Discover the Possibilities!

Motivate and Engage Your Students!
Videos for Promoting and Measuring Learning Outcomes
In the Classroom • Distance Learning • Out of Class Assignments

Videos in the ICE Video Library can be used in the classroom, out of the classroom and in distance learning in the following 5 ways to promote learning outcomes and measure learning outcomes:

Illustrate
Provides excellent visual examples
such as therapeutic intervention, client-therapist relationship
neurological disorders, orthopedics and pediatrics

Demonstrate
Great examples for demonstration of practice skills
such as assessment skills (sensory testing, ROM)
and therapeutic methods (ADL training, wheelchair transfers, etc)

Discuss
Provides a strong platform for discussion and analysis
“What are you observing?”
“Describe how this video would fit into the OT Practice Framework”

Create
Perfect for assignments and case studies
such as writing SOAP notes or plans of intervention

Evaluate
Test a student’s knowledge or skill level
students watch a video and answer questions on an exam
**Clinical Reasoning Assignment: Thinking about Your Thinking Process**
Consider the final case for your OT3830 class as you respond to these questions.
Full sentences are not necessary.
Make sure that you fully and thoughtfully answer each question.

**Patient Factors:** (100 points total for this section)

| Where is your client in terms of the course of their condition? (acute, recurrent, chronic, etc?) (50 pts) |
| What are the developmental or age-related changes that might influence your assessment or intervention? (50 pts) |

**About Your Intervention Plan:** (150 points total for this section)

<table>
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<th>50 pts</th>
<th>What are 2 possible outcomes from this intervention? (could be positive or negative)</th>
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| 50 pts | How would you respond if it appeared as though your intervention was not “working”? |
|        | What might you notice that makes you decide that your session is not working as you had hoped? |

| 25 pts | What impact does the therapeutic setting (outpatient, acute hospital, etc) have on your overall intervention plan? (How would it guide what you decide to do?) |

| 25 pts | Is it possible that there might be “turf” issues or some overlap with other disciplines with your plan? Explain. How would you respond if it did? |

**Final Comments:** (50 points)
What did you learn from this case, or while working through this case, that you could apply when facing a similar case in the future?
Teaching and Learning Worksheet
Refer to class notes on teaching / learning methods.

Name:

Choose a video from the Video Library and note your selection here: _______

What activities or skills were taught in this video?

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<th>List the methods of teaching and learning that you observed in this session.</th>
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<th>Describe any other ways of teaching you think that this therapist could have used.</th>
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<th>In general, how do you know someone has LEARNED something?</th>
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Watch video clip/s ____________.

What do you think this therapist is working on in the session?

| Describe 3 additional interventions appropriate for this client. | What SPECIFICALLY are you working on during this session and why? (Not just the goal or occupation, but also any client factors that impact their independence or safety) | Refer to the OTPF 2nd edition.  
1. What Intervention Approach/s are you using during this session? Explain.  
2. What Types of Interventions are these? Explain. | 1. How would you decide if this session is effective in working toward the goal?  
2. How would you modify your plan if needed as you reflect-in-action? |
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Carla Chase, Ed.D., OTR/L • Associate Professor • Western Michigan University

Evaluation Decision Making Process

Watch Video Clip ______________

Client Name:

Diagnosis

What do you know or did you learn about this diagnosis that will help you know what to evaluate and what to expect?

<table>
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<th>List what you want to know about your client. What would you evaluate? (Consider all parts of the process: Interview, Observe and Assess) Add rows as needed.</th>
<th>Why do you want to know this information? How will it help as you plan your treatment?</th>
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Case Study #1: Evaluation Plan for Clint: A Client post-CVA

You received a referral that included the following information:

Clint Brown is a 61-year-old European American male, right hand dominant. He sustained a R MCA CVA 4 months ago. Client’s friend found him semi-conscious on the floor of the garage, where he had been repairing his truck. Client was immediately admitted to a nearby hospital; serial MRI scans ruled out hemorrhage and revealed changes consistent with a moderate sized embolic R CVA in the MCA, with resultant L hemiparesis and dysarthria. PMH includes HTN. He was in the acute hospital and inpatient rehabilitation for approximately 3 weeks. Mr. Brown had a fall approximately 2 months ago, after he was discharged home. He has had left shoulder pain for about 6 weeks.

Plan: 1) OT eval and treat
2) Address left shoulder pain

Frank Manning, M.D.

Group Assignment, in class:
1. Watch video clips for a glimpse of Clint’s evaluation (Client number #009 on ICE website. Video clip numbers: FTI 2.1.1, FTI 2.1.2, FTI 2.1.3, FTI 2.1.4).

2. With your group, discuss other aspects of Clint’s functioning you would want to evaluate and create an evaluation plan.
   • Be certain what you do responds to the doctor’s referral.
   • Draw your plan as a flowchart diagram, including how much time you think each step will take. Plan for a session lasting 60 minutes. Your flow chart may include “contingencies,” i.e., the decision to do one assessment may be based on what you find in a prior assessment.

3. During your group work you can ask questions of the instructors. After you work with your group, we will reconvene as a large group to share your ideas.

NOTE: This in-class assignment links to a homework assignment to complete an initial evaluation using a SOAP format. At the end of class, students receive additional
Case Study #1: Evaluation SOAP note for Clint

Resources:
- Lecture notes
- Course textbooks
- Materials from previous courses on clinical writing
- ICE website videos – Clint is client #009
- Handout with evaluation results (posted on Moodle)

Referral Information:

Clint Brown is a 61 year-old European American male, right hand dominant. He sustained a R MCA CVA 4 months ago. Mr. Brown's friend found him semi-conscious on the floor of the garage, where he had been repairing his truck. Mr. Brown was immediately admitted to a nearby hospital; serial MRI scans ruled out hