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The Effects of Implementing an Early Childhood Education Health and Wellness Program in Underserved Elementary Schools in Las Vegas on Student Mentors and Elementary Staff: Anatomy Academy

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THE EFFECTS OF IMPLEMENTING AN EARLY CHILDHOOD EDUCATION HEALTH
AND WELLNESS PROGRAM IN UNDERSERVED ELEMENTARY SCHOOLS IN
LAS VEGAS ON STUDENT MENTORS AND ELEMENTARY STAFF:
ANATOMY ACADEMY

By

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Alexander Young

A doctoral project submitted in partial fulfillment
of the requirements for the

Doctor of Physical Therapy

Department of Physical Therapy
School of Integrated Health Sciences
The Graduate College

University of Nevada, Las Vegas
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Doctoral Project Approval

The Graduate College
The University of Nevada, Las Vegas

May 9, 2024

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entitled

The Effects of Implementing an Early Childhood Education Health and Wellness Program in Underserved Elementary Schools in Las Vegas on Student Mentors and Elementary Staff: Anatomy Academy

is approved in partial fulfillment of the requirements for the degree of

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Abstract:

Anatomy Academy (AA) is a seven/eight-week program implemented by select University of Nevada, Las Vegas Doctorate of Physical Therapy (DPT) students to promote health and wellness at a Title I elementary school and help bridge the health education gap that underserved youth populations may be facing. We aimed to assess and improve the overall satisfaction of both the faculty members at the elementary school and the physical therapy students who participated in the program, while enhancing the health education of 5th grade students. Our aim was centered on stakeholders (elementary school administrators) and student mentors (DPT students) having the desire to continue implementing the AA program as a valuable health and wellness resource and to improve AA in the future. Lessons were centered around the musculoskeletal, cardiovascular, respiratory, gastrointestinal, and sensory nervous systems, as well as oral cavity and neuroanatomy. Each lesson had learning objectives for the children including introductory knowledge about each body system and different health care professions. UNLV DPT students focused on making the lessons engaging for elementary students by using active learning teaching methods (crafting art projects, exercising, recreational games, conducting science experiments, and hands-on participation). Stakeholders and student mentors were given a post-program survey to reflect on the different aspects of AA and areas of improvement. These were completed by 12 DPT students and 2 stakeholders (PE teacher and a teaching assistant). The survey results overall represented a positive response to AA. The qualitative and quantitative results allowed us to make suggestions for future UNLV DPT students to implement in future AA sessions to enhance the overall satisfaction.

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1. Introduction:

Obesity is recognized as a worldwide epidemic and a problem in Nevada. According to the Centers for Disease Control and Prevention (CDC), from 2011-2014, prevalence of obesity in children and adolescents of ages 2-19 years old decreased if the head of the household's level of education increased.¹ When comparing obesity prevalence to socioeconomic status in children and adolescents ages 2-19 years old, obesity prevalence is at 18.9% for low-income families, 19.9% for those in the middle income group, and lowest for those in the highest income group at 10.9%.¹ The median household income in Nevada is \$71,646 and in Clark County is \$64,120, both of which are considered to be within the middle income range.^{2,3} The State of Nevada and Clark County both have 30% post-secondary attainment rates compared to the national rate of 37%.⁴ Nevada ranks 23rd in the nation for childhood obesity with 32.2% of children aged 10-17 years old considered to be overweight or obese.⁵ The combination of low educational achievement, lower income households, and increasing rates of childhood obesity in Nevada are indicators that children could greatly benefit from a supplemental program that aims to enhance health knowledge. Therefore, adding a supplemental program such as AA could potentially help reduce obesity prevalence in children and adolescents.

AA could have the most impact on a school classified as Title I, a classification given to educational institutions that have a high percentage of students who come from low-income families and are given additional financial assistance to help with Nevada's state academic standards for student performance.⁶ The lack of resources in a Title I school limits the school's ability to build a holistic curriculum and, as a result, there may be an increased risk for health related issues such as obesity. There is a positive correlation between neighborhood affluence and the youth's chances of attaining a high school diploma and proceeding to attend a college.⁷

In addition, a health-conscious program such as AA could help address post-secondary education rates as well as enhance health literacy.

AA is a seven/eight-week service-learning program that focuses on combating childhood obesity and building health education through an evidence-based curriculum consisting of lectures with subjects in anatomy, physiology, nutrition, as well as incorporating exercise activities.⁸ Lesson plans were devised to be interactive through animated educational videos and hands-on activities to encourage student participation, and enhance the student learning experience. Service-learning programs like AA are learning opportunities for both elementary-aged students and aspiring health care professionals, who participate in AA as student mentors. For the 2023-2024 school year, select University of Nevada, Las Vegas Doctorate of Physical Therapy (DPT) first and second year students conducted AA. The goal of implementing AA at UNLV is to foster a strong student-mentor connection to encourage learning, where the relationships formed between stakeholders and mentors are equally valued for the student's growth.

2. Purpose/Aims:

Purpose:

The purpose of this service-learning project was to promote health and wellness to elementary school students at a Title I school to help bridge the health education gap faced by these underserved populations. UNLV DPT students participated in this program to build authentic relationships within the Las Vegas community by working with a partnered elementary school, and to encourage elementary students to pursue a higher education in various healthcare fields through the teaching of anatomy. Through the implementation of the interactive eight week curriculum covering a wide variety of health topics, AA aims to enhance health literacy in children and combat childhood obesity. Participants included current UNLV DPT students, 5th grade elementary school students, and the stakeholders (Physical Education Teacher and Teachers Assistant).

Aims:

The UNLV DPT students aimed to obtain overall satisfaction by fostering professional relationships between the faculty members at the elementary school and UNLV DPT student mentors who participated in the program. Implementing AA provides an opportunity for DPT students to practice and improve their teaching and communication skills with youth populations as well as educational professionals. In providing AA, the UNLV DPT students aim was centered on stakeholders continuing to utilize the program as a valuable resource for students to learn as well as to find ways to improve AA in the future through self-reflection.

3. Methods:

Participants/Community Partners:

Our community partner for this project was a Title I elementary school in the Clark County School District (CCSD) which included 5th grade elementary students and school staff. There were a total of 12 UNLV DPT students, consisting of first and second year students, implementing the AA program in the school's 5th grade physical education (PE) class. These PE classes were divided into two sections; morning and afternoon. The elementary school's participants for AA consisted of an average of 14 students per class.

Project Design:

The program spanned eight weeks, with one lesson taught each week during the designated time. The lessons were one hour long, each with several learning objectives. The creator of AA implemented the program at Brigham Young University (BYU) and the curriculum we used was based on material shared from BYU's AA program. Anatomy lessons included the topics of musculoskeletal, cardiovascular, respiratory, gastrointestinal, and sensory nervous systems, as well as the oral cavity and neuroanatomy. Each topic had a learning objective focused on providing the elementary school students with general and specific understanding of the anatomy subjects being studied. For instance, the cardiovascular lesson focused on understanding the direction and structures involved with blood flow, the purpose of the circulatory system between the body and heart, as well as lifestyle choices that could benefit heart health. The UNLV DPT students focused on making the lessons engaging for the children by using the following active learning teaching methods: making art projects, exercising, implementing recreational games, conducting science experiments, and encouraging hands-on participation. The lessons within the program were all designed to be flexible in order to

accommodate any possible time constraints and spontaneous topic interests that were brought up by the elementary school students.

