

## Column: Current Literature Reviews

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Our charge is to monitor education-related journals (e.g., Journal of Nursing Education, Journal of Higher Education) 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 with any 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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**Alberto J, Herth K. Interprofessional collaboration within faculty roles: teaching, service, and research. *Online J Issues Nurs.* 2009;14(2).** Available [HERE](#). Accessed December 1, 2009.

Reviewed by Carrie Meyer, Fort Lewis College.

This article provides extensive information regarding why collaboration is critical in healthcare settings including the educational setting. The authors provide literature reviews on what is known about collaboration in the areas of research, teaching, and service. Reviews of specific techniques for collaboration are then provided. For example, organizing and developing online chat sessions with outside healthcare professionals during a specific class. Because the chats are online, the outside professionals can be from anywhere in the world. This provides a different perspective for the student while allowing the home teacher interaction and connection with other professionals.

Athletic training faculty could benefit from ideas provided within this paper. We have similar issues and concerns about teaching our students interprofessional collaboration. The article also allows the faculty member to make connections as well as achieve the academia goals of teaching, research, and service.

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**Hecker K, Violato, C. How much do difference in medical schools influence student performance? A longitudinal study involving hierarchical linear modeling. *Teach and Learn in Med.* 2008; 20(2): 104-113.**

Reviewed by Courtney Burken, University of Mary Harden-Baylor.

This research piece outlines the basic philosophical changes that have dominated curriculum change in medical education. Medical school variables from 116 schools were compared over an 11 year span from data from the USMLE and the Association of American Medical Colleges. Student variables, such as MCAT score, accounted for most of the performance differences in medical schools with a small contribution from school variation and smaller contribution from curriculum and educational policies. The research is a rare evidential assessment of the results of curricular change. It is interesting for athletic trainers as our field relates well and has sustained many of the same calls for educational reform and many of the same curricular changes over a shorter time frame.

**Maring J, Costello E, Plack M, Student outcomes in a pathophysiology course based on mode of delivery: distance versus traditional classroom learning. *J Phys Ther Ed* 2008;22(1):24-32.**

Reviewed by David Diers, Governors State University.

Distance learning is becoming a popular teaching methodology in higher education. If basic science and pre-requisite courses can be taught effectively through this format, it could save a significant amount of lecture and lab time in a curriculum, allowing a program to focus more time on professional courses. For this to happen there needs student learning outcomes need to be examined. The purposes of this study were to: 1) compare student performance based on method of delivery; 2) investigate the relationship between students' previous academic performance and difference in performance based on method of delivery;

and 3) explore students' perceptions of, and preferences for, distance education and traditional classroom instruction.

The students took part of the course by the distance method and the other part by the traditional method. The students' performance on multiple choice examinations were compared with their previous performances in other courses. Surveys were also given to the students to determine their perceptions and preferences for distance learning. The students performed higher with the distance learning format within the

course and out performed their scores in previous traditional courses despite indicating a preference for the traditional format.

This study showed that distance learning can be not only as effective as traditional courses, but also more effective for teaching courses within a professional curriculum. This was proven by assessing the learning outcomes of the students. This could allow the faculty to spend more time on the core courses.