Case presentations - VIRTUAL SHIFT AND SHARE!; June 18 - Case presentations and wrap-up.
- Reflection:** What? So What? Now What?; Post your reflection here.

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Collaborative online learning – building a timeline!

Motor development - BLUE team
Your group has been assigned a set of motor skills. As a group determine the age of achievement of each of those milestones. Then EACH member of your group will pick one of the milestones and record a video of themselves performing it. Title it with the task and age (i.e. Sitting - 6 months) and add it to the timeline IN THE PROPER SEQUENCE.


The screenshot shows a collaborative online learning timeline for motor development milestones. The timeline is a horizontal line with circular markers representing milestones. Video uploads are placed along the timeline, each with a title and a thumbnail. The milestones shown include:

- Rolling Prone to Supine 4 months:** Video - 00:42
- Sitting 6 months:** Video - 02:35
- Rolling Supine to Prone - 6 Months:** Video - 00:39
- Come to hands and knees- 6 months:** Video - 00:30
- Prone on extended arms - 6 months:** Video - 00:30
- Cruising - 9 Months:** Video - 00:28
- Pull to stand- 9 months:** Video - 00:30

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Demonstration,
preparation,
discussion, and
feedback!

Management of the Pediatric Patient / Play-based intervention / Aaron M



0:47 / 1:22

Aaron M
Jun 16, 2020 · 6:27pm · 21 views
Thorin 12mo squat to play

[Add Video Comment](#)

2 Comments

Stacy M
Jun 16
Feedback!

Up next

- Christina M
- Lauren T
- Joaquin V
- Rachel M
- Jarred
- Jullorine S
- Taylor M
- Bolton P
- Blake D
- Alexa M

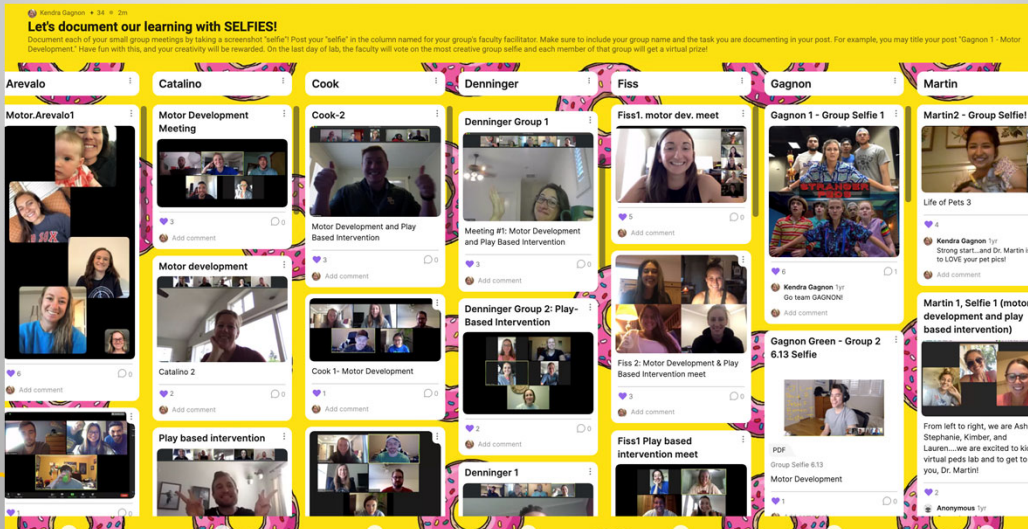
Individual user videos

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Supporting students through
social presence:
developing relationships & building
community

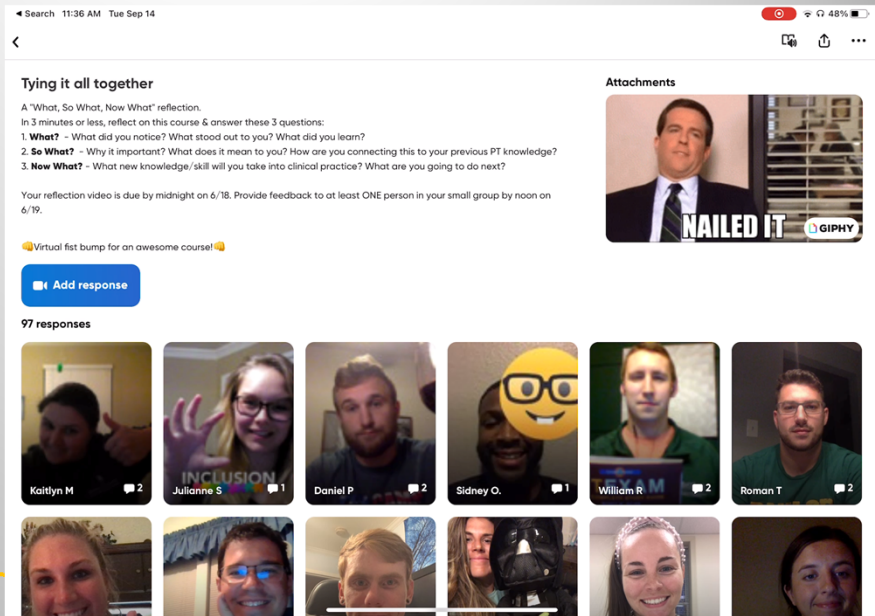
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Synchronous collaboration & accountability



