

Use of a Think Aloud Activity to Explore Faculty Perceptions about Health Literacy Practices in Physical Therapist Education Curricula

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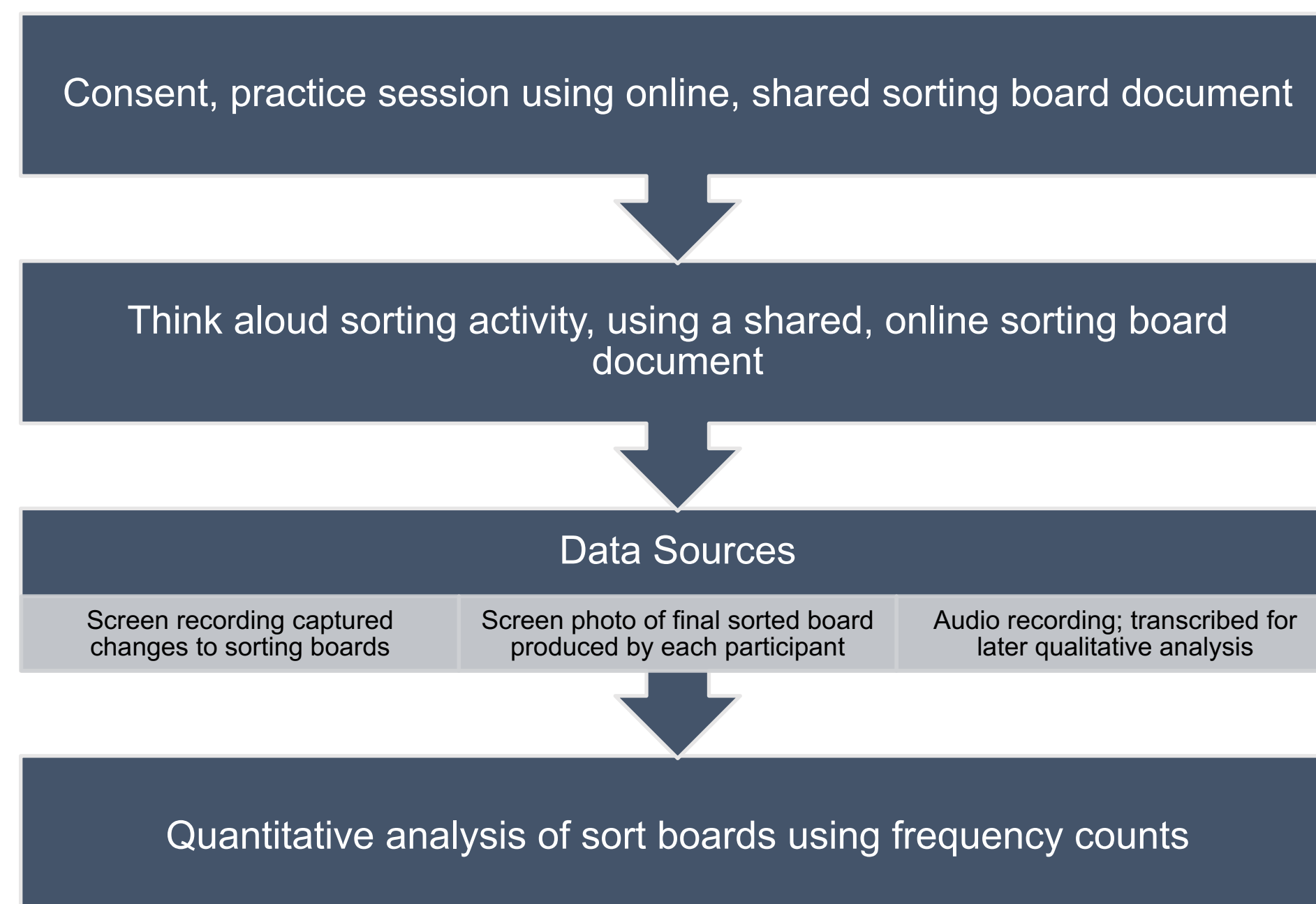
Introduction

Knowledge of specific details about health literacy content and practices in physical therapist professional education curricula and clinical care remains limited.

