

Column: Current Literature Reviews

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Our charge is to monitor education-related journals (i.e., *Journal of Nursing Education*, *Journal of Higher Education*, etc.) and identify articles which are the most applicable to our readers. We will provide brief synopses of the articles plus potential applications to AT education. Please feel free to contact me if you have questions, comments, or suggestions for this recurring feature or if you would like to review an article that you feel is particularly applicable to athletic training educators. I would also like to hear about implementations you have made from the concepts we present in this feature.

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Boud D, Falchikiv N. Aligning assessment with long term learning. *Assessment and Evaluation in Higher Education*. 2006; 31(4): 399-413. Reviewed by Courtney Burken, University of Mary Hardin-Baylor.

Much research has been performed concerning educational assessment. There is concern that assessment tools construct a circumstance where a learner “learns” within a course context and is provided feedback about his/her progress towards course goals to support “achievement” and facilitate learning. An argument has been made that these purposes may not allow for substantive preparation for future learner directed knowledge gain, failing to meet learner needs for lifelong learning. This paper describes the argument that assessment should evaluate current learning as well as potential contribution to lifelong learning in the field. It describes the main purposes of assessment and the need for assessment to contribute to current evaluation needs as well as enhance learner ability to continue learning throughout their life and career. Further, it describes post-graduation learner needs related to social circumstance and embedded within everyday activities and circumstances. The paper is a thought provoking philosophy of



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assessment and assessment goals as well as ability to achieve those goals for higher education. This is critical as higher education serves as a critical step for professional education, including athletic training education.

Sabus C. The effects of modeling evidence-based practice during clinical internships. *Journal of Physical Therapy Education*, 2008; 22(3):74-84.

Reviewed by: David Diers, Governors State University

A major topic of discussion in all health professions is evidence-based practice (EBP). In the current medical climate, there is intense competition for reimbursement dollars. One way to increase compensation is to use EBP to show the validity of current techniques. Since medical professionals should provide “the best” services to their patients, teaching students to create and evaluate an EBP is an essential part of any health care profession’s educational program.

Much research exists about why EBP is effective for practitioners, and even how to teach it in university curricula. However, research is lacking on if and how students exhibit these behaviors during their clinical internships. This article discusses one way to determine if students show clinical EBP competency and outcomes, and includes both a survey and a means to determine program effectiveness. In this example, students must do a patient-based EBP project during the first two weeks of their internship, and then at its conclusion, present the theory and practices with specific examples and project results to the practitioners. The results of this research showed that students’ EBP competency improved, and that this process appears to be an effective way to advance the practice of EBP.

Reference: Schreiber J, Downey P, Traister J. Academic support for evidence-based practice: a mixed-methods investigation. *Journal of Physical Therapy Education*. 2009; 23(1): 36-43. Reviewed by

David Diers, Governors State University.

Evidence-based practice is a goal the of health professions. However, implementing the practice can be difficult. Many practitioners do not have time or the inclination to interpret the research and determine which studies may benefit their practice. In an effort to promote evidence-based practice, one university designed a program to provide academic support to clinics. The purpose of the study was to determine the effectiveness of the program to improve the use of evidence-based practice and the

decision-making process of clinicians in the clinic. The authors used qualitative and quantitative analyses to determine if there were any common themes from the surveys and interviews. There were 4 common themes: 1) a positive attitude toward evidence-based practice, 2) self reports of modest improvements in behavior at follow up, 3) challenges and barriers, 4) academic support needs. Although modest changes in behavior were reported, the practitioners still relied on a trial and error type clinical decision making process instead of the evidence-based practice model. The study did not show significant changes in clinic behavior, however the idea of partnering academic institutions does merit further exploration to improve evidence-based practice throughout the health professions

Elfrink VL, Nininger J, Rohin L, Lee J. The case for group planning in human patient simulation. *Nursing Education Research*. 2009; 30(3): 83-86.

Reviewed by Carrie Meyer, Fort Lewis College.

Patient simulation practices play a vital role within health and medical education. The authors of this study conducted formative and summative evaluations of patient simulations which occurred as part of a senior level nursing course. They found that students reported that having group planning sessions prior to the simulation events were the most helpful. However, they did not describe how the planning sessions occurred (i.e. how much information about the scenario were the students given).

Athletic training educators utilize simulations frequently with their students. This article discusses some ideas for developing 'Best Practices' in using simulations. Additionally, this entire volume of *Nursing Education Research* has many other articles related to simulations – they would be of value to read as well.
