Hybrid health care education
Innovating for the Future and Rethinking Student Support

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

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.
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)
Supporting students by building a community of inquiry (Garrison, Anderson, & Archer, 2000)

Supporting students with teaching presence:
structuring learning
### Baylor Doctor of Physical Therapy Hybrid Curriculum

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<td>Synchronous Live Classes</td>
<td>Asynchronous lectures</td>
<td>Video discussions</td>
<td>Gamification</td>
<td>Learning Objectives:</td>
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### Technologies, pedagogies, & strategies

- **LMS**
- **Video discussions**
- **Gamification**

**Learning Objectives:**

- After completing this content, you will be able to:
  - Define the anatomy of the cervical spine.
  - Describe how the cervical spine can be viewed as an upper and lower cervical region.

**Read:**

- McKay K, et al., JAMA, pp. 440-507
- Gold P, pp. 167-218
Supporting students with cognitive presence:

constructing knowledge & making meaning
Collaborative online learning – building a timeline!

- Motor development - BLUE team
  - Siding 6 months
  - Come to hands and knees - 8 months
  - Siding 8 months to prone - 6 months
  - Prone on extended arm - 1 month
  - Prone to stand - 2 months
  - Sitting 6 months

- Motor development - RED team
  - Siding 6 months
  - Come to hands and knees - 8 months
  - Siding 8 months to prone - 6 months
  - Prone on extended arm - 1 month
  - Prone to stand - 2 months
  - Sitting 6 months

Additional resources
- Students - Feel free to add a post with comments, questions, or upload resources below. Just click the option at the bottom of the timeline.
Demonstration, preparation, discussion, and feedback!

Supporting students through *social presence*: developing relationships & building community
Synchronous collaboration & accountability

Forming a professional identity
Tying it all together

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!

97 Responses
1600 views · 183 comments · 43.4 hours of engagement

Creating community online

Welcome Baylor DPT Class of 2020
81 views

Required now student orientation

These online institutional studies are brought together by Your Downtown Center to benefit students. These activities include the usual programming and outreach services. Our commitment to providing a welcoming and effective learning environment is reflected in the amount of time spent on administrative requirements during orientation and lectures. This amount of time has been allocated and used appropriately in the creation of our program. To support the orientation with on the field studies titled Transforming Canada.

Student Orientation
843 views 266 comments 201 likes

Click on the video icon to watch the video. The video is titled Transforming Canada.
Academic teams

Advisors as academic coaches (Tello et al 2015, Deiorio 2016, Deiorio 2017)
Principles of the Baylor DPT coaching program

<table>
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<th>The coach...</th>
<th>The student...</th>
<th>The coach and the student...</th>
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<tr>
<td>- Values the student as the expert on his/her own strengths, values, and motivators</td>
<td>- Identifies and reflects upon his or her strengths through assessments such as StrengthsFinders, Emotional Intelligence, and Grit</td>
<td>- Meet at least once per trimester (twice in trimester one)</td>
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<td>- Assists the student in identifying and engaging in his/her strengths</td>
<td>- Sets the agenda and drives the goal-setting process</td>
<td>- Agree upon preferred methods for communication and meeting</td>
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<td>- Acknowledges when an issue is outside of his/her skill set and refers the student to outside resources</td>
<td>- Takes responsibility for his or her own development</td>
<td>- Maintain confidentiality to the extent possible</td>
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<td>- Is an approachable, active listener who refrains from judgement or evaluation</td>
<td>- Openly and honestly shares information relevant to his/her goals and performance</td>
<td>- Are responsive to one another’s communication, generally responding to messages within 24 hours</td>
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<td>- Encourages realistic expectations and goals</td>
<td>- Arrives at his or her own answers</td>
<td>- Continually assess for conflicts of interest</td>
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<td>- Asks hard questions</td>
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Non-academic & institutional support

- Student affairs support
- Student assistance programs
- Virtual options
- Community-based support
Outcomes, opportunities, and stuff we don’t know yet...

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<tr>
<td>Applicants enrolled</td>
<td>93.5</td>
<td>45</td>
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<tr>
<td>Minority students enrolled</td>
<td>39%</td>
<td>26%</td>
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<tr>
<td>Graduation rate</td>
<td>96%</td>
<td>96.47%</td>
</tr>
<tr>
<td>Percent minority graduates</td>
<td>36.5%</td>
<td>23.3%</td>
</tr>
<tr>
<td>Licensure pass rate, ultimate*</td>
<td>100%</td>
<td>98.57%</td>
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<td>One-year employment rate*</td>
<td>99%</td>
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| Student satisfaction- one year after graduation* | **Very satisfied**- 87.23%  
**Somewhat satisfied**- 12.77% | N/A                                                              |
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

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

- Inquiry through Online Asynchronous Discussions. Journal of Online Learning & Teaching, 10(1).

References

References


• Gagnon, K., Bachman, T., Beuning, B., Koppenhaver, S., Unverzagt, C., Feda, J., Gantt, C., Young, B. (In review) Accelerating doctor of physical therapy education in a hybrid learning environment: a case report.


References


References


References

