

Developing a mind mapping module for undergraduate Physiotherapy students from Physiotherapy educators' perspectives: A Qualitative Study

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INTRODUCTION

- Mind mapping - an approach with visual and interactive features and effective in building critical thinking and information retention in students.
- Few systematically developed mind mapping modules identified in non-health science courses in literature review.
- **However, no such structured module has been developed for Physiotherapy students.**
- Understanding the perspectives of Physiotherapy educators concerning the process involved in developing a mind mapping module **can facilitate recognition of the principal areas of focus to support improved professional development of Physiotherapy students.**

OBJECTIVES OF THE STUDY:

- To explore the opinions of Physiotherapy educators from Physiotherapy institutes in Maharashtra, regarding the process of development of a mind mapping training module.
- To develop a mind mapping module based on the results obtained.

METHODOLOGY

Study approved by Institutional Ethics Committee (ECARP/2022/63), and conducted using a **qualitative descriptive approach for thematic analysis**

Discussion Guide (with suitable probes and prompts) prepared and validated by two qualitative research experts

Pilot testing conducted on Zoom video conferencing platform with five participants

Seven senior Physiotherapy educators (Principal/ Professors), familiar with mind mapping, were **chosen by purposive sampling** from different Physiotherapy institutions in Maharashtra

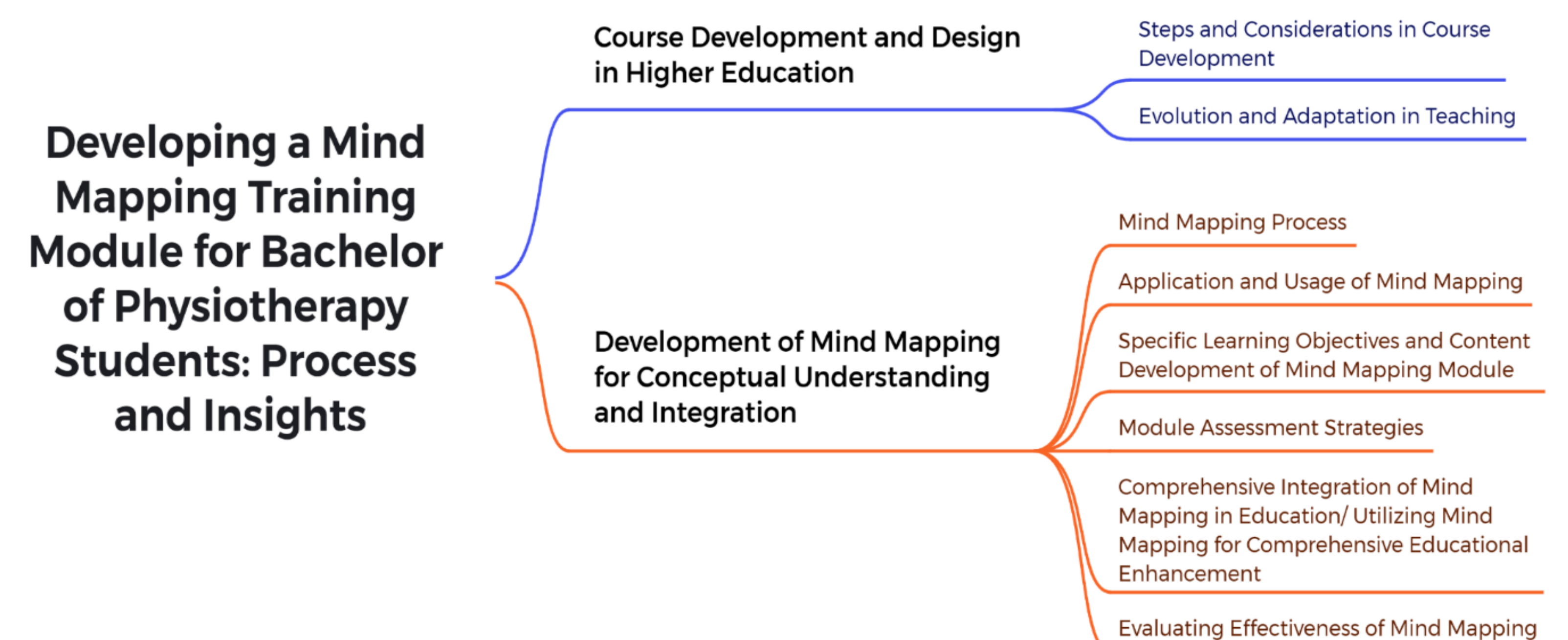
Written, informed consent was obtained from all participants

Online focus group discussion was conducted using Zoom Workplace Pro with the selected participants