Procedures:

In the initial phase of AA, the UNLV DPT students were responsible for organizing and creating all of the anatomy lessons of the program, with strategies that they felt would be most effective and engaging for learners at elementary school ages. In addition, the UNLV DPT students were responsible for creating the survey for the DPT students and stakeholders in order to assess the implementation satisfaction and quality of AA.

The UNLV DPT students then reached out to a local elementary school in Clark County of Las Vegas to communicate an interest in implementing the program within their classes. Once a formal agreement was established with the school, the UNLV DPT students were assigned to one of two PE classes of elementary school students to teach. Six UNLV DPT students administered AA during the elementary school's 8:10 AM 5th grade P.E. class, and six UNLV DPT students administered AA during the elementary school's 11:30 AM 5th grade PE class. The PE class was separated into smaller groups. Each group had about five to seven students who were assigned to two UNLV DPT students to work with them. The UNLV DPT students would teach their same assigned group of elementary school students each week for the duration of the eight-week program in order to build deeper relationships with the elementary class. Second-year DPT students were responsible for teaching the majority of the AA lessons, however first-year DPT students were given the opportunity to lead the AA session in the last week. This opportunity allowed the first-year DPT students to ask second-year students questions on teaching and communication skills as well as to become comfortable with leading the AA classes for future school years. At the conclusion of the program the classroom teacher

and her teaching assistant were given the stakeholders survey, and all involved UNLV DPT students were given the DPT student survey. These surveys incorporated close ended responses as well as two open ended questions to allow for reflections to be made by the UNLV DPT students and stakeholders. The UNLV DPT students made a written self-reflection on their experience while incorporating the APTA core values in order to make improvements for the future AA programs.

Outcome Measurement:

The surveys administered consisted of questions that directly addressed the project aims, the impact on the UNLV DPT students and stakeholders, as well as the effectiveness of AA overall. We adapted a previously validated acceptability questionnaire for healthcare interventions, the “TFA Generic Questionnaire” under the theoretical framework of acceptability (TFA) model.⁹ The TFA focuses on seven components (affective attitude, burden, ethicality, intervention coherence, opportunity costs, perceived effectiveness, and self-efficacy) that can help measure the acceptability of an intervention by providing quantitative measures of the component(s) to be improved upon.⁹ The “TFA Generic Questionnaire” allowed item word adaptation for interventions, behaviors/clinical outcomes, and people/participants, in which we integrated appropriate items applicable to AA.⁹ A survey with nine quantitative and two qualitative questions (Appendix 1) was administered to the school teacher and her teaching assistant at the conclusion of AA in order to assess their overall experience and receptiveness to AA. An eight-quantitative and two-qualitative question survey (Appendix 2) was administered to the involved UNLV DPT students, in order to assess their overall experience and to obtain feedback on ways to improve the effectiveness of AA’s purpose. The quantitative portion of the survey was structured on a 5-point Likert response scale. The qualitative portion of the survey

had open-ended questions allowing participants to voice their feedback on what they liked and disliked, and what could be improved upon in order to enhance the learning experiences for the elementary students and teaching skills in the future.

4. Outcomes:

The survey for the stakeholders consisted of four responses, which consisted of two responses each from the PE teacher and her teaching assistant, with descriptive outcomes listed (See figure 1). The PE teacher and her teaching assistant each responded once to the surveys for the 8:10 AM 5th grade PE class, and once for the 11:30 AM 5th grade PE class. All responses showed that they strongly liked AA and that they felt it took no effort at all to implement AA into 5th grade elementary school student's curriculum. Most responses showed that they felt very comfortable that the UNLV DPT students formed authentic relationships with the elementary school students. Responses were mixed between strongly disagreeing and strongly agreeing as to whether there were moral or ethical consequences to implementing AA. All responses showed that they strongly agreed that AA improved the elementary school students' learning and that it made sense to them how using AA resulted in an improved understanding of health and wellness in elementary school students. Most responses showed that they felt very confident about the UNLV DPT students administering AA, that they strongly disagreed that AA interfered with their other priorities, and that AA was completely acceptable to them.

The survey for the UNLV DPT students consisted of 12 individual student responses, with descriptive outcomes listed (See figure 3). Most UNLV DPT students' responses showed that they strongly liked AA, that they felt very comfortable forming authentic relationships with the elementary school students, that they felt very confident administering AA, that they felt AA was completely acceptable to them, and that they strongly agreed that AA improved the elementary school student's learning. Responses were divided as to whether it took a lot of effort or little effort to implement AA, and whether there were moral or ethical consequences to implementing AA.

The survey results between the DPT students and stakeholders showed that the majority of the questions had positive responses favoring the quality and effectiveness of AA, with very few negative responses (See figures 1 and 3). The results showed that most responders strongly liked AA, felt comfortable with UNLV DPT students forming authentic relationships with the elementary school students, agreed that AA improved the elementary school student's learning, and agreed that it made sense how using AA resulted in an improved understanding of health and wellness in elementary students.

Figure 1. Stakeholders' Survey Results for Question #1-9.



Figure 2. Stakeholders' Survey Responses for Questions #10-11.

