

Registry of Efficacy and Effectiveness Studies

Study Title:

Impact of guided self-study on learning success in undergraduate physiotherapy students

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Description of changes published:

Adaptation of the description of the intervention.

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Section I: General Study Information

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Study Start Date:

2018-09-27

Study End Date:

2019-02-02

Intervention Start Date:

2018-11-01

Timing of entry:

Prior to analysis of outcome data

Brief Abstract:

To date recommendations to establish effective guided self-study for learning practical skills on the competencies of examination and treatment techniques in physiotherapy undergraduate students are still lacking. Therefore, the effectiveness of guided self-study should be investigated.

This randomized-group controlled pilot educational study will assess the feasibility and effectiveness of guided self-study on the learning success of undergraduate physiotherapy students. Fifty-one physiotherapy students should be allocated into a guided self-study group (GSG) or control group. During the first semester, the GSG will receive six guided self-study sessions of 90 minutes each with supervision from a lecturer.

One week in advance of the guided self-study session, the case and the learning goals are provided to the students electronically. The students will prepare the cases in groups with five to six students. The students will be guided by the tutor during this preparation time. The results of the group works will be presented and reflected during a moderated plenum session (90 minutes).

The primary outcome will be the feasibility of the guided self-study including protocol adherence and quality of the proposed cases. The secondary outcomes will be the grades in the objective structured clinical examination (OSCE) exams and written exams that demonstrate the learning success.

Keywords:

higher education, learning success, heutagogy

Comments:

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Section II starts on the next page.

Section II: Description of Study

Type of Intervention:

-

Topic Area of Intervention:

Postsecondary and Adult Education

Number of intervention arms:

1

Target school level:

University of Applied Sciences

Target school type:

Urban

Location of Implementation:

International : Europe

Further description of location:

Bern, Switzerland

Brief Description of Intervention Condition:

The guided self-study sessions will be offered during the first semester. The patient cases used during the guided self-study sessions will be aligned to the module contents of the curriculum. First semester topics are basic movement (including gait), testing coordination, manual muscle strength tests, massage techniques, movements and joint position, muscle activities, palpation, passive and active angular joint examination, statics and constitution, translational joint examination and tests for muscle flexibility. The tutor will be a lecturer from the Physiotherapy study course. The structure of the guided self-study sessions is based on Landwehr and Müller [2] and Rogan [3]. Six guided self-study sessions (duration = 90 minutes) are scheduled for the guided self-study group. The physiotherapy students of the guided self-study group will be informed about the case and learning goals one week prior to the guided self-study session. The students will be guided by the tutor during the one-week preparatory phase. Each group will have the opportunity to make an appointment with the tutor to clarify questions and processes, both on-site at the University and via Skype. During the guided self-study sessions, the groups will present results of their work to the tutors as well as to their peers. The guided self-study session will be concluded with reflection and feedback during a moderated in-class plenary session.

Brief Description of Comparison Condition:

The control group will have time for six free self-study sessions (duration = 90 minutes) as was traditionally scheduled in the curriculum of the bachelor's degree course. They will not receive a case to study and they will not receive any tutoring activities

Comparison condition:

-

Comments:

-

Section III: Research Questions

Confirmatory research questions:

Question 1:

Is this study design feasible?

Question 2:

What effect does the guided self-study have on practical skills in undergraduate physiotherapy students compared to undergraduate physiotherapy students not receiving the intervention?

Question 3:

What effect does the guided self-study have on theoretical knowledge in undergraduate physiotherapy students compared to undergraduate physiotherapy students not receiving the intervention?

Exploratory research questions:

No Questions added yet.

Comments:

-

Section IV-A: Study Design (Selection)

Study Design:

Randomized Trial (RT)

Comments:

-

Section IV-B: Study Design (Input)

Study Design: Input

Unit of random assignment of intervention:

Student

Assignment within sites or blocks:

Yes

Define the sites or blocks:

Cohort study course

Probability of assignment to treatment the same across sites or blocks:

Yes

Probability of assignment to treatment:

.5

Unit outcome data measured:

Student

Intermediate clusters between unit of random assignment and unit of measurement:

No

Comments:

-

Design Classification

Based on the responses above, this study has been classified as:

RT: Multisite (Blocked)

Section V: Sample Characteristics

Approximate number of students in the comparison condition within each block (Cohort study course): 25

Approximate number of students in the intervention condition within each block (Cohort study course): 26

Number of blocks (Cohort study course):

Were there certain students that were targeted for the study?

No

Were there certain students that were excluded from the study?

No

Were there certain blocks (Cohort study course) that were targeted for the study?

No

Were there certain blocks (Cohort study course) that were excluded from the study?

No

Comments:

-

Section VI: Outcomes (Input)

Confirmatory question 1: Outcome Measure 1

Outcome domain: Other Outcome Domain - Feasibility: success criteria such as adherence to the guided self-study program, quality of the cases and acceptability of the guided self-study program.

Minimum detectable effect size:

Outcome measure:

Scale of outcome measure: Continuous

Normed or state test: Yes

Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 2: Outcome Measure 1

Outcome domain: Student Achievement- practical skills

Minimum detectable effect size: not calculable

Outcome measure: Objective structured clinical examination (OSCE)

Scale of outcome measure: Binary

Normed or state test: Yes

Same outcome measure in treatment and comparison groups: Yes

Confirmatory question 3: Outcome Measure 1

Outcome domain: Student Achievement- theoretical knowledge
Minimum detectable effect size: not calculable
Outcome measure: Multiple choice questionnaires
Scale of outcome measure: Binary
Normed or state test: Yes
Same outcome measure in treatment and comparison groups: Yes

Section VII: Analysis Plan

Baseline data collected prior to start of intervention:

No

Covariates you plan to include in the model:

Student Pretest

Analytic model:

In order to calculate effects, the Mann-Whitney U test will be applied to determine differences in the exam results between the two groups after the first semesters.

Plan to handle cases with missing outcome data:

An intension-to-treat analysis will be performed if students not adhere to the guided self-study protocol

Comments:

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Section VIII: Additional Information

Links:

No links have been added yet.

Files:

No Files have been added yet.

Comments:

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