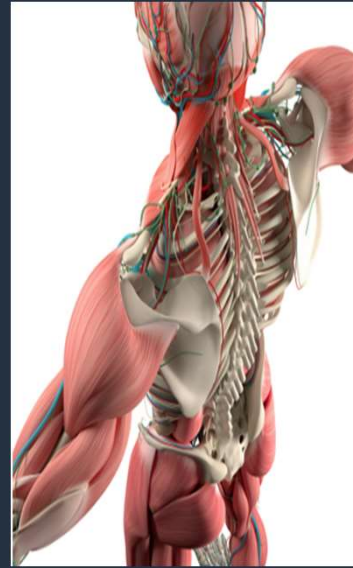


ANATOMY EDUCATOR'S SIG

Spring Business Meeting

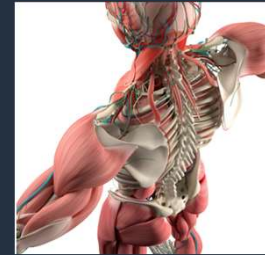
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Meeting Agenda

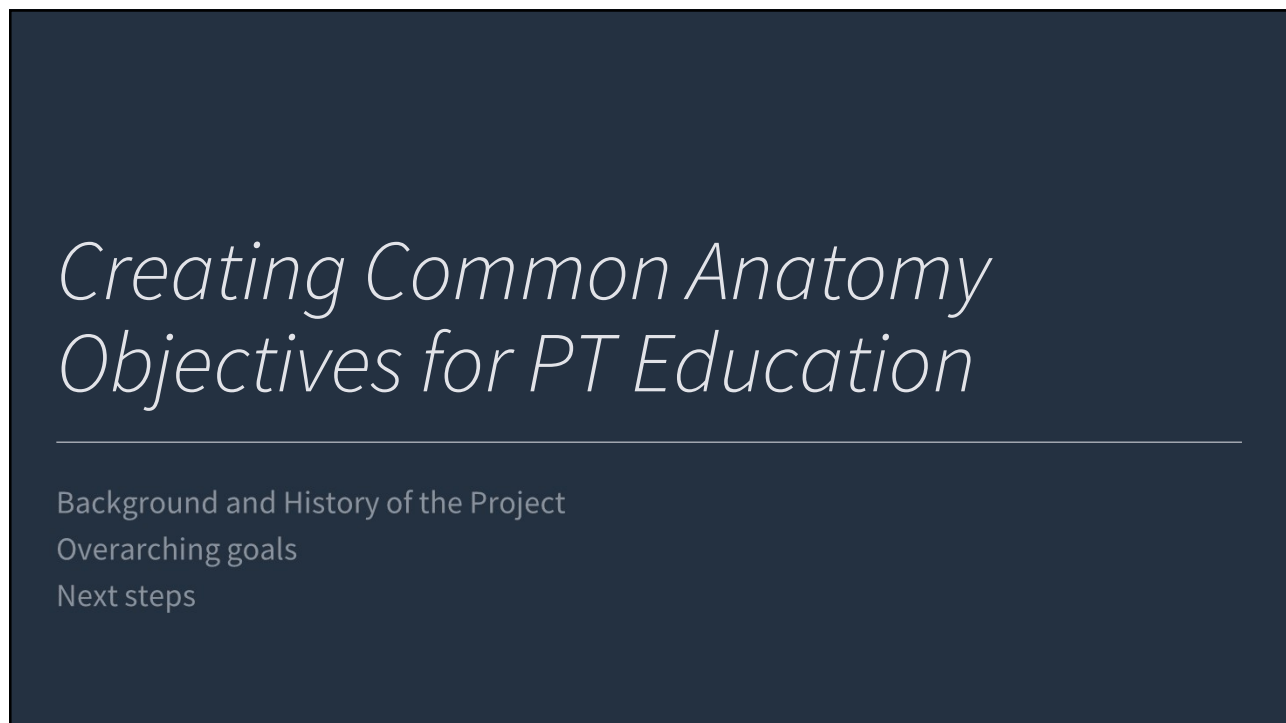
- Core Competencies Workforce Update
- Ramping up the “**RPM**’s” of SIG Collaboration
 - **R**esearch, **P**ractice and **M**entorship Collaboration Collective Survey
- News from the Academy of Education
- Nominations for SIG Leadership & Appointed Committee Positions