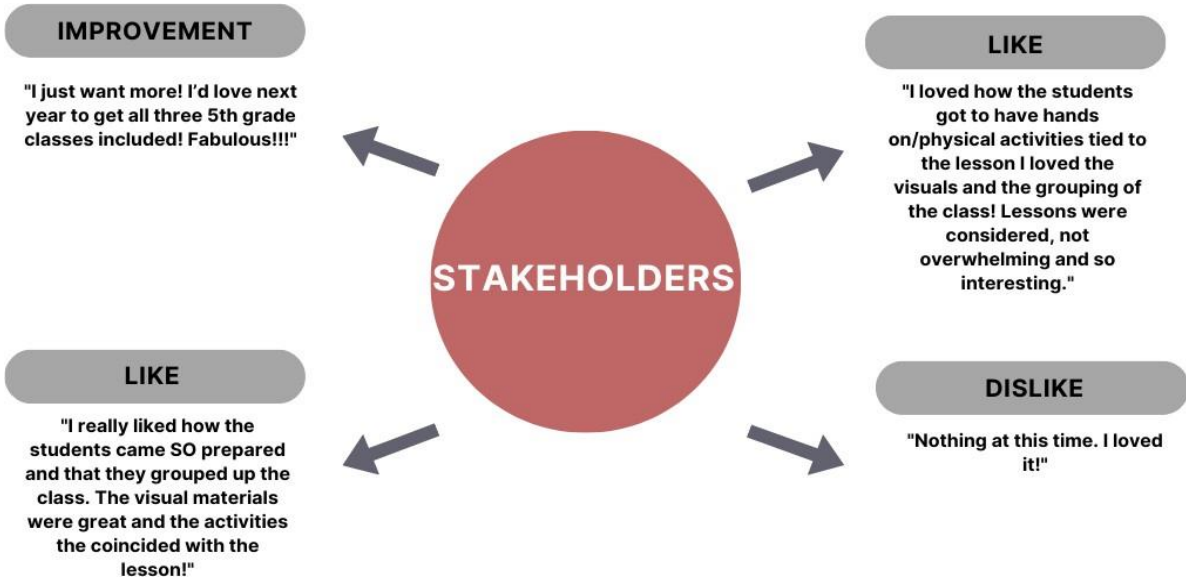


Figure 3. UNLV DPT Students' Survey Results for Question #1-8

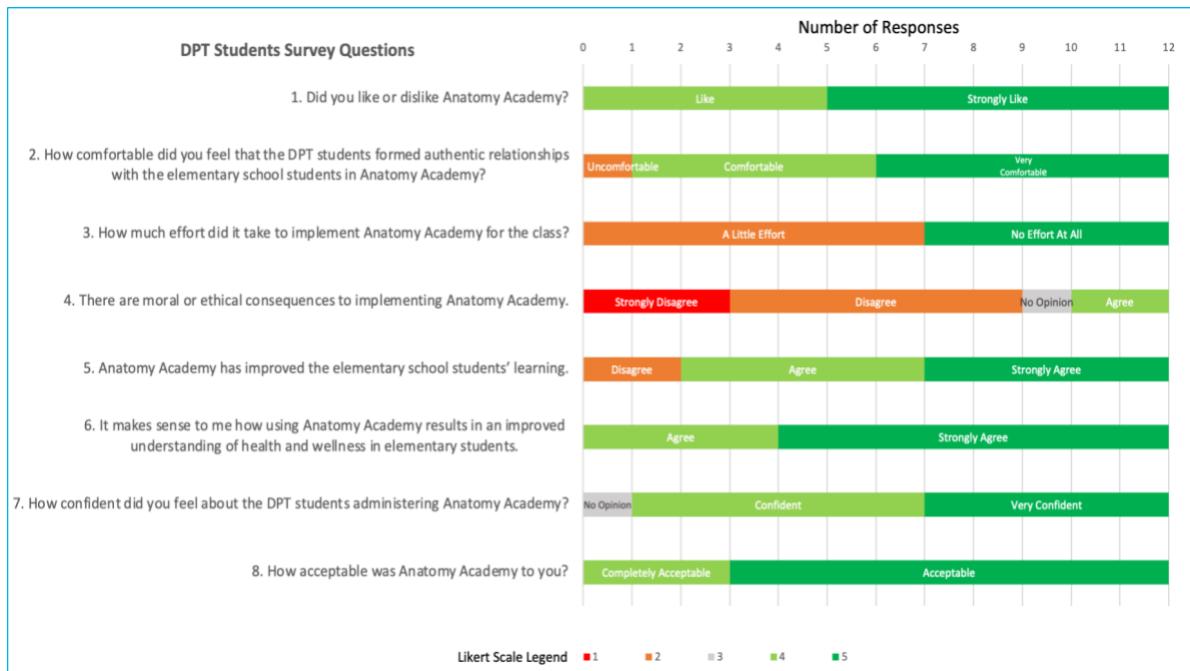
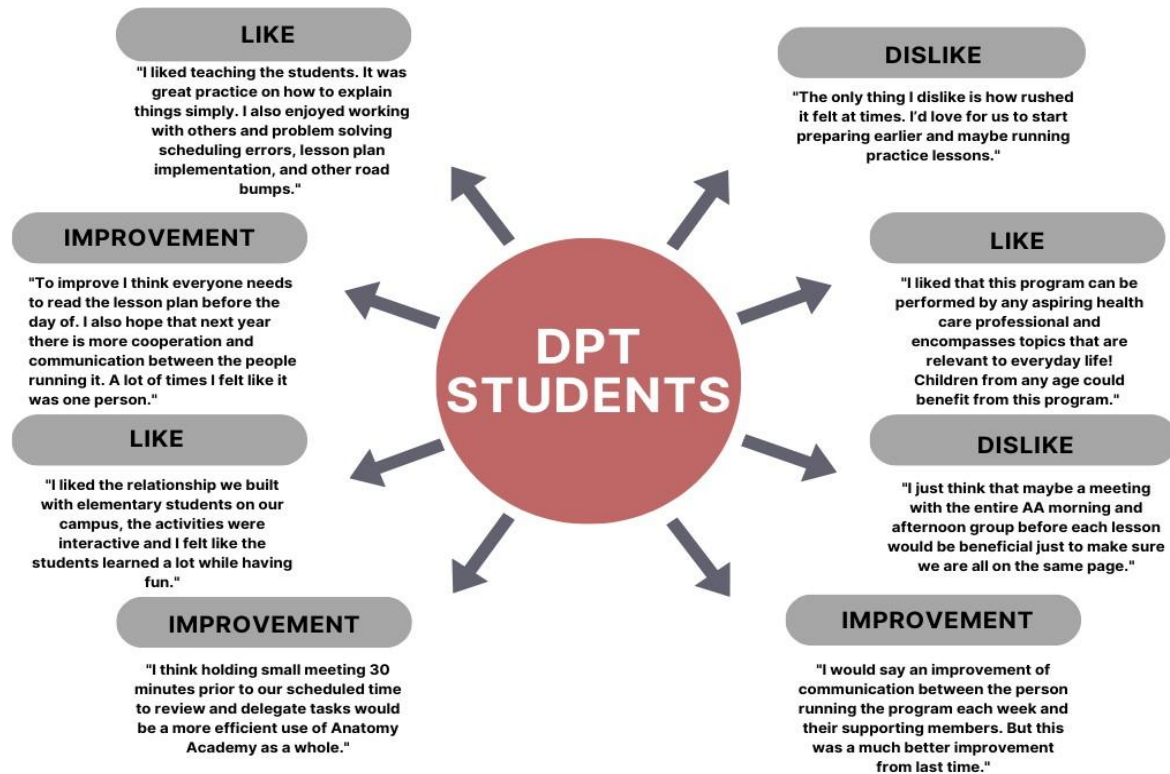


Figure 4. UNLV DPT Students' Select Survey Responses for Questions #9-10



Limitations/Problems encountered:

A problem encountered was that there was a possibility of negative experiences and perspectives on the quality of AA, based on a few responses in the survey. A question (shown in Appendix 2) asked “Anatomy Academy has improved the elementary school students’ learning”, in which two UNLV DPT students responded with the choice of “disagree”. Another question asked “How comfortable did you feel that the DPT students formed authentic relationships with the elementary school students in Anatomy Academy” in which one DPT student responded with the choice of “uncomfortable”, and one stakeholder responded with the choice of “very uncomfortable”.

Another problem encountered was that the elementary school students and UNLV DPT students were absent during certain classes or required switching between the 8:10 AM and 11:30 AM classes, which might have altered the experiences for the UNLV DPT. The number of students in each class session varied week by week and students, or mentors, would be unfamiliar with each other at times. This could have affected the ability for mentors to implement their lessons as planned and potentially affect the quality of the student mentor relationship. Normally, AA had one lesson each week to give sufficient time for activities and exercise, but due to unforeseen administrative setbacks as well as schedule conflicts with spring breaks, the program’s schedule was affected and as a result cut short. Therefore, in the last week of the program the UNLV DPT students had to teach two lessons in one hour. This time constraint could have presented the UNLV DPT students with challenges and experiences that affected their view on the quality of their lessons.

