

## Column: Current Literature Review

**Carrie Meyer, EdD, ATC**

Fort Lewis College, Durango, CO

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We are excited to debut this feature of the *Athletic Training Education Journal*. As busy educators, it is so difficult to keep up with the most current research in Athletic Training, let alone research in educational related areas. We hope this feature will allow you to have increased access to the educational research by previewing articles of interest to AT educators. Our charge is to monitor education related journals (i.e. *Journal of Nursing Education*, *Journal of Higher Education*, etc.) 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.

I would like to thank the current reviewers for this feature: Courtney Burken, University of Mary-Hardin Baylor; David Diers, Governors State University; Jeff Bonacci, University of Arkansas; Toby Doré, University of Louisiana-Lafayette; and Tom Porrazzo, Alvernia College. Please feel free to contact me if you have questions, comments, suggestions for this reoccurring feature, or if you would like to review an article that you feel is particularly applicable to athletic training educators. I would also like to hear about implementations you have made from the concepts we present in this feature – cm

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### **All AC, Huycke LI. Serial concept maps: Tools for concept analysis. *Journal of Nursing Education*.**

**2007;46(5):217-224.** Reviewed by Carrie Meyer, Fort Lewis College

The authors describe the use of serial concept maps to assess students' understanding of a selected area over time. They integrated four mapping assignments through the course of a semester allowing students to develop and organize/reorganize their understanding of the concept. The use of serial mapping also allowed the faculty to evaluate the students' understanding of that particular concept over time.

Athletic training education has a need for development of assessment tools for student learning, especially the critical thinking element. The use of serial concept mapping may be a useful tool in assessing student critical thinking and perhaps even in documenting learning-over-time.

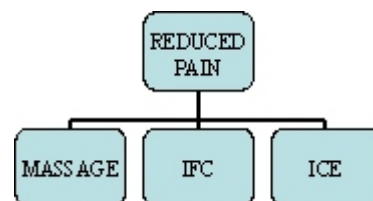
### **Taylor J, Wros P. Concept mapping: a nursing model for care planning. *Journal of Nursing Education*.**

**2007;46(5):211-216.** (Available from: CINAHL with Full Text [serial online]. Ipswich, MA). Reviewed by Thomas G. Porrazzo, Alvernia College

Concept mapping is a teaching strategy for evaluating content knowledge and student thinking patterns, and to teach students how to organize assessment data from which to develop a plan for care. Learning outcomes for this technique include critical thinking and metacognition, a better understanding of the patient as a holistic being, and developing competency with technology. The concept is introduced in a well defined and very understandable way, with detailed assignment guidelines, student grading criteria, and numerous references for further study.

Concept mapping usually centers on one major theme or topic, as illustrated below. The map allows a person to visualize the concept presented, as well as the ideas that connect around the theme. This enables the reader to see beyond the "nine dots" and is considered a good way to promote higher order thinking. When viewing a concept map the reader, at a quick glance can visualize the relationships which exist. For a more detailed explanation of concept mapping go to:

<http://caa-knowledge.com/ojni/ni/602/strategies.htm>



Carrie Meyer is the Director of the ATEP at Fort Lewis College and has been in AT education for over 8 years.  
[meyer\\_c@fortlewis.edu](mailto:meyer_c@fortlewis.edu)

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Amin Z, Aw M, Soor R, Ooi S, Sivaraman P, Yeo JF, Chan E, Lim SG. Attitudes, practice and educational preferences towards evidence-based medicine among physicians in a large teaching hospital. *Medical Education Online* [serial online] 2007;12:6. (Available from <http://www.med-ed-online.org>) Reviewed by Carrie Meyer, Fort Lewis College

As evidence-based practice (EBP) is being stressed throughout medical and healthcare professions, these authors examined what practicing physicians who teach medical students feel about EBP. The results showed that most physicians felt that EBP was important for patient care, however, these same doctors did not incorporate EBP into their daily practice. One of the factors these subjects identified that discouraged them from utilizing EBP in actual practice was lack of exposure during their undergraduate curriculum.

Evidence-based practice is all over the headlines in medical and health professions. This article represents the need for all in education to expose undergraduate students to this concept and application within practice. One way to do this is through journal clubs. Integrating students into professional-based journal clubs exposes them to discussion of relevant literature and current practice. Students could be a primary reviewer for a specific article or present on the theory-based principles they have learned in the classroom setting. A wide variety of methods exist to expose students to EBP and this article provides evidence that we need to do this during their undergraduate experience.

Greenfield B. The role of emotions in ethical decision making: implications in physical therapist education. *Journal of Physical Therapy Education*, 2007;21(1)14-21. Reviewed by David Diers, Governors State University

Much of the research in Allied Health professions currently focuses on the science and evidence on what we do with patients. This article serves as a good reminder that we work with and treat "people." The article discusses the fact that most curricula teach us to separate our decision-making process from the client. This article focuses on "new research in neuroethics that has uncovered the nexus between emotions and reason that results in caring and empathetic ethical decision-making." The article states, with a foundation in research, that it is alright to care about the patient.

This article should be required reading in all introductory and capstone courses in AT curricula. Athletic trainers, more than many other health professionals, develop a close bond with their clients. We need to teach our students that it is alright to care about the client. We look for and use empirical evidence to evaluate and treat our patients. However, empathy and caring for the clients drives us to work as hard as we do. We need to remind our students prior to beginning course work and before entering the ranks of colleagues, not to lose focus on the most important part of our profession; the client.