2



3



4

History of AESIG and Project to Develop Recommendations and Guidelines for DPT Anatomy Education: The Short Version

- 2018-19: AESIG members prioritized developing recommendations and guidelines for DPT Anatomy
 - Submitted grants to AAA to try to fund project; unsuccessful (A McKenzie, M Pascoe, Reivian Berrios, K Topp, S Muth, D Skelly)
 - Initially modeled project on ACAPT Benchmarks of Excellence Project
 - Initial Goals: determine best practices for Anatomy Education in DPT, including objectives, structures, role of clinical reasoning, recommended teaching methods and resources
- 2020: Project largely dormant; other events happening in the world
- 2021: CSM Interest in project re-ignited; Call for Objectives; Plan mapped out
- Aug, 2021-Feb, 2023: (Shaun Varrecchia, Jennifer Schwartz, co-chairs)
 - Syllabi, course objectives, structure lists gathered;
 - Groups assigned (Objectives vs. Structures with cross-over between groups)-bi-weekly meetings

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Task Force Members

- | | |
|--|--|
| → Reivian Berrios Barillas, DPT, PhD | → Alison McKenzie, PT, MA, DPT, PhD |
| → University of Pittsburg | → Chapman University |
| → Ellen Costello PT, PhD | → Joy Moulton, PT, DPT |
| → George Washington University | → Nova Southeastern University - Tampa |
| → David Ebaugh PT, PhD | → Stephanie Muth, PT, PhD |
| → University of Delaware | → Thomas Jefferson University |
| → Katherine Grevelding, PT, EdD, DPT, LAT, ATC | → Donna Skelly, PT, PhD |
| → Quinnipiac University | → Gannon University |
| → Beth Moody Jones, PT, DPT, EdD | → Jennifer Schwartz, PT, DPT |
| → University of New Mexico | → University of Scranton |
| → Andrew Milosz, PT, DPT | → Shaun Varrecchia, PT, DPT |
| → Lebanon Valley College | → Saint Joseph's University |

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Member expertise

- All members over 10 years clinical experience
 - Median response between 16-25 years; 4 members greater than 30 years
 - Members with wide-ranging clinical interest and specialties
- All members over 5 years teaching experience
 - Median response 11-15 years teaching overall and years specific to anatomy instruction
 - 2 members greater than 30 years in both categories
- Variety of preparations
 - 5 with clinical doctorates; 7 with academic doctoral degrees, including 2 with advance masters
 - Members represent breadth of academic ranks

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Program types

- Hybrid and in person
- Dissection and prosection
- Use of analog, digital, and virtual alternatives

8

Overarching Goals of the Current Project

- To foster excellence and consistency in DPT Anatomy Education (specifically, gross anatomy)
- To provide guidance for DPT Anatomy Educators
- To develop:
 - Overarching objectives and competencies in DPT Anatomy Education
 - Recommended structure lists, including level of recommended detail, for DPT Anatomy Education
- To use an approach that:
 - Is consensus-driven and inclusive
 - Meets the needs of AESIG members and others teaching DPT Anatomy

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Grounding Principles and Overarching Concepts. AESIG Recommendations and Guidelines Must Consider:

- Diversity of DPT Anatomy Educators' background and preparation
 - Some faculty are non-anatomist PTs, some are non-PT anatomists, etc.
 - All faculty must demonstrate Anatomy qualifications beyond entry-level DPT, as per CAPTE criteria.
- Diversity and variation of DPT Program format, curricular design and sequence, length-
 - Amount of time devoted to anatomy instruction may vary;
 - Laboratory and other resources may vary (dissection, prosection, plastination, etc.)
- Academic Freedom; the AESIG guidelines and recommendations are not prescriptive, but rather serve as a source of information to provide guidance to faculty
 - Programs will integrate core competencies based on individual curricular structure
 - Guide understanding of concepts by the time students complete a DPT program, not prescriptive to a course.