Future design:

For our future design, there are several ways we can implement the negative feedback towards improving the future quality and satisfaction of AA. Instead of fitting multiple lessons and surveys into one week, a more manageable alternative could be to include an additional week(s) to accommodate these required tasks. Another alternative could also include initiating the AA program earlier in the semester in order to avoid scheduling conflicts such as spring break. In regards to responses about discomfort, we can focus on offering additional support for open communication between 1st year DPT students, 2nd year DPT students, and stakeholders.

In the future, the UNLV DPT program is looking to expand AA to other schools as well as open up the participation to other disciplines, at UNLV, to help implement and expand the program. Such disciplines include kinesiology, athletic training, medical students, occupational therapy, and dental programs. The various disciplines could potentially take over the specific lesson for that week pertaining to the relevant information related to their specialty. For example, dental students would teach the oral cavity, medical students would teach the gastrointestinal system, and so forth. Adding respective disciplines could help enhance the quality of AA. UNLV's future programs can use our survey results to continue to adjust the program and self-reflect on their teaching and professional communication growth.

5. Reflections:

After the completion of AA, UNLV DPT students were provided with their survey which included two open ended questions allowing students to reflect on their experience. These reflections will enable us to improve the future learning experiences for the elementary students as well as the teaching skills for the UNLV DPT students. Main points that were discussed in the survey reflections included: what was liked or disliked about any of the lessons taught, what could change in the future for the following AA lessons/activities, confidence levels in teaching the lesson and satisfaction of all participants (See Figure 4). Each of the student mentors also shared a reflection after the conclusion of AA about their experience and how it aligned with the APTA's core values. These collaborative efforts allowed for responsibility and accountability to be distributed equally throughout the UNLV DPT students to reduce the burden of the whole AA program (planning, adjusting, and executing) on each student. The responses to the survey questions and self-reflections provided different perspectives to how student mentors experienced AA. This allowed for everyone's voices to be heard for the future implementation of AA. As a whole, a common topic that was reflected upon was improving communication while implementing AA, especially when challenges were faced.

6. Select Student Mentor Self-Reflections:

Alex:

Anatomy Academy allowed me to fulfill APTA core values that also aligned with the personal values I prioritize as an individual. The most important core values that I was able to fulfill included collaboration and social responsibility. I believe that as a healthcare professional and adult member of society, it is a valuable social responsibility to collaborate with other professionals within the community to provide efforts to improve the social and academic learning of the younger and future generations. Through Anatomy Academy I was able to provide my best efforts towards teaching students important core concepts of health sciences as well as towards encouraging their health behaviors. I believe we were able to make lasting, positive, memorable impacts that the students may carry with them as adults, which provided me with a fulfilling and purposeful experience.

Alexa:

My overall experience with Anatomy Academy exceeded my expectations. Throughout my experience the APTA core value that resonated the most with me was inclusion. I felt like Anatomy Academy created a welcoming and equitable environment for all. One way we did this was getting to work with each of the elementary students in small groups. I made sure to go spend time with each student individually and ask them about their experience or ask the questions about what they learned. Making genuine connections with these students is something I will hold near to my heart forever. Seeing their faces light up when we showed up for another lesson is exactly why this program is important. I feel like Anatomy Academy created a safe space for all of the students to learn. We allowed them to answer questions before they learned the material that week. Even if their answer was not 100% right we would point them in the right

direction. One of my favorite parts of the program was seeing how many students at the end of the 8 weeks wanted to work in healthcare. Originally several students thought they were not smart enough. I believe that encouraging elementary students to pursue careers in healthcare is one way to get our healthcare system more diverse.

Amber:

Throughout Anatomy Academy one of the biggest core values that played an important role for a successful program was Collaboration. I had to not only collaborate with my classmates on what we are doing for that week's activities pertaining to the lesson assigned but also had to collaborate with the students, taking into consideration maybe what they liked from the previous week or what seemed not as interesting. Working as a team with the students and the PE teacher made the experience much more enjoyable for all since our community partners had a say in what happened as well.

Another APTA Core Value that I expressed during Anatomy Academy was Inclusion. Throughout the weeks I noticed there was one student who didn't always want to participate during the group challenges. They would express that no one in the class liked them or wanted them on their team. This made me feel sad at times because I wanted our program to be fun for all the elementary students and leave everyone with a smile. When I saw this happening I would make sure to include that student in my group or make sure they found a friend in the class to be buddies with. Once that student belonged to a group for the fun challenges they would laugh and get super competitive with other students. This small gesture made me feel like I was welcoming and provided a safe space for them to let loose without fear of not belonging. Over the course of time I grew as a professional student by enhancing my communication skills and learned how to provide an engaging learning environment for children. This experience will help in my future as

a pediatric physical therapist by providing me the skills to navigate working with children and their parents through effective communication, fun sessions that achieve their goals or work to improve their quality of life and gaining the confidence to create a caring and compassionate environment. Overall, I had an amazing time sharing my knowledge with the elementary students and seeing their faces light up when learning something new about our body systems.

Kevin:

Through a supplemental health and wellness program like Anatomy Academy, my classmates and I were presented with the opportunity to implement many of the APTA's Core Values. It provided us with a platform to practice the values of collaboration, duty, inclusion, and social responsibility in an elementary school classroom setting. By taking on the role of a mentor, we had a responsibility to be as creative as possible to effectively deliver weekly lesson plans to 5th graders. Teaching the younger generation about health has lead to a long lasting positive impact on my growth, which further helped me become a more confident individual. I have wholeheartedly enjoyed Anatomy Academy, from cooperating with my classmates on creating engaging lesson plans to enhance learning, to participating in exercise with the elementary school students, this unique experience showed me the influence these core values have in various environments and populations. I had the opportunity to improve my interpersonal skills with individuals of different ages and learned to apply my problem solving skills during AA sessions. I am extremely grateful to have been part of a service learning project where I was able to sharpen many of my different skills and values. I believe that Anatomy Academy proved to be such a valuable, fulfilling and memorable experience that I attribute to my development as an aspiring healthcare professional.

7. Conclusion:

AA was a supplemental program that was implemented in a Title I elementary school and organized by a group of UNLV DPT students, with the aim of promoting health sciences education in lower socioeconomic schools. Based on the overall subjective and objective responses to our surveys, we felt we were able to reach our aims of providing UNLV DPT students with the opportunity to enhance community outreach and didactic skills with elementary school students, as well as establishing the desire for stakeholders to continue to implement AA within their elementary school programs. By providing education centered on healthcare and health behaviors to elementary students, we sought to bridge the learning gaps that may exist in lower socioeconomic school settings. As a program with an established curriculum and structure, it allows for aspiring healthcare professionals in the future to continue to administer the program to various schools. The UNLV DPT students in charge of the program ensured that future cohorts would possess the necessary tools, resources, and supplies to conduct a successful AA program in future semesters. It is our endeavor to encourage future UNLV DPT students administering AA to recruit other students from a variety of disciplines. The addition of students from various disciplines would provide a diverse approach in the educational resources and didactic methods for the elementary school students. Ultimately, our aspirations are that the continual administration of a quality supplemental health and wellness program into elementary schools will help bridge possible gaps faced by students of lower socioeconomic status and higher obesity rates, as well as contribute to the improvement of the future generations of healthcare professionals.

