Use of a Team Building Activity to Teach Clinical Decision-Making Concepts to Physical Therapy Students

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Use of a Team Building Activity to Teach Clinical Decision-Making Concepts to Physical Therapy Students

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Background & Purpose
Case-based or problem-based learning methods have long been used at health care academic institutions to attempt to create a more “real-world” context to student learning. Team building exercises have been popular in the business world for decades. Case-based learning has also been used to help develop clinical reasoning skills in health professions students. The ICF has also been used as a guide for students to assess the needs of patients. scant literature exists regarding the concept of integrating student and expert team case-based learning with the ICF to develop clinical decision-making skills.

The purpose of this research was to find out if a team building exercise carried out by student groups would facilitate learning how to make clinical decisions involving concepts from the International Classification of Function (ICF).

Methods
SUBJECTS: 213 first-year students at the University of Nebraska Medical Center (UNMC) in the first semester of the curriculum of years 2013-2016.

This study was inspired by a UNMC inter-professional educational activity using the Subarctic Survival Situation (Human Synergistics International), a team building exercise. No actual materials from this exercise were used to develop the Subarctic Survival Situation (Human Synergistics International), a team building exercise.

The purpose of this research was to find out if a team building exercise carried out by student groups would facilitate learning how to make clinical decisions involving concepts from the International Classification of Function (ICF).

The panel completed electronic surveys which required them to rank the decision-making steps in order of priority and identify which aspect of the case decision item rankings and ICF matches (n = 200 students) as compared to those of the experts (Figure 1). Student perceptions of usefulness of the learning activity were also very high (Figure 2).

Results
There was a significant difference between average post-test (5.87/8) compared to pre-test scores (5.2/8) on knowledge of ICF Concepts (n = 213, p<.001) using repeated measures t-test. Important differences also noted comparing individual and group decision item rankings and ICF matches as compared to those of the experts (Figure 1). Student perceptions of usefulness of the learning activity were also very high (Figure 2).

Conclusions
Team decision-making almost always results in better outcomes, as compared to an expert panel, then individual decision-making, especially for novice therapists. Learning about how to use the ICF for decision-making appeared to be enhanced. Overall, the students believed that the activity was useful to their learning. Funding was provided by Division of Physical Therapy Education department funds.