- A think aloud activity was used during semi-structured interviews of physical therapist faculty. The purpose of the activity was to explore faculty perceptions about consensus recommended health literacy practices including the relative importance of addressing each individual practice in Doctor of Physical Therapy (DPT) professional education curricula.

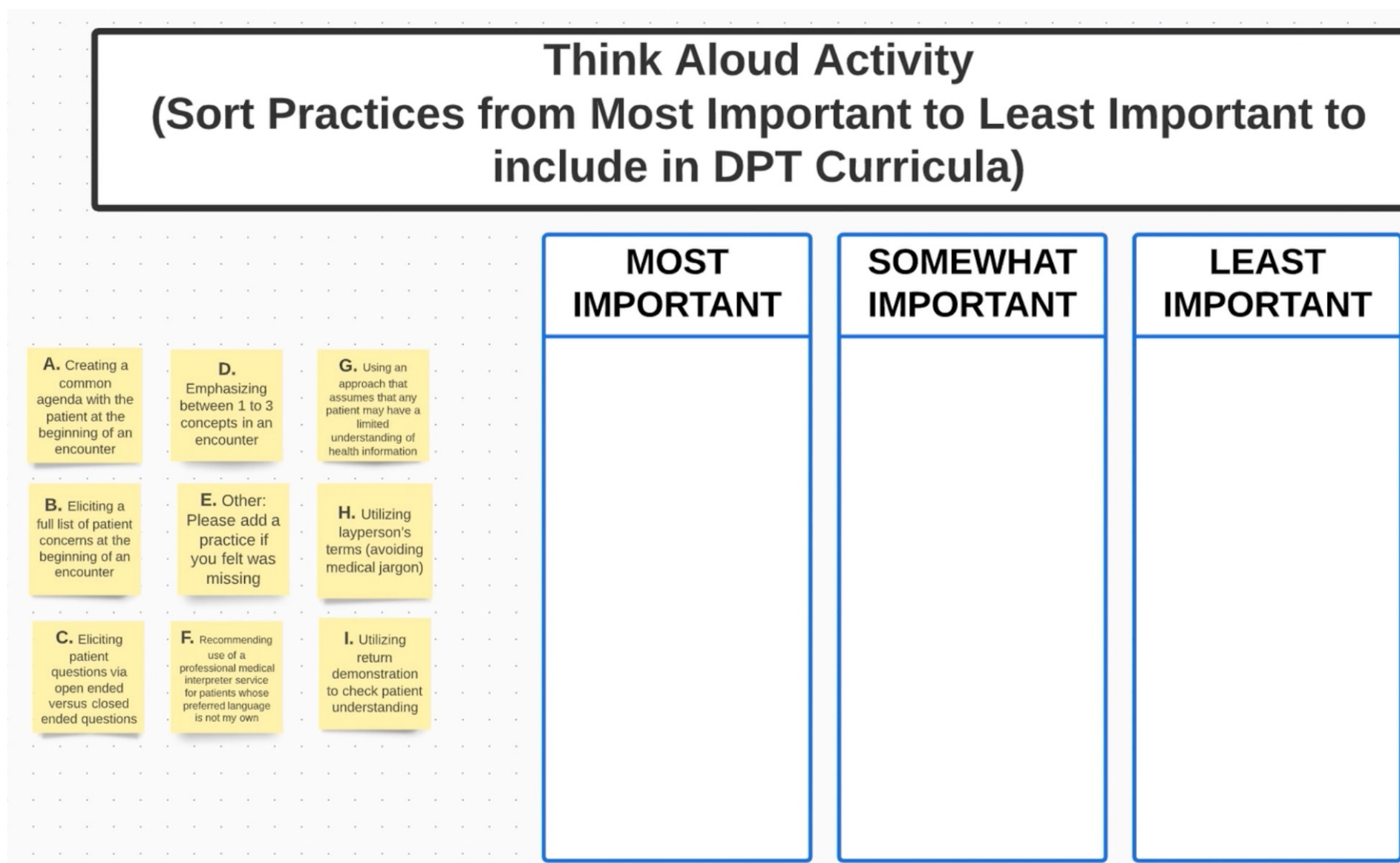
Methods

The think aloud activity in this research was designed and implemented as the second component in a three-part, semi-structured online, remote interview protocol within a case study of a DPT program at a public university in the United States. A purposeful sample of convenience of 6 physical therapist faculty participated in the think aloud activity, which consisted of sharing thoughts verbally while sorting eight consensus health literacy practices that were adapted with permission. General procedures are shown below.