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Grounding Principles and Overarching Concepts:

- Foundational level of application for meaningful connection
 - Application through clinical reasoning as appropriate for students' curricular progression
- Acknowledgement of anatomical variations and changes that occur across the lifespan
 - Consider what is appropriate to your curricular structure
- Culturally competent anatomy instruction
 - Acknowledging the wrongs of the past, dispelling or addressing anatomical myths, recognition of health disparities (body donation, health, environmental, LGBTQ+ and gender); appropriate terminology (e.g., discouraging eponyms).

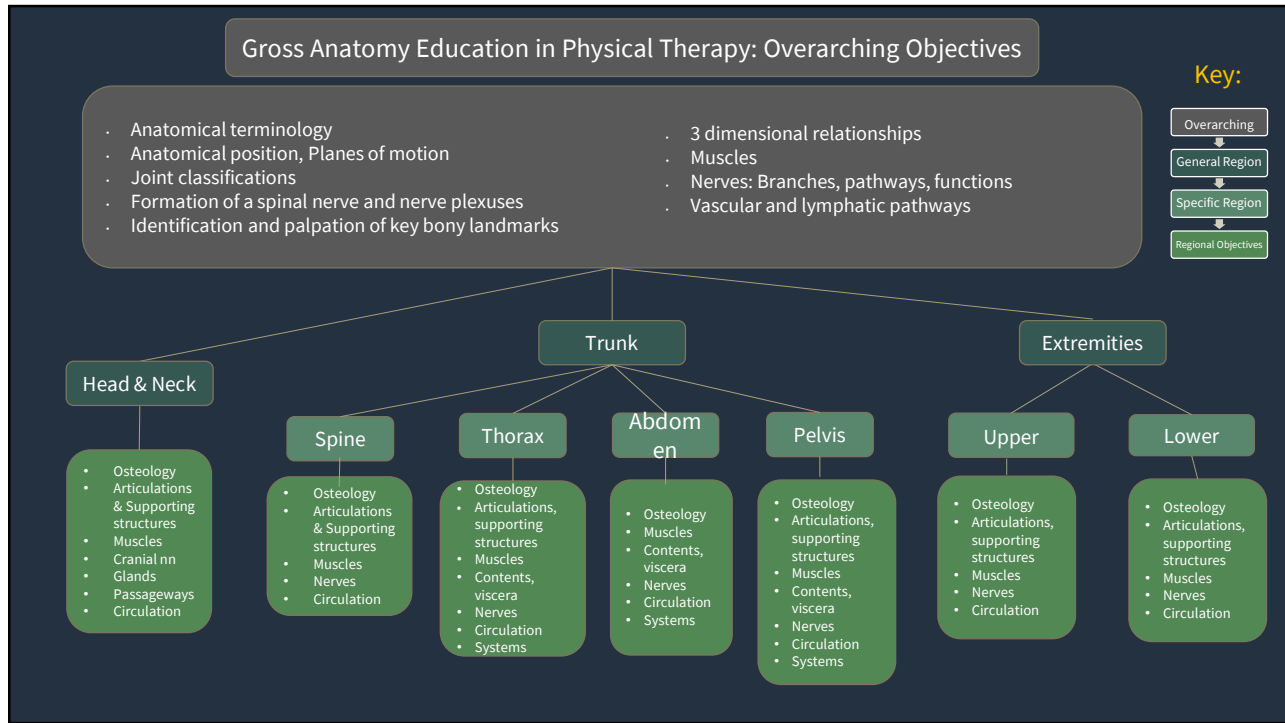
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Overarching Objectives: Steps in the process