Appendix 1. Survey for Stakeholders

<i>Theoretical Framework of Acceptability (TFA) Construct</i>	<i>Generic TFA questionnaire items</i>																				
<i>Affective attitude</i> <i>How an individual feels about the intervention</i>	<p><i>Did you like or dislike Anatomy Academy?</i></p> <table border="1"> <tr> <td><i>Strongly dislike</i></td><td><i>Dislike</i></td><td><i>No opinion</i></td><td><i>Like</i></td><td><i>Strongly like</i></td></tr> <tr> <td><i>1</i></td><td><i>2</i></td><td><i>3</i></td><td><i>4</i></td><td><i>5</i></td></tr> </table> <p><i>How comfortable did you feel that the DPT students formed authentic relationships with the elementary school students in Anatomy Academy?</i></p> <table border="1"> <tr> <td><i>Very comfortable</i></td><td><i>Uncomfortable</i></td><td><i>No opinion</i></td><td><i>Comfortable</i></td><td><i>Very comfortable</i></td></tr> <tr> <td><i>1</i></td><td><i>2</i></td><td><i>3</i></td><td><i>4</i></td><td><i>5</i></td></tr> </table>	<i>Strongly dislike</i>	<i>Dislike</i>	<i>No opinion</i>	<i>Like</i>	<i>Strongly like</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>Very comfortable</i>	<i>Uncomfortable</i>	<i>No opinion</i>	<i>Comfortable</i>	<i>Very comfortable</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>
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<i>Burden</i> <i>The amount of effort required to participate in the intervention</i>	<p><i>How much effort did it take to implement Anatomy Academy for the class?</i></p> <table border="1"> <tr> <td><i>No effort at all</i></td><td><i>A little effort</i></td><td><i>No opinion</i></td><td><i>A lot of effort</i></td><td><i>Huge effort</i></td></tr> <tr> <td><i>1</i></td><td><i>2</i></td><td><i>3</i></td><td><i>4</i></td><td><i>5</i></td></tr> </table>	<i>No effort at all</i>	<i>A little effort</i>	<i>No opinion</i>	<i>A lot of effort</i>	<i>Huge effort</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>										
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<i>Perceived effectiveness</i> <i>The extent to which the intervention is perceived to have achieved its objective</i>	<p><i>Anatomy Academy has improved the elementary school students' learning.</i></p> <table border="1"> <tr> <td><i>Strongly disagree</i></td><td><i>Disagree</i></td><td><i>No opinion</i></td><td><i>Agree</i></td><td><i>Strongly agree</i></td></tr> <tr> <td><i>1</i></td><td><i>2</i></td><td><i>3</i></td><td><i>4</i></td><td><i>5</i></td></tr> </table>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>No opinion</i>	<i>Agree</i>	<i>Strongly agree</i>	<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>										
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Very unconfident	Unconfident	No opinion	Confident	Very confident							
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<p>Opportunity costs The benefits, profits or values that would have to be given up to engage with the intervention</p>	<p><i>Anatomy Academy interfered with my other priorities.</i></p> <table border="1"> <tr> <td>Strongly disagree</td> <td>Disagree</td> <td>No opinion</td> <td>Agree</td> <td>Strongly agree</td> </tr> <tr> <td>1</td> <td>2</td> <td>3</td> <td>4</td> <td>5</td> </tr> </table>	Strongly disagree	Disagree	No opinion	Agree	Strongly agree	1	2	3	4	5
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Appendix 2. DPT Students Survey

<i>Theoretical Framework of Acceptability (TFA) Construct</i>	<i>Generic TFA questionnaire items</i>																				
<i>Affective attitude</i> <i>How an individual feels about the intervention</i>	<p><i>Did you like or dislike Anatomy Academy?</i></p> <table border="1"> <tr> <td><i>Strongly dislike</i></td><td><i>Dislike</i></td><td><i>No opinion</i></td><td><i>Like</i></td><td><i>Strongly like</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table> <p><i>How comfortable did you feel forming authentic relationships with the elementary school students in Anatomy Academy?</i></p> <table border="1"> <tr> <td><i>Very uncomfortable</i></td><td><i>Uncomfortable</i></td><td><i>No opinion</i></td><td><i>Comfortable</i></td><td><i>Very comfortable</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	<i>Strongly dislike</i>	<i>Dislike</i>	<i>No opinion</i>	<i>Like</i>	<i>Strongly like</i>	1	2	3	4	5	<i>Very uncomfortable</i>	<i>Uncomfortable</i>	<i>No opinion</i>	<i>Comfortable</i>	<i>Very comfortable</i>	1	2	3	4	5
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<i>Burden</i> <i>The amount of effort required to participate in the intervention</i>	<p><i>How much effort did it take to implement Anatomy Academy for the class?</i></p> <table border="1"> <tr> <td><i>No effort at all</i></td><td><i>Little effort</i></td><td><i>No opinion</i></td><td><i>A lot of effort</i></td><td><i>Huge effort</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	<i>No effort at all</i>	<i>Little effort</i>	<i>No opinion</i>	<i>A lot of effort</i>	<i>Huge effort</i>	1	2	3	4	5										
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<i>Ethicality</i> <i>The extent to which the intervention has good fit with an individual's value system</i>	<p><i>There are moral or ethical consequences to implementing Anatomy Academy.</i></p> <table border="1"> <tr> <td><i>Strongly disagree</i></td><td><i>Disagree</i></td><td><i>No opinion</i></td><td><i>Agree</i></td><td><i>Strongly agree</i></td></tr> <tr> <td>1</td><td>2</td><td>3</td><td>4</td><td>5</td></tr> </table>	<i>Strongly disagree</i>	<i>Disagree</i>	<i>No opinion</i>	<i>Agree</i>	<i>Strongly agree</i>	1	2	3	4	5										
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doi:10.1037/0033-2909.126.2.309

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Curriculum Vitae

Amber Berumen Baker, SPT

Contact information: ampercita520@gmail.com

Class of 2024

Education:

- Doctorate Physical Therapy, University of Nevada-Las Vegas, 2021-2024
- B.A. Integrative Exercise Science, Magna Cum Laude, Hiram College, 2017-2021

Research:

Graduate Service-Learning Project:

- The Effects of Implementing an Early Childhood Education Health and Wellness Program in Underserved Elementary Schools in Las Vegas on Student Mentors and Elementary Staff: Anatomy Academy, (September 2021- May 2024)

Graduate In-Service Project:

- Pediatrics Outcome Measures: Alberta Infant Motor Scale, December 2023
- Extracorporeal Shockwave Therapy Brochure: FOCUS vs. Radial Pressure Wave, August 2023
- SLAP Lesions and Rotator Cuff Tears: Exercises to Incorporate Post Operative, July 2022

Research Co-investigator:

- *“The Effects of Virtual Exercise Classes on Various Measures of Health and Fitness”* (2020-2021)

Research Participant:

- Patient-centered pain assessment and management survey in DPT students- University of Miami Miller School of Medicine (9/24/22)
- *“ Educational debt and financial self-efficacy in DPT students ”* (9/9/2022)
- *“The Effects of High Intensity Anaerobic Exercise on Balance Performance”* (1/25/2021- 2/22/2021)

Employment History:

Associated Experience

- **January 2024-March 2024, Student Physical Therapist, Valley Health System- Summerlin Hospital Medical Center**
 - I designed plans of care for patients recovering from stroke, surgery, or other disabilities. I collaborated with occupational therapists for the adult population to ensure a well rounded recovery. Educated patients on the importance of exercise to prevent critical illnesses or conditions. Helped facilitate normal walking patterns, improve range of motion and regain functional mobility.
- **September 2023- December 2023, Student Physical Therapist, Silver State Pediatric Skilled Nursing Facility**
 - Evaluated and treated children with a variety of complex conditions at Silver State Pediatric SNF. Provided family education and community support to make transitioning back home smoother. I constructed creative

and engaging exercises for children to improve their strength, range of motion, and balance deficits. Helped babies with milestone development and provided loving touch and therapy.