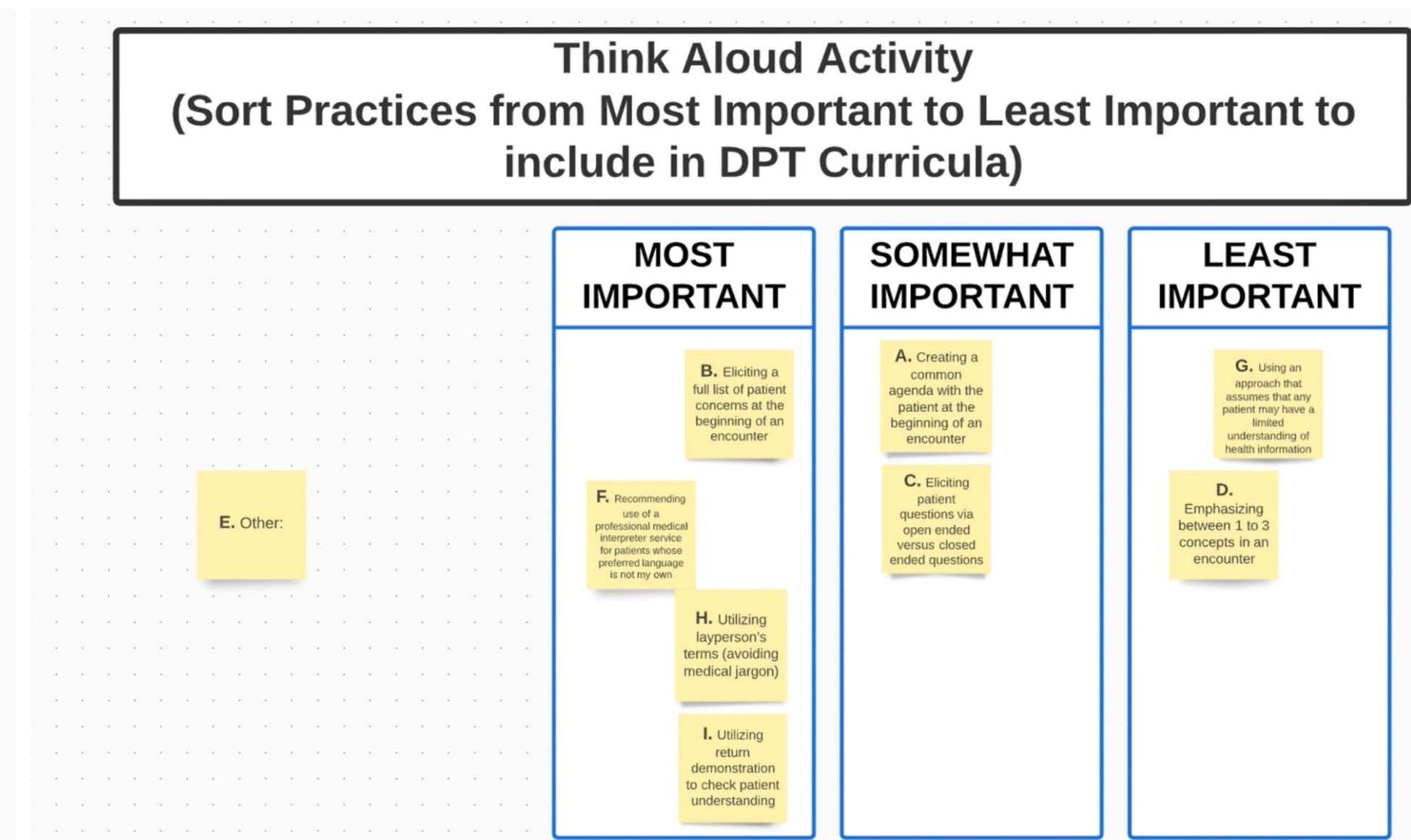


Results

Think Aloud Sort Board

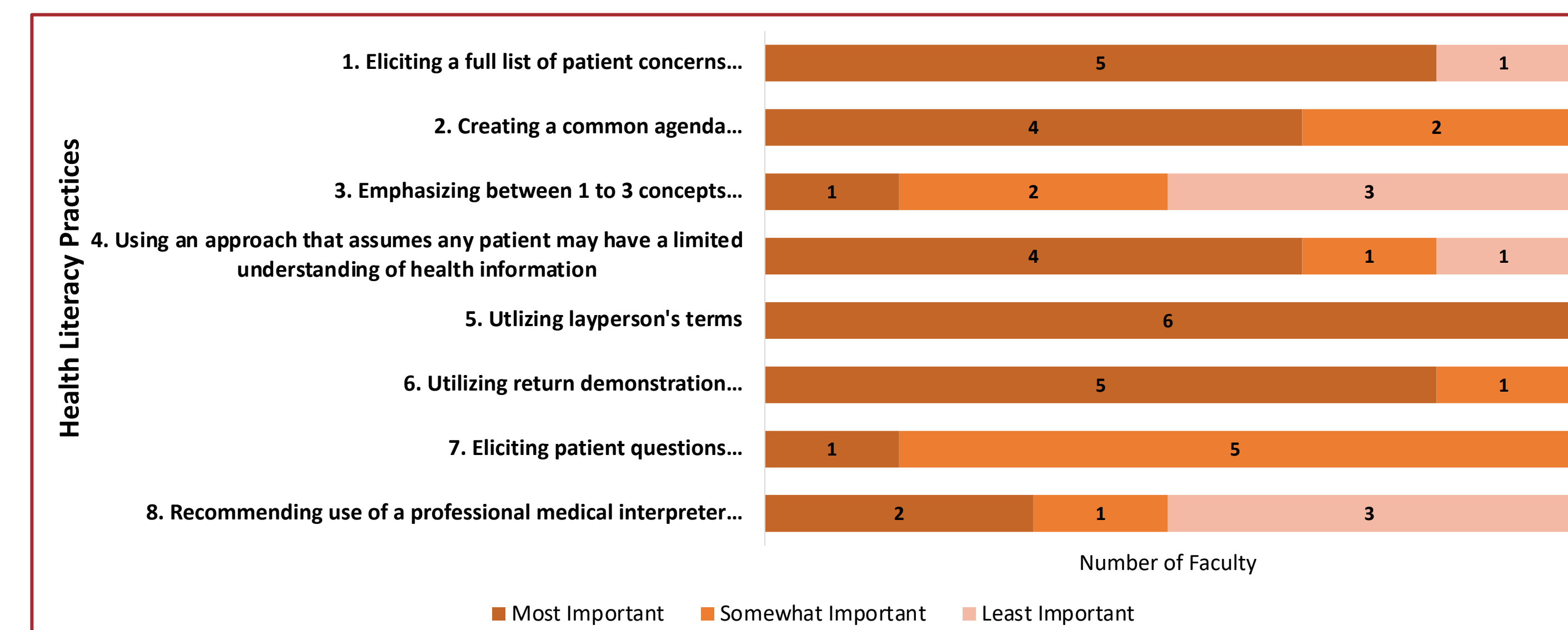


Completed Think Aloud Sort Board from Participant A



- Six individual sort boards were produced by the participants. The findings showed variability in what practices faculty sorted into the most important column. Overall, there were five practices that were each identified as most important by four or more of the six faculty.
- All six of the faculty (participants A-F) sorted health literacy practice #5 (utilizing layperson's terms) into the most important column of the board. Qualitative findings from coded transcripts are not reported here.

Frequency Counts of Faculty Sorted Health Literacy Practices by Importance in DPT Curricula



Note. N = 6. As part of the think aloud sorting activity, faculty sorted eight health literacy practices. Participants were asked to sort a minimum of one practice into each category. There was no limit to the number of practices in each category.

Conclusions

The think aloud activity in this study provided a strategy to explore faculty perspectives about how important individual health literacy practices are to include in DPT curricula.

- Completed think aloud sort boards allowed the interviewer to guide inquiry during later phases of related research that focused on the participant opinions about practices that were sorted as most or least important.
- Completed think aloud sort boards provided a reference for participants to utilize during the remaining components of the semi-structured interviews to maintain consistency.

References

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- ### Acknowledgements
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