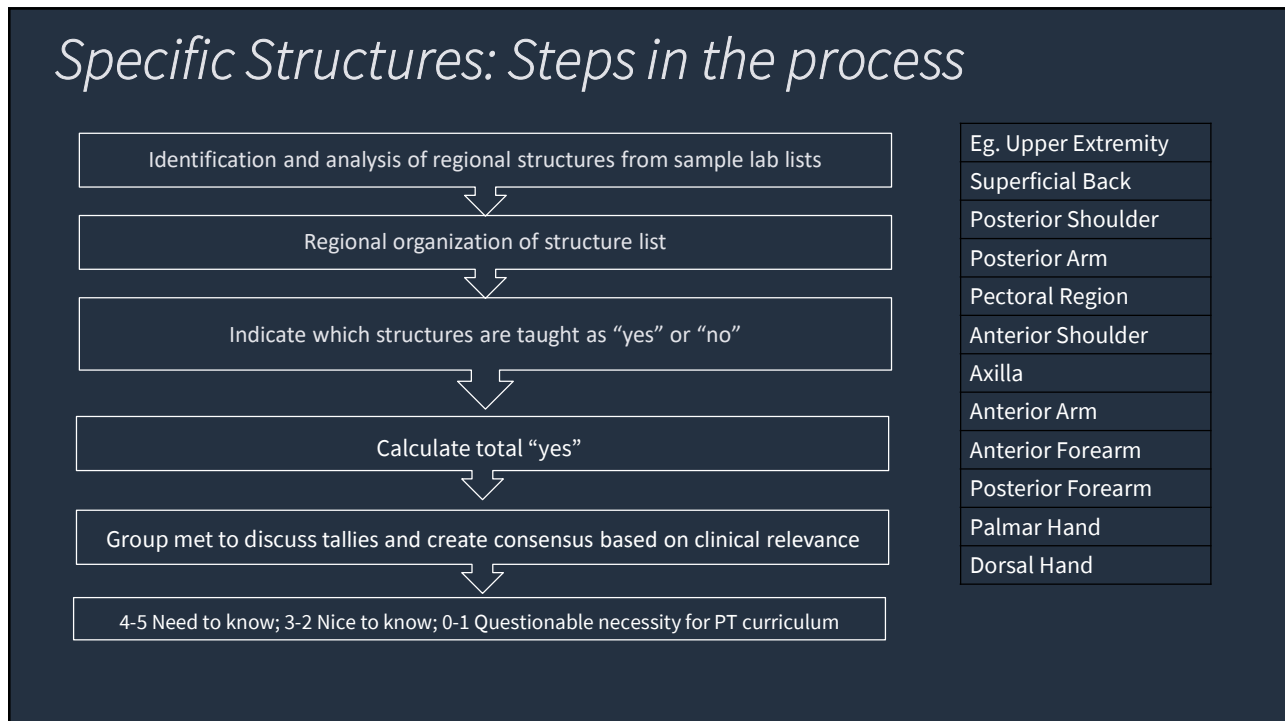
Goal: Develop broad objectives that encompass cross-regional themes and address anatomical concepts that are needed for the graduating DPT student. Overarching objectives will both inform and be informed by specific structure objectives.



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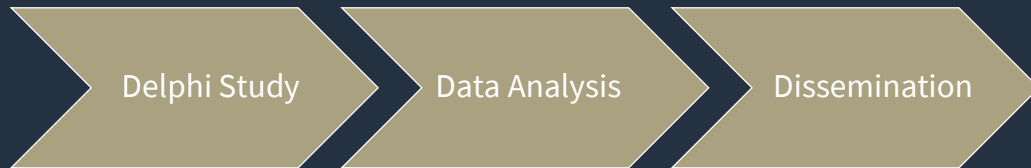


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Wrap-up and next steps



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Thank you to all the task force members

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Research, Practice and Mentorship Collaboration Collective

- *Teaching Environment*
- *Program type*
- *Total Course Hours/Weeks*
- *Lecture Format*
- *Lab Format*
- *Primary References (Lect/Lab)*
- *Credentials held*
- *Years of Anatomy Ed. Experience*
- *Areas of Research*
- *Openness to Research Collaboration*
- *Openness to Mentorship*
- *OTHER IDEAS ...*

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Nominations from the floor:

SIG Leadership Positions: Two-year Term

- Vice Chair
- Membership Secretary
- Nominating Committee

SIG Appointed Positions

- Liaison Committee (2)
- Research Committee (3)

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