- **July 2023- September 2023, student Physical Therapist, Donatelli Physical Therapy Orthopedic and Sports**
 - Learned the use of ultrasound, focus waves, and pressure waves to add to treatments plans. Worked with athletes to restore visual acuity and focus for better hand-eye coordination. Progressed strength programs for athletes and educated on the importance of eccentricity in a workout.
- **June 2022-July 2022, Student Physical Therapist, Concentra Medical Center-Sparks**
 - Performed initial evaluations on same day patients. Developed an individualized plan of care for patients to safely return back to work. Created an educational presentation on different exercises to perform for SLAP and rotator cuff repairs, highlighting the main differences between the two.

Additional Employment History:

- **November 2022- present, Communications Clerk, PAM Rehabilitation Hospital-Centennial Center**
 - Ensured visitors were signed in and following health safety protocols of the hospital. Organized the front desk for easier access to files and documents needed. Worked alongside hospital staff and administration to provide exceptional services to all patients.
- **January 2023-July 2023, Front Desk, Lucilles BBQ**
 - Greeted guests and made reservations for large parties. Organized tables for reservations and ensured set up of menus and utensils were complete. Handle cash for tip outs from servers. Cleaned tables for next guests and increased turnover rate for servers. Managed effectiveness of food orders brought out to guests to decrease wait times.
- **August 2020- 2022, Sales Associate, Bath and Body Works**
 - Greeted customers and answered any questions they had. Handled money and operated the registers for an easy check out. Designed and put together new floor sets for the holiday seasons.
- **May 2019-August 2019, Camp Counselor, Red Rock Country Club**
 - Oversaw a group of children ages 4-12 during summer camp. Implemented diverse activities such as sports, arts and crafts, and spirit weeks for all children to participate in. Worked with other camp counselors to ensure the safety and needs of all the children were met.

Honors and Awards:

- 2024 Social Responsibility Award, APTA, Academy of Leadership and Innovation GHSIG
- 2022-2023 UNLV Physical Therapy Department Scholarship Award
- 2021-2022 UNLV Physical Therapy Department Scholarship Award

- 2020 Dean's List Award, Hiram College
- 2020 Student Athlete of the Week, Hiram College Athletics
- 2020-2021 NCAC Academic Honor Roll, Hiram College Athletics
- 2019 Celebration of Excellence Award Program- Alpha Society, Hiram College
- 2019 Dean's List Award, Hiram College
- 2019 Chi Alpha Sigma Inductee Honor, Hiram College
- 2018 Celebration of Excellence Award Program- Alpha Society, Hiram College
- 2018 Dean's List Award, Hiram College
- 2018 All NCAC Honorable Mention, Hiram College Athletics
- 2017 Dean's List Award, Hiram College
- 2017 Governor Guinn Millennium Scholarship Award
- 2014-2015 Palo Verde High School Athletic Award
- 2013-2014 Palo Verde High School Athletic Award

Volunteer Work:

- **November 4, 2023- UNLVPT Interview Day; Interview Escort**
 - Walked interview candidates to their designated office. Provided time alerts for interviewers for halfway point and wrap up point. Encouraged interview candidates to ask questions and participate in a relaxation exercise prior to their interview.
- **November 4-5, 2022- UNLVPT Interview Day; Mingler/Tour Guide**
 - Mingled with interview candidates and answered any questions in between interview times. Gave a department tour of the Bigelow Health Science building to the interview candidates to show UNLVPT's classrooms and labs available.
- **September 23, 2022- Downtown Senior Center Balance and Memory Screen**
 - Conducted a memory screening for older adults using the mini-cog assessment.
- **September 20, 2022- Desert Vista Community Center Balance and Memory Screen**
 - Used STEADI to assess the fall risk in older adults.
- **September 11, 2022- Heat FC ECNL Medical Coverage**
 - Shadowed an ATC to help with on field coverage.
 - Provided pro bono services to adolescent soccer players.
- **June 26, 2021-Native American Youth Basketball Tournament**
 - Volunteered at First Aid/Sports Medicine station
 - Observed the Athletic Trainer during assessments/taping
- **December 2019-February 2020- Cleveland Cavaliers**
 - I served as a crew member to assist fans in a fun and positive game experience.
- **November 2018- December 2018- Cleveland Browns**
 - Worked as a security guard at the entrances to ensure the safety of all attendees. Helped enforce protocols and rules of the stadiums. Answered any questions attendees had as well as engaged with them prior to gates opening for a more positive experience.
- **March 2018-May 2018- YMCA Soccer Coach**
 - Coached a co-ed soccer team for 5-6 year old children. Created drills for basic soccer skills such as dribbling, passing, and shooting. Encouraged and educated the children to work as a team during games.

Professional Memberships/Organizations:

- **Membership in Scientific/Professional Organizations**
 - Member Academy of Geriatrics of the American Physical Therapy Association (2022-Present)
 - Member Research Section of the American Physical Therapy Association 2022-Present)
 - Member Hand & Upper Extremity Section of the American Physical Therapy Association (2021-Present)
 - Member American Physical Therapy Association (2021 - Present)
 - Member Nevada Physical Therapy Association (2021-Present)
 - Member Arizona Physical Therapy Association (2021-Present)
 - Member Ohio Physical Therapy Association (2021-Present)
- **Professional Roles**
 - UNLVPT Sports Medicine Club- Director of Communications (2022-2023)
 - UNLVPT Spanish Club- Co-President (2022-2023)
 - UNLVPT Class of 2024- Historian (2021-present)
 - UNLVPT Class of 2024- Social Officer (2021-present)
 - HC Integrative Exercise Science Club - Vice President (2020-2021)
 - HC Integrative Exercise Science Club- Secretary (2018-2020)
 - Hiram College Student Ambassador- (2018-2021)

Continuing Education:

