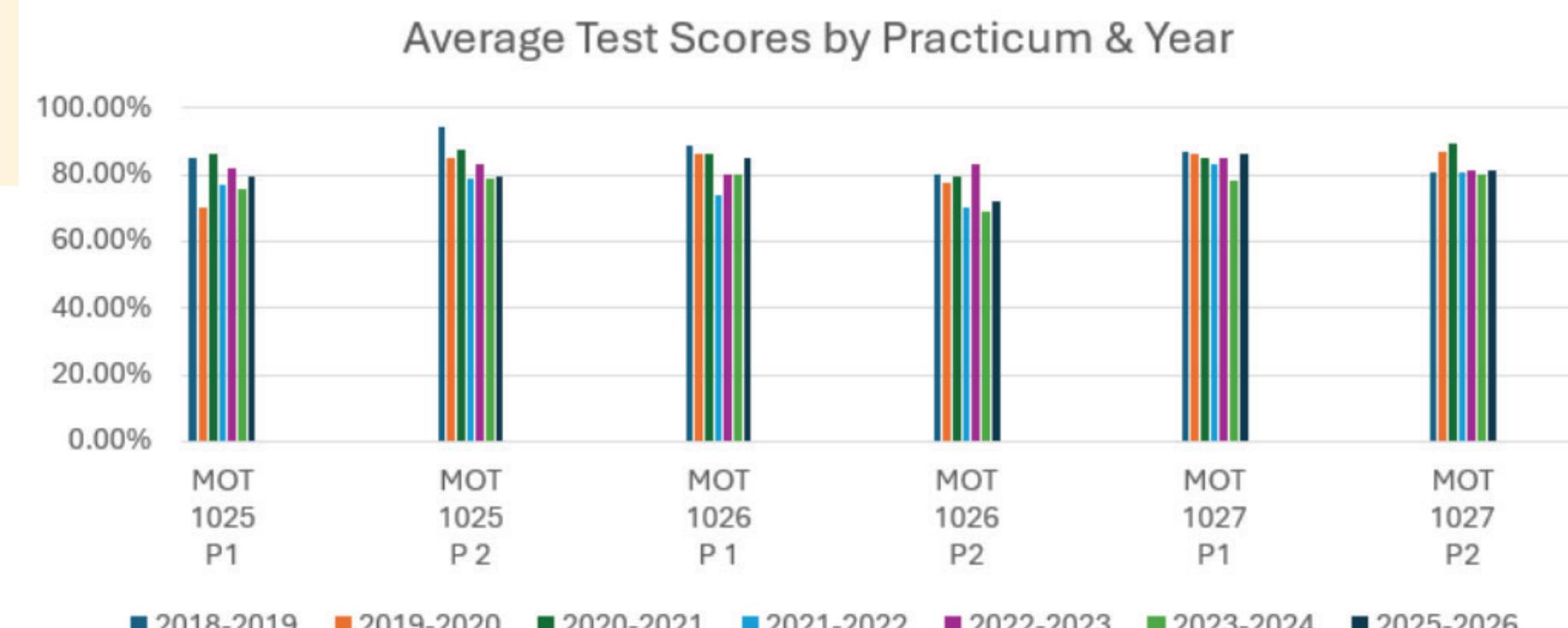


Medical Assisting · Fall 2025

Project Leaders: **Kathy Maurello** and **Lynne Ross**

PROBLEM

Over the past several years, there has been noticeable fluctuation in the average practicum scores of Medical Assistant students. While the class average typically remains above 70%, our department aims to explore strategies to enhance students' understanding of anatomical structures and, ultimately, improve their test performance.



PLAN

Clay-building activities, Anatomage table quizzes, and SoftChalk labeling exercises were developed using the same anatomical models featured in class activities and practicums. Our goal is to encourage students to use these resources to enhance their learning experience.

Clay modeling of the muscular system



ASSESSMENT ACTIVITY

The program's anatomy courses are divided into three separate classes. Each course is structured similarly, with the primary difference being the content covered. For example, one class may focus on four anatomical systems, the next on a different set of systems, and the final class covers the remaining body systems. The SoftChalk labeling activities were offered in each of these classes, but to different degrees of priority and requirement:

- MOT 1025: SoftChalk activities provided as optional but encouraged.
- MOT 1026: SoftChalk activities offered as extra credit.
- MOT 1027: SoftChalk activities made mandatory as homework assignments.

