

An Online Problem-Based Learning Remediation Program for Physiotherapy Jurisprudence



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An Online Problem-Based Learning Program Assists PTs Achieve Success in the Jurisprudence Module

Background

- Successful completion of the Jurisprudence Module (the Module) every five years is mandatory for physiotherapists (PTs) registered with the College of Physiotherapy of Ontario (CPO) as established by Section 16(4) of the Physiotherapy Act.¹
- Annually, 1% of PTs do not pass the Module.
 - The CPO's philosophy is to promote remediation.
- An online remediation program that integrated elements of problem-based learning (PBL) was developed to support those PTs who were unable to successfully complete the Module.
- PBL promotes active learning through situating learning in real-world scenarios and by encouraging the learner to become responsible for their learning.²
- PTs in the remediation program (the Program) engaged in the following activities:
 - identifying personal learning goals related to Jurisprudence,
 - gaining experience navigating the CPO website, and
 - applying relevant practice standards, regulations and rules to a range of clinical scenarios.



The 9-week Program included:

- 2 meetings (1.5 hours each) with a tutor (also a PT)
 - First meeting: PT developed an individualized learning plan with 2 SMART goals and identified strategies to keep up-to-date with Jurisprudence.
 - Last meeting: PT reviewed their learning goals and discussed a plan for ongoing Jurisprudence review.
- 2 online group tutorials (2 hours each) with a tutor and other PTs sharing resources and discussing the correct course of action for a range of clinical scenarios

Program Resources developed:

- 4 online modules to provide basic knowledge:
 - Introduction to the Program Objectives
 - Navigating CPO Resources
 - Introduction to PBL
 - Using Learning Plans & SMART Goals
- 3 clinical scenarios used for discussion during online tutorials with peers and the tutor.
 - Scenarios covered situations where physiotherapy practice standards, regulations and rules would guide the PT's actions.

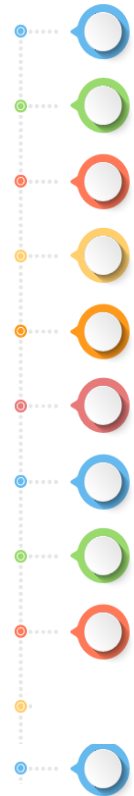
Methods

- Course materials (e.g., online modules, clinical scenarios, quizzes) were developed by 3 educators and an online learning specialist.
- Meetings were run using Zoom webinar software. The online learning platform was hosted on Moodle.

On-going evaluations included:

- 2 short multiple-choice quizzes
- Successful/unsuccessful completion of 2 SMART learning goals as rated by the PT
- Mid-term and final feedback surveys completed by the PT

Components of the 9-week Program completed by the PT (in sequential order)

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1. Attend online platform orientation & review introductory modules
 2. Complete Quiz #1 & create 3 personal SMART goals
 3. Initial meeting with tutor to review SMART goals & Quiz #1 results
 4. Finalize SMART learning goals, review PBL module & CPO resources
 5. Attend Tutorial #1 to discuss clinical scenarios & jurisprudence
 6. Complete mid-term feedback survey
 7. Attend Tutorial #2 to discuss clinical scenarios & jurisprudence
 8. Complete Quiz #2
 9. Final meeting with tutor to discuss the success of meeting one's SMART goals & Quiz #2 results
 10. Complete final feedback survey

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Results

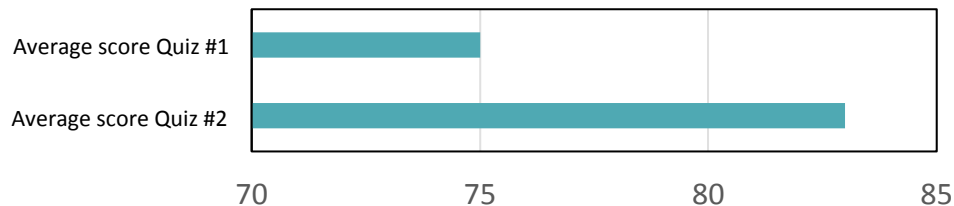
- 5 PTs completed the Program.
 - 5 PTs (100%) attended all four meetings.
 - 4 PTs (80%) completed both quizzes.
- Not all online modules were accessed by all PTs (3 PTs viewed 3 modules, 4 PTs viewed 1)
- 4 PTs rated 7/8 learning objectives (88%) as successfully met. One PT indicated some, but not all, elements had been met. One PT did not provide any input.

Positive Feedback: “One by one individual tutorials was the most helpful part of the program for me to discuss my misunderstanding knowledge of case scenarios.”

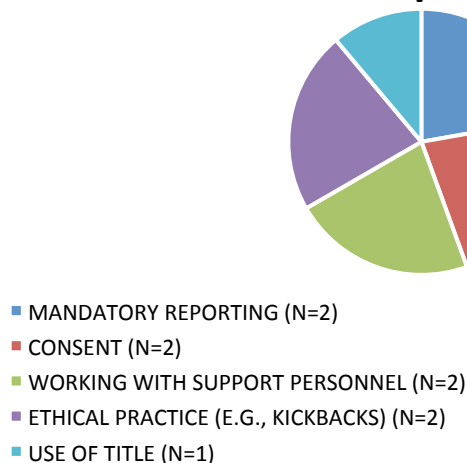
Constructive Feedback: “Increase the number of quizzes and group discussions.”

Quiz results: 4 of 5 PTs completed both quizzes, 1 PT completed neither.

Quiz Results



Quiz Errors – Jurisprudence Topics



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Conclusion

The new online Program that integrated elements of PBL was well received by all participants. Participation in the Program increased their knowledge of jurisprudence, leading to 100% successful completion of the mandatory Jurisprudence Module, and allowed all PTs to remain in practice.

References

1. Physiotherapy Act, 1991, S.O. 1991, c.37 Available at: <https://www.ontario.ca/laws/statute/91p37>
2. Hmelo-Silver CE. Problem-based learning: What and how do students learn? Educational Psychology Review 2004; 16(3): 235-266.