Verbatim transcribed document of the audio-recording of the discussion was analyzed using **thematic analysis approach** involving the **two study authors and two Physiotherapy faculty members; to maintain trustworthiness of the study**

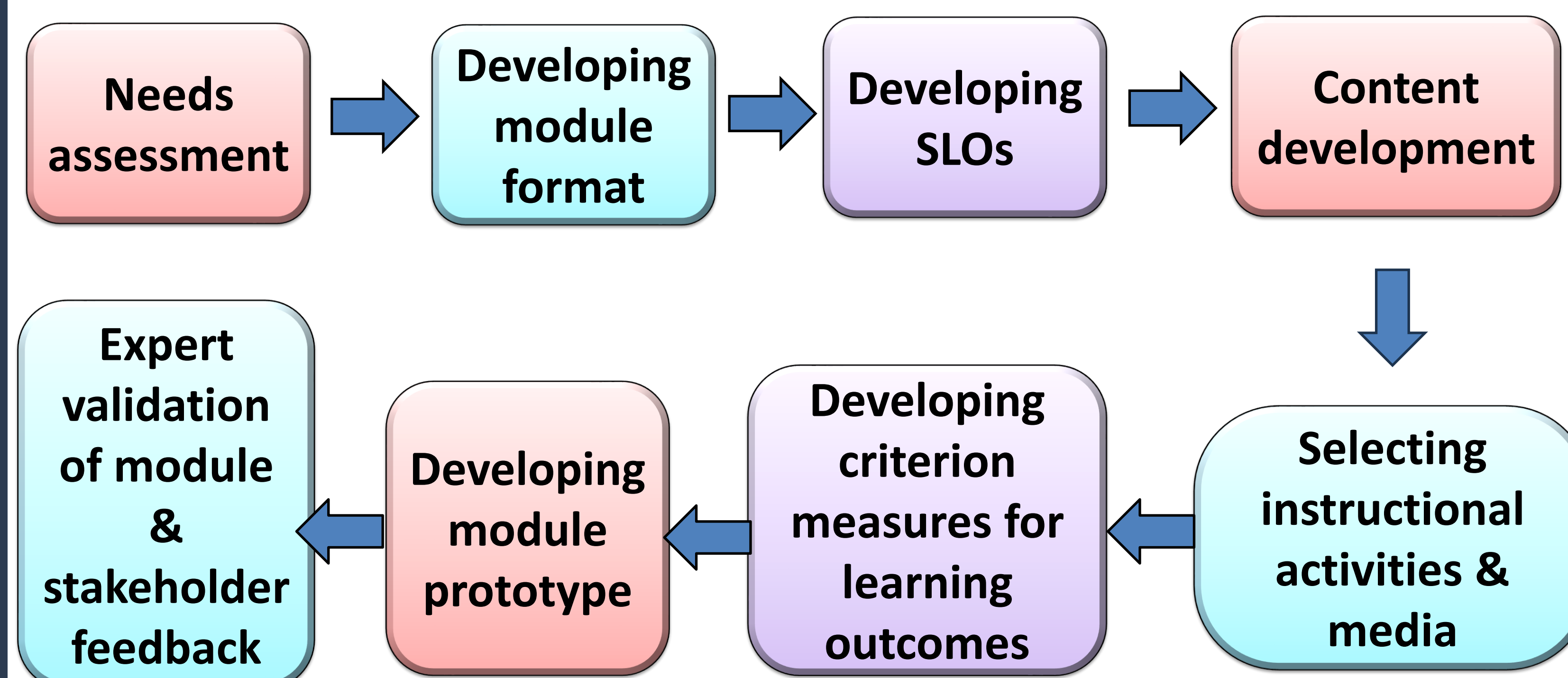
RESULTS

Thematic analysis of the transcripts revealed **two main categories of themes** which were classified and subcategorized into **eight main themes**.



Key sub - themes for module development – **structuring of content, inclusivity and e - content in module, emphasis on hands-on development of mind maps through combination of visual & auditory feedback mechanisms, facilitation of team building and affective domain development through the module, stakeholder feedback of the module and introduction of the module early in the curriculum.**

Module was developed through **eight steps** as follows:



CONCLUSION

- **First study to explore the opinions of Physiotherapy educators** from different Physiotherapy institutes in Maharashtra, regarding the aspects to be considered in developing a mind mapping module.
- **Eight steps were identified** and utilized for developing a mind mapping module for undergraduate Physiotherapy education.
- **The module will be implemented in undergraduate students and its impact on critical thinking will be assessed, as a future work.**

ACKNOWLEDGEMENTS

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