In conjunction with labeling activities, and as a new addition to MOT 1025, students constructed upper body muscles using clay on manikins. On the second and final day of instruction on the muscular system, students were divided into two groups and completed a timed pre-assessment quiz on the Anatomage table. They then built the lower body muscles using clay and concluded the session by completing a post-assessment muscular system quiz on the Anatomage table in the same groups.

RESULTS AND DATA

Both groups demonstrated a 16% increase from pre- to post-assessment with utilizing clay building on the manikins. Additionally, this year's students scored 4% higher on the practicum compared to the previous year.

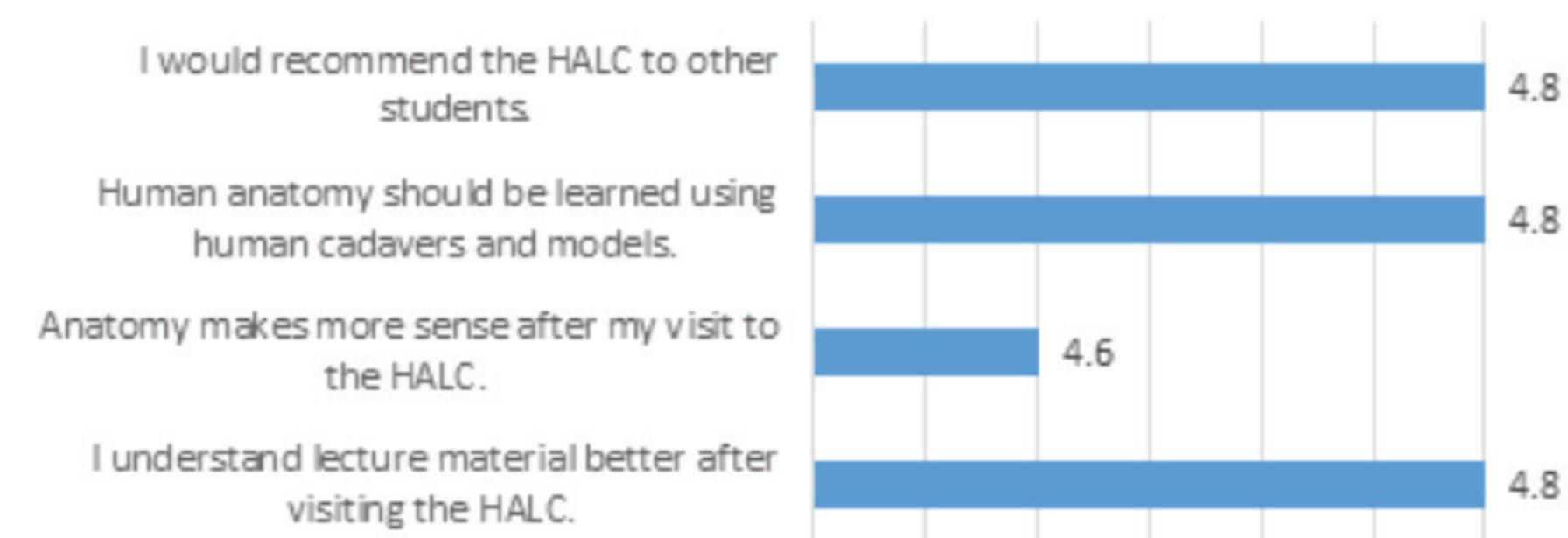
Students also completed a post-evaluation survey assessing factors such as organization of the activity, perceived improvement in learning, clarity of anatomy concepts after working in the HALC, and overall experience. Across ten survey questions, average ratings ranged from 4.6 to 4.8 on a 5-point scale.

Student feedback regarding the clay-building activity included the following comments:

- "I really liked it; it made it easier to remember the bones and muscles."
- "I had fun with it and it helped me remember everything—very hands-on."
- "Helpful; it made it easy to remember the muscles and their locations."

Group	Pre-assessment		Post-assessment	
	Time	Score	Time	Score
Group One	11:52	68%	6:14	84%
Group Two	9:07	68%	5:04	84%

Student Survey of HALC



CLOSING THE LOOP and NEXT STEPS

The program will assign the Anatomage table preassessment quiz on the first day of clay-building activities instead of the second day and will continue to offer labeling exercises, as these have demonstrated measurable improvements in test performance. In MOT 1025, several additional labeling activities were created and made accessible to students this year to further support learning. Students who complete the labeling activities will receive either extra credit or points toward their course grade, as assessment data indicate higher completion rates when a tangible incentive is provided.