- **UNLVPT Sports Medicine Club:**
 - 9/27/22: “Drawing Clinically Relevant Conclusions from Research” with Erik Meira, PT, DPT, SCS, CSCS
 - 9/6/22: “ The Unique Needs of Hockey Athletes” with Kyle Moore MS, ATC, LAT, CSCS
 - 9/27/21: Taping Lab with Dr. Keoni Kins, PT, DPT, LAT, ATC
 - 10/21/22: Starting off on the Right Foot: Setting up your Career as a Student Physical Therapist
- **UNLVPT Brown Bag:**
 - 9/30/22: Bob Donatelli, PT, PhD “ Eccentric Loading: the Best Way to Build Strength”
 - 9/10/21: Danille Parker, PT, DPT, GCS, CEEAA “ iPT: There’s an App for that? Enhancing your practice and learning through mHealth technology”
 - 6/18/21: Joseph Reinke “Financial Literacy for PT Students”
- **UNLV Sports Medicine Club Multidisciplinary Didactics**
 - 9/27/21: Kara Radzak, PhD “ Diastasis Rectus Abdominis”
 - 9/20/21: Jennifer Bennet “Sports- Related Concussion and Cognitive-Communication Therapy: A look at the role of speech-language pathologists and concussion rehabilitation”
 - 8/30/21: Glenn Barnes, DO CAQSM “Sideline Emergencies”
- **American Physical Therapy Association (2022-2024)**
 - 2022-CSM Conference
 - 2023-CSM Conference
 - 2024-CSM Conference

- Poster presentation in the exhibit hall; Education section
 - Global Health Reception presentation; Social Responsibility Award
- STEADI: Empowering Healthcare Providers to Reduce Fall Risk CEU Certification (9/7/2022)
- The OTAGO Exercise Program: Falls Prevention Training (10/08/2022)

Alexa Blazek, SPT

Contact information:lexablazek11@gmail.com

Class of 2024

Service:

- **Professional**

- UNLV Anatomy Academy, 09/2021-05/2024
- UNLVPT Interview Days, volunteer 11/5/23
- UNLVPT Interview Days, volunteer 11/04/22 and 11/5/22
- UNLV Student Panel, volunteer 09/10/22
- UNLVPT Interview Days, volunteer 1/21/22
- Orthosport Physical Therapy, 08/13/20-05/13/21
 - I worked as a PT tech assisting patients with their exercises, providing them with modalities, and assisting the PT with anything else they may need.

- **Community**

- UNLV PT Panel for LKD, 4/4/24 1 hr
- UNLV Community Garden, volunteer, 08/29/22-5/10/23
- UNLVPT Day of Service; Rock Steady Boxing, volunteer, 10/8/22
- Balance and Memory Screening Event at Desert Vista Community Center 09/20/22
- Rock Steady Boxing, volunteer 09/10/22

Research:

- **Participate**

- Research participant
 - Assessment of the relationship between social media usage, childhood eating experiences and body image survey
 - 9/23
 - UNLV Covid 19 Stressors Survey
 - 09/22
 - Roseman ABSN Community Project Survey
 - 08/22
 - Educational debt and financial self-efficacy in DPT students by Tufts University Survey
 - 08/22

- **Consume/Share:**

- UNLVPT Distinguished Lecture Series
 - 10/13/22 and 10/14/22: Ellen Hillegass, PT, EdD, CCS, FAPTA, “Post-Acute Sequela of COVID-19 (PASC) and a framework for Physical Therapy management of patients with this diagnosis”
 - 3/25/22: Adriaan Louw
 - 11/18/21 and 11/19/21: Julie Fritz, PhD, PT, ATC, “Pain Management in a Time of Dueling Pandemics” and “Evidence-Based Physical Therapy for Patients with Low Back Pain: Past, Present and Future”

- UNLVPT Brown Bag
 - 3/31/23: Tyretel Sprianu, PT, “PT Practices and Considerations for Patients with Dementia and Psych Diagnoses”
 - 2/10/23: Mike Studer, PT, DPT, MHS, NCS, CWT, CSST, CEEAA, CBFS, FAPTA, “Behavioral Economics: The Rehabilitation Edition”
 - 10/21/22: Sarah Mann, PT, DPT, MBA, NSCA-CPT, “Beyond standard care: how to adapt your PT practice to support special populations”
 - 9/30/22: Bob Donatelli, PT, PhD, “Eccentric Loading: The Best Way to Build Strength”
 - 9/2/22: Kate Addis, PT, DPT, “Non-clinical roles for a physical therapist: what these look like, how to find them, etc.”
 - 3/3/22: Nicole Piemonte, PhD, “Cultivating the Habits at the Heart of Patient Care: Compassion, Vulnerability, and Imagination”
 - 2/11/22: Merrill Landers, PT, DPT, PhD, “Becoming a Faculty Member: Pathways, Tips, and Strategies”
 - 09/10/21: Danille Parker, PT, DPT, GCS, CEEAA, Clinical Associate Professor and Director of Clinical Education at Marquette University, “iPT: There’s an App for that? Enhancing your practice and learning through mHealth technology”
 - 06/18/21: Joseph Reinke, “Financial Literacy For Physical Therapists”
- Clubs
 - UNLV Lambda Kappa Delta Pre-PT Honors Society, member
 - Fundraising Chair: Fall 2020-Spring 2021
 - Last meeting in Spring 2021
 - UNLV DPT Sports Medicine
 - Member since September 2021-Present
 - UNLV Spanish Club
 - Member since 09/01/2022-Present
 - UNLV DEI Club, member
 - 09/2021-Present

Leadership:

- Leadership Skill Development Pathway
 - 02/3/22-2/5/22: APTA Combined Sections Meeting in San Antonio, TX
 - 02/23/23-02/25/23 APTA Combined sections meeting in San Diego, CA
- Clinical Education TA
 - 07/22-6/23
- Completed annual APTA core values assessment
 - 9/6/22
- Mandated Reporter Training with Clark County Department of Family Services
 - 8/31/21

Membership in Professional Organizations:

- American Physical Therapy Association, member since 06/10/21-Present
 - Member ID: 967717
 - Nevada Chapter Member

- Hand and Upper Extremity Academy
- Geriatrics Academy
 - SIG
 - Cognitive and Mental Health
 - Bone Healing
 - Balance and Falls
 - Health Promotion and Wellness

Kevin Chan Shum, SPT

Contact Information: minikevinchan@gmail.com

Class of 2024

Education:

- Doctorate Physical Therapy, University of Nevada - Las Vegas, 2021-2024
- B.A.Psychology, University of California Los Angeles, 2016-2018

Certification:

- 2024 - Social Responsibility Award, APTA, Academy of Leadership and Innovation GHSIG
- October 2022 - The Otago Exercise Program: Falls Prevention Training
- April 2022 - Basic Life Support (CPR & AED)
- July 2021 - Online Bloodborne Pathogens Training

Research:

- Ciccotelli J, Baker A, Blazek A, **Chan Shum K**, Young A. The Effects of Implementing an Early Childhood Education Health and Wellness Program in Underserved Elementary Schools in Las Vegas on Student Mentors and Elementary Staff: Anatomy Academy. June 2024

Employment History:

- **March 2019-December 2019 - Physical Therapy Aide - USC Physical Therapy Associates, Health Science Campus (HSC)**
 - In charge of setting up rooms prior to use, laundry (sheets, towels, pillowcases, and gowns), inventory, and sanitizing equipment in the entire facility. I shadowed various physical therapists and assisted with patient care. I helped with any specific requests from physical therapists and the front office.
- **March 2018-June 2019 - Physical Therapy Aide/Scribe - Joshua Medical Center**
 - I shadowed a registered physical therapist and guided patients through their individualized exercises. I assisted with front office responsibilities, answered phone calls, scheduled appointments, and attended to patients. I also recorded vitals, performed urinalysis, checked hemoglobin, and scribed patient's visits, under the supervision of doctors and physician assistants.