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Forming a professional identity



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April 8, 2020

Tying it all together

A "What, So What, Now What" reflection.
In 3 minutes or less, reflect on this course & answer these 3 questions:
1. **What?** - What did you notice? What stood out to you? What did you learn?
2. **So What?** - Why is it important? What does it mean to you? How are you connecting this to your previous PT knowledge?
3. **Now What?** - What new knowledge/skill will you take into clinical practice? What are you going to do next?

Your reflection video is due by midnight on 6/18. Provide feedback to at least ONE person in your small group by noon on 6/19.

👊 Virtual fist bump for an awesome course!👊

[Add Response](#)

97 Responses
1600 views - 183 comments - [43.4 hours](#) of engagement

1600 views
183 comments
43.4 hours

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Office2
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Creating community online

YouTube: Welcome Baylor DPT Class of 2020 (81 views)

Facebook: Baylor DPT Class of 2020 (Group)

Google My Maps: Baylor DPT Class of 2020

Required new student orientation

Student Orientation

STUDENT DEMOGRAPHICS & ASSESSMENTS | MEDICAL READINESS | APTA MEMBERSHIP

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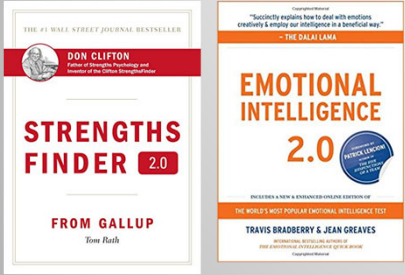
Slide 18

Office2 Add Flipgrid image here

Microsoft Office User, 8/16/2021

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Academic teams



November 19, 2018

Team Koppenhaver


Sharing our strengths!
 One of your orientation requirements was to complete the StrengthsFinder assessment. In this video, please share your top two strengths and discuss the following with your Academic Coach & Team Members:

- 1) Are your Strengthsfinder results (top 2 strengths) accurate? Why or why not?
- 2) How will you use your strengths to be successful in this program?
- 3) How will you use your strengths to help your entire team succeed?

[Add Response](#)

10 Responses
 547 Views · 9 comments · [171 hours](#) of engagement

Search Responses



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Advisors as academic coaches (Telio et al 2015, Deiorio 2016, Deiorio 2017)




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Principles of the Baylor DPT coaching program

The coach...

- Values the student as the expert on his/her own strengths, values, and motivators
- Assists the student in identifying and engaging in his/her strengths
- Acknowledges when an issue is outside of his/her skill set and refers the student to outside resources
- Is an approachable, active listener who refrains from judgement or evaluation
- Encourages realistic expectations and goals
- Asks hard questions

The student...


- Identifies and reflects upon his or her strengths through assessments such as StrengthsFinders, Emotional Intelligence, and Grit
- Sets the agenda and drives the goal-setting process
- Takes responsibility for his or her own development
- Openly and honestly shares information relevant to his/her goals and performance
- Arrives at his or her own answers
- Listens to suggestions and tries new approaches

The coach and the student...

- Meet at least once per trimester (twice in trimester one)
- Agree upon preferred methods for communication and meeting
- Maintain confidentiality to the extent possible
- Are responsive to one another's communication, generally responding to messages within 24 hours
- Continually assess for conflicts of interest

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Non-academic & institutional support

- Student affairs support
- Student assistance programs
- Virtual options
- Community-based support

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Outcomes, opportunities, and stuff we don't know yet...

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	Baylor DPT Outcomes- 2-year mean 2019-2020 (*data available for 2019 cohort only)	National Accredited DPT Program Outcomes- mean 2019-2020 (CAPTE)		
Applicants enrolled	93.5	45		
Minority students enrolled	39%	26%		
Graduation rate	96%	96.47%		
Percent minority graduates	36.5%	23.3%		
Licensure pass rate, ultimate*	100%	98.57%		
One-year employment rate*	99%	99%		
Student satisfaction- one year after graduation*	Very satisfied- 87.23% Somewhat satisfied- 12.77%	N/A		

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What's next?

Opportunities

- Scalability
- Flexibility
- Time as a resource
- Diverse student body
- Faculty recruitment & expertise

Challenges

- Cost (tech, OPMs, travel, etc)
- Student workload & work flow
- Faculty development
- Management of student/faculty issues
- Experiential learning
- Community integration

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Thank you for the opportunity to
share and learn from you today!

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