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Title: Using a Roundtable Approach to Refine History taking Skills for Physiotherapy Students

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Introduction/Background
Physiotherapy students often have difficulty learning to take an effective history. The skill of history taking is partly procedural and partly heuristic. Procedurally, students are typically taught to gather the patient’s information in discrete categories such as area of symptoms, current history, and so on. To be effective in taking a history, however, it is also necessary to deviate from a set procedure to follow up on some aspects of the information and be responsive to the patient, their situation, culture and environment. A/Prof Fenton O’Leary and colleagues presented a workshop at the ANZAHPE conference in 2013 on a roundtable structure for teaching a procedural skill. We adapted and extended this roundtable model to include variations requiring responsiveness and problem-solving as well as procedural repetition to teach history taking for physiotherapy students.

Purpose/Objectives
The objectives of this presentation are to describe a modified roundtable teaching approach and evaluate its use in teaching history-taking to physiotherapy students.

Methods
Seventy-two penultimate year students each participated in one three-hour session. A facilitator worked with groups of eight students who were seated in a circle with one simulated patient (SP) in the centre. The student in front of the SP took a section of the history lasting one to two minutes. All students then moved one seat around the circle and a second student would seek the same information. The SP’s condition would remain consistent, but they would alter their manner and demeanour requiring a different approach from the student. For example, for different students, the SP might be reserved, verbose or antagonistic. Debriefing occurred after a few repetitions of each section using an advocacy inquiry approach. The process was repeated until all aspects of the history had been completed. We evaluated the student perceptions of the sessions using open-ended and Likert scale questions.

Results
Eighty-nine percent of the students had positive responses for effectiveness of the method. Positive responses for the perceived usefulness of using the method in other areas of teaching was 72%. Seventy-one percent preferred the roundtable to the traditional approach that they had experienced in teaching similar material during the previous semester. Qualitative comments were exemplified by, "Very scary at first (because it was like a real patient) but was super useful."

Discussion and Conclusion
By introducing variations into the scenario the roundtable form was able to be extended beyond teaching purely procedural skills. The roundtable approach was perceived by students to be effective and was preferred to our previous, more traditional methods.