



Problem

The structure and content of OTA 121: Assessing Movement through Occupation had been handed down from retired instructors. The course needed to be streamlined and the focus shifted from a basic understanding of anatomy and movement to the applications within the field of Occupational Therapy.

A course redesign would allow for the inclusion of activities that target multiple learning styles and prompt higher-order reasoning skills. The development of the Human Anatomy Learning Center (HALC) at St. Mary-Corwin Medical Center provided an opportunity for this re-design utilizing the state-of-the-art resources available in this new facility.

Plan

The course instructor (Tricia Vigil) and HALC Coordinator (Lynne Ross) reviewed existing course content and materials to determine what concepts could be delivered using the HALC's resources. The relevance and sequencing of content was scrutinized and revised. The HALC Coordinator was invited to attend OTA 121 classes to obtain a thorough understanding of content. Numerous collaborative planning meetings resulted in a re-designed course filled with hands-on learning activities that progressively took the learner from knowledge- to synthesis-level thinking skills. HALC learning activities required students to collaborate in small groups, and they were challenged to pin structures, develop an occupation-based activity, and create the answer key. As groups rotated, the answers provided by the original group were evaluated and debated.

Assessment Activity

By monitoring small group discussions, instructors ascertained the ability of students to think critically and intervened to assist as needed. Student performance was assessed through quizzes, exams, oral exams, and lab practicums. Improvements in the application of anatomical concepts to Occupational Therapy was assessed through whole class review and debate of lab activity answers as well as through student evaluations of specific Anatomy Lab activities. All aspects of the course, including activities, lectures, quizzes, exams, and content delivery were changed in response to this feedback.

Results and Data

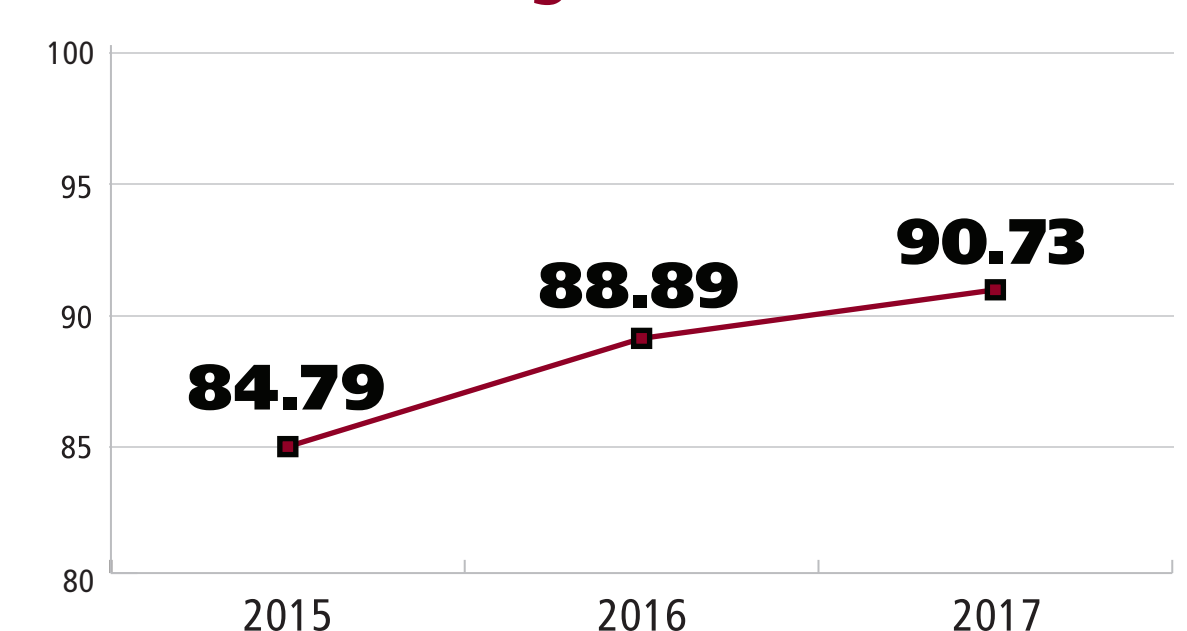
Improvement in student learning over the past three years was measured by:

- Comparison of class averages on the cumulative final exam, and,
- Total number of students earning "A", "B" and "C" grades.

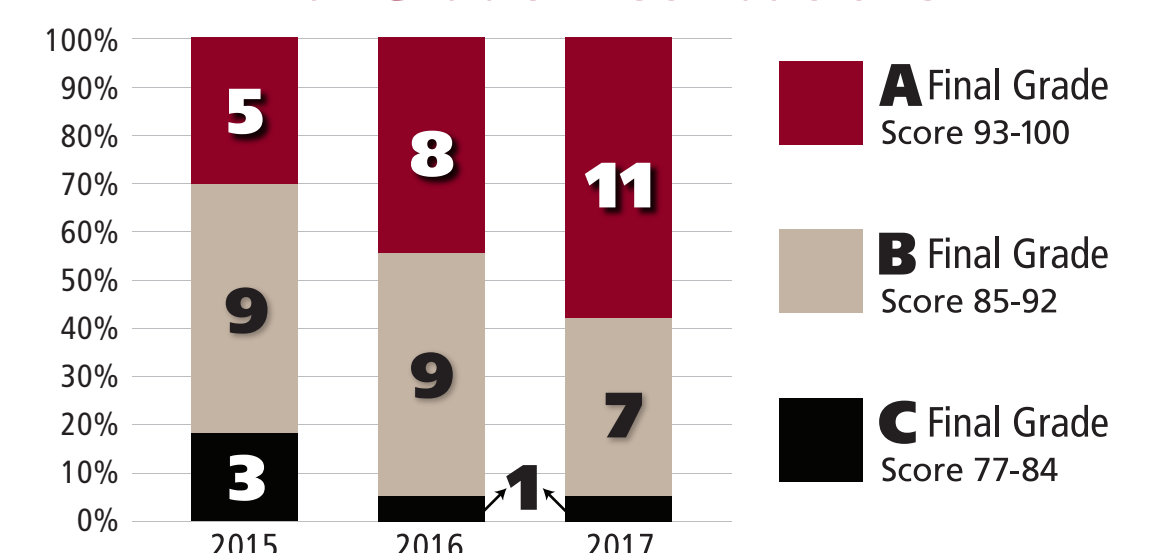
2015 scores should be viewed as baseline scores as this was prior to establishment of the HALC and OTA 121 course re-design. Course changes began in 2016 and continued throughout 2017. Only minor changes (i.e. grammatical changes to improve clarity of exam questions) were made to the final exam over the time period that it served as the primary measuring tool.

The belief is that the shift in focus on the application of anatomy to student's occupational choice coupled with the increasing difficulty of assignments/lab activities that required higher-order thinking skills led to improved student learning as evidenced by final exam scores and course grades.

Class Average on Final Exam



Final Grade Distributions



Closing the Loop & Next Steps



All the learning activities successfully used throughout the 2017 OTA 121: Assessing Movement through Occupation class will be gathered and organized into a lab handbook. This will serve to organize activities in sequential order and better prepare students for lab activities. Knowing what each learning activity will entail prior to class will prompt students to review foundational concepts/nomenclature that will be utilized within the activity and lab.

The course instructor and HALC Coordinator will continue to strengthen the learning activities and assess the needs of additional equipment and resources for the HALC that will further build student success.