Clinical Experiences:

- **January 2024-March 2024 - Student Physical Therapist, St Rose Dominican Hospital - San Martin Campus**
 - I conducted evaluations, formulated a plan of care for patients, and assisted with patient's safety during their functional mobility training and physical therapy sessions for patients of all ages in an acute care setting. Assisted with transfers and provided patient education for the patient and family members. Patient education encompassed safety protocols for optimal recovery and goals related to

their plan of care and discharge. Mainly worked in the ICU and IMC units levels of care, occasionally worked in Med-Surg and JRU units.

- **September 2023-December 2023 - Student of Physical Therapy, Dignity Health Physical Therapy Outpatient Neuro - Horizon Ridge**
 - Assisted physical therapists with documentation, evaluations, patient treatment sessions, patient education, and formulating plan of care. Lead treatment sessions from start to finish, performed manual therapy techniques to treat impairments and implemented the use of modalities to help safely treat patient's conditions. Guided patients through their individualized interventions and educated them on how to perform them safely during their own time.
- **July 2023-September 2023 - Student of Physical Therapy, Advanced Healthcare of Las Vegas - Sunset**
 - Performed bed and wheelchair transfers on older adults. Assisted physical therapist with documentation and guided patients through exercise plans. Formulated plan of care for patients under the supervision of the physical therapist. Helped with the management of equipment and sanitized workspace.
- **June 2022-July 2022 - Student of Physical Therapy - Rx Rehab Physical Therapy - American Fork**
 - I provided manual therapy and modalities, as well as guided patients through their exercises under the supervision of physical therapists. Interventions and therapeutic exercises aimed to increase strength, decrease pain, and increase function. I also assisted with patient documentation and managing the clinic's workspace.

Volunteer Work:

- **October 2022 - Wetlands Park Clean Up**
 - Walked around the park with several classmates for National PT Day of Service and picked up any trash we encountered. Gathered about 10-15 full bags of litter.
- **October 2022 - Nevada Senior Games**
 - Participated as a volunteer in the annual Nevada Senior Games located at University of Nevada, Las Vegas. I helped set up the sports stations and resting areas for the athletes. I shagged discs for athletes at the discus throwing competition.
- **September 2022 - Balance and Memory Screening at Desert Vista Community Center**
 - Collaborated with physical therapist students, occupational therapist students, physical therapists, occupational therapists, a dietitian, a pharmacist, and a neuropsychologist to conduct a fall and memory screening for the elderly. Helped perform outcome measures (mini-Cog and STEADI assessments), interpret results of the assessments, and made referrals to on-site health professionals.
- **September 2022 - Balance and Memory Screening at Osher Lifelong Learning Institute**
 - I worked closely with physical therapist students, occupational therapist students, occupational therapists, and a physical therapist to conduct a balance and memory screening for older adults. Screened for dementia with the mini-Cog and assessed

for balance by using the STEADI tests (tests for balance, mobility, and lower extremity strength).

Professional Organization Memberships:

- Member American Physical Therapy Association (2021-Present)
- Member Nevada Physical Therapy Association (2021-Present)
- Member Geriatrics Section of the American Physical Therapy Association (2022-Present)
- Member Research Section of the American Physical Therapy Association (2022-Present)
- Member Hand and Upper Extremity Section of the American Physical Therapy Association (2022-Present)

Continuing Education:

- September 2022: STEADI: Empowering Healthcare Providers to Reduce Fall Risk (Web-based)- 0.1 CEU units

Alexander Young, SPT

Contact information: alexhyoung91@gmail.com

Class of 2024

Education:

- Doctor of Physical Therapy, University of Nevada, Las Vegas, 2021-2024
- Master's Coursework, Industrial Organizational Psychology, New York University, 2014-2015
- B.A. Psychology, Cum Laude, Rutgers University, 2010-2014

Research Experience:

- UNLV Anatomy Academy, Service Learning Facilitator & Research Assistant, 2022
- Baruch Emotions in Organizations Lab, Research Assistant on Envy and Injustice project, 2014.
- Rutgers Social and Organizational Psychology Lab, Database Manager & Research Assistant on Social Facilitation project, Electronic Performance Monitoring project, and Management Style project, 2013 – 2014.
- Rutgers Social Emotional Learning Lab, Research Assistant on Social Emotional Learning in NJ Public School Students project, 2011 – 2012.
- Rutgers Emotion and Psychopathology Lab, Research Assistant on Emotional Cascade Model project, 2011 – 2012.

Associated Employment History:

- **Student Physical Therapist, Therapeutic Associates Physical Therapy (1/2024 - 3/2024)**
 - Conduct initial evaluations and treatment of patients under clinical instructor supervision in an outpatient setting.
- **Student Physical Therapist, Encompass Health Rehabilitation Hospital (9/2023 - 12/2023)**
 - Conduct initial evaluations and treatment of patients under clinical instructor supervision in an acute rehabilitation setting.
- **Student Physical Therapist, Mountain View Hospital (7/2023 - 9/2023)**
 - Conduct initial evaluations and treatment of patients under clinical instructor supervision in an inpatient rehabilitation setting.
- **Student Physical Therapist, Select Physical Therapy (6/2022 - 7/2022)**
 - Conduct initial evaluations and treatment of patients with orthopedic, post-operative, and neuromuscular conditions under clinical instructor supervision in a worker's compensation outpatient setting.
- **Physical Therapy Aide, Premier Physical Therapy & Sports Performance (12/2018 - 6/2020)**
 - Assist physical therapists with rehabilitation of patients of all age groups in an orthopedic, vestibular, and neurological outpatient setting by guiding patients through exercises and supporting interactive partner exercises. Complete sanitation duties as well as administrative tasks for marketing, insurance, and referral processes.

Additional Employment History:

- **Youth Competitive Breaking Program Director & Instructor, District Arts(2/2019 - 2/2022)**
 - Instruct breaking fundamentals and coach students (ages 3-17) to succeed in youth breaking competitions. Organize youth centered community events, workshops, and competitions.

Honors and Awards:

- 2024 - Social Responsibility Award, APTA, Academy of Leadership and Innovation GHSIG
- 2014 Rutgers University Psi Chi Honors
- 2009 – 2014 Rutgers University James Dickson Carr Scholarship

Volunteer Work:

- **9/2022, Mountain View Presbyterian Church, Student Physical Therapist Volunteer**
 - Assist in conducting a balance & memory screening for geriatric population by conducting the STEADI toolkit, in order to provide education and resources for risk of falls and dementia.
- **9/2022, Rocksteady Boxing, Student Physical Therapist Volunteer**
 - Assist coach in performing boxing sessions with patients with Parkinson's Disease.
- **9/2022, UNLV Balance & Memory Screening, Student Physical Therapist Volunteer**
 - Collaborate with UNLV Occupational Therapy department in conducting a balance & memory screening for geriatric population by conducting the STEADI toolkit, in order to provide education and resources for risk of falls and dementia.
- **5/2019 - 2/2020, Physical Therapy Volunteer, Spring Valley Hospital Medical Center**
 - Assisted physical therapists with subacute post-operative rehabilitation of patients in a postoperative inpatient setting by conducting wheelchair assists, supporting interactive partner exercises, and performing sanitation duties.

Professional Organization Membership:

- Member, American Physical Therapy Association (2021 - Present)