

Leveraging Education And Research Now (LEARN Lab)

University of Kansas Medical Center

Scholarship of Education Special Interest Group

Education Lab Research Discussion

March 15, 2024

1-2 PM CST

LEARN PT Lab – The *Early Days*



- Grass roots
- Uniprofessional (LEARN PT Lab)
- No students participating
- Monthly meetings (sometimes 2 times/month) – in-person (pre-COVID)
- A teaching support group
- Less formal in nature
- Focused primarily on the shared LEARN PT Rubric research project
 - Research motivated by our experience of learners as a program
- Goals related to the LEARN PT Rubric research project
- Developed first website with initial LEARN PT Lab mission

The LEARN Lab Journey

LEARN PT LAB

- September 2017 - 6 months of educational theory immersion
- March 2018 - LEARN PT Lab formalized with focused research agenda (LEARN PT Rubric)
- May 2021 – Dr. LesLee Taylor (AT) attended her first meeting with the lab
- Sept 2021 – Dr. Brian Seiler (AT) attended his first meeting with the lab
- November of 2021 – began discussions to change from the LEARN PT Lab to the LEARN Lab.





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 (Lab Director)
 PT, PhD, FNAP
 IPE, Formative
 Assessment, PT
 Education
 Outcomes



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 PT, PhD
 Clinical Education
 Outcomes &
 Predictors, ICE,
 Clinical Academic
 Partnerships



Jason Rucker
 PT, PhD
 Simulation, ICE
 & Admissions



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 PT, DPT, OCS
 Leadership &
 Advocacy Training
 through Community
 Engagement,
 Humanities,
 Mentorship



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 PT, DPT
 ICE, Outcomes,
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 and PT Program
 Pipeline



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 PT, DPT, MTC, OCS
 Burnout &
 Resilience, Pro
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 PhD, LAT, ATC
 Athletic Training,
 Student Outcomes,
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 Student Success,
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 DPT, MHS, PT,
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 Hybrid Learning,
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Karen Bock,
 MPT, CWS,
 CLT;
Brian Seiler,
 PhD, LAT, ATC;
DPT Students
PhD Students

LEARN LAB Mission, Vision & Goals

Mission To be a *leader* in collaborative educational research across the health professions.

Vision To inspire exemplary health care education through *innovative, impactful* and *collaborative* education research.

Strategic Priorities → Goals → Expected outcomes → Measures → Targets

- Conduct *innovative* education research (80%, 2 or more products yearly)
- Conduct education research that *impacts* health professions education (80%)
- *Collaborate* with others to advance or conduct education research (100%)

LEARN Lab - *Now*

- Department supported – education research is a pillar of department's research agenda (strategic planning) (2019)
- Interprofessional (within the department, AT & PT faculty)
- Students
 - PhD students regularly rotate through the lab (observation) for 6 weeks at a time
 - PhD students as GRAs for the lab
 - DPT students participate in education research projects as part of DPT curriculum
- Monthly meetings – all virtual (MS Teams)

LEARN Lab - *Now*

- Every member has their own education research agenda, with ample collaboration opportunities within and external to the lab
- Typical Meeting Agenda
 - Applause
 - Updates & Reminders (e.g., conferences, research progress, etc.)
 - Assistance Needed
 - Items for Discussion
 - Research Spotlight or Journal Article Discussion
 - Next Meeting
- Have strategic priorities and goals with annual assessment (May)

LEARN Lab Productivity (since inception, 2018)

Education-related Scholarly Productivity

- Presentations: 56 (43 peer reviewed, 13 invited)
- Peer-reviewed Publications: 14
- Grants: 5 (3 funded)
- Books: 3

Other metrics

- 2 Accepted to GAMER (~ TIGRR but for education research)
- 2 Stata Norton Distinguished Teaching Awards (and two additional nominations)
- 1 Education Influencer Award from PT Learning Institute
- 1 Accepted to APTA Fellowship in Higher Education Leadership
- 2 on ACAPT Task forces related to Education Excellence
- 1 founding board member of ACAPT Simulation Consortium
- 2 pursuing doctoral degrees (Therapeutic Science, Applied Behavioral Psychology)
- DPT and PhD students regularly assist with and gain exposure to education research
- Multiple collaborations external to the institution

Ripple Effects

Department

- Increased department scholarly productivity
- Greater comfort with educational innovation (i.e., AT/PT shared curriculum)
- Increased department & program visibility on campus and nationally

DPT Program

- Improved assessment of program's educational innovation and interventions
- Informed on the national conversation (multiple ears and perspectives across our different roles professionally)

Ripple Effects

Faculty

- Common language (across the dept) regarding teaching and SOTL
- Greater collaboration (within program/dept/across institution)
- Elevated teaching – greater confidence and more fun!
- *Belonging* in academia

Students

- Increased metacognition
- Improved student learning and learning outcomes
- Research experience for those who work with the lab

Thank you!

[LEARN Lab Website](#)