

Current Literature Summary

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Our charge is to monitor education-related journals (eg 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.

Abrums M, Resnick J, Irving L. Journey or destination? Evaluating student learning about race, class, and privilege in health care. *Nurs Educ Res.* 2010;31(3): 160-166.

Reviewed by Carrie Meyer, Fort Lewis College

The number of racially and ethnically diverse people pursuing healthcare careers is not keeping up with the overall diversity of the country. Only 9% of nurses are from an underrepresented group versus 25% of the overall population. Education must include teaching and discussion of cultural differences so understanding of how discrimination influences health care disparities for patients and interactions with co-workers can be developed by students.

Students within a Cultural and Social Issues in Health Care course were assigned papers to assess their understanding of cultural differences. One paper was autobiographical – asking students to reflect on their experiences with race, class, and privilege in their neighborhoods, family, and schools. In another paper, students were asked to apply course content as it related to their nursing experiences thus far. Narrative analysis was then applied to their writings. Four learning levels were identified from nine overall themes. Additionally, they examined the connection between students' backgrounds and their level of learning. For example, the majority of students in the highest level of learning were from underrepresented backgrounds.

Athletic training is very similar to nursing in that we have limited practitioner diversity. As educators, we need to be teaching and practicing cultural and racial competency within our curriculums so students are prepared to appropriately and effectively work with and treat those who are different from themselves.

Campo M, Shiyko M, Lichtman S. Sensitivity and specificity: A review of related statistics and controversies in the context of physical therapist education. *J Phys Ther Educ.* 2010; 24(3): 69-78

Reviewed by David Diers, Governors State University

Evidence-based practice (EBP) is being emphasized in all health professions. An integral part of EBP is reading and comprehending the justification for using certain diagnostic tests or interventions. There is an increasing amount of literature about the validity of many of the special tests we commonly use. The specificity and sensitivity of the special tests determines the validity of the special test. This article explains the concepts and process for determining the validity of special tests focusing on specificity and sensitivity. However, positive and negative predictive values, likelihood ratios, post-test probabilities, and receiver operating characteristic (ROC) curves are also discussed.

The article also discusses how the validity of special tests should be included in an academic curriculum. The special tests are an important part of the clinical decision making process and the accuracy of these special tests is very important to understand. This article is very clear and makes understanding the concepts of specificity and sensitivity easy. This article is a must read for any instructor and student. Everyone using special tests to diagnose an injury needs to know which tests are most appropriate to use for a given condition and how they should be applied.

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Meyer C. Education literature: Current literature summary. *Athl Train Educ J*; 2010;5(3):97-98

Sandahl S. Collaborative testing as a learning strategy in nursing education. *Nurse Educ Perspectives*. 2010;31(3): 142-146

Reviewed by Michelle Monaco, Lehigh Carbon Community College.

Healthcare professionals work collaborately on behalf of their patients to provide the best medical care. Educators have been effectively integrating collaborate learning theories into the classroom to increase critical thinking abilities. Members of the nurse education community have assessed collaborate testing in a baccalaureate nursing program to foster critical thinking in decision making and group processing skills. Collaborate testing is defined as students working together on a test. Currently, data on collaborative testing as a learning strategy is limited. Results of this study indicate that student learning by measure of a final test score were higher for those who did collaborative testing than for those who took the test individually. Students indicated that they studied and learned more when preparing for a collaborative test. Student responses also provided respectful and collaborative behaviors within their testing group with high levels of discussion within the group during testing. Retention scores based on final examinations were similar to those who were tested individually.

In athletic training education, collaboration on assignments and clinical practice has been embraced. The effects of collaborate testing may be a valuable learning strategy especially with analysis and application of higher concepts. Interprofessional collaboration will continue in the healthcare environment, and this technique, along with other collaborative teaching strategies must also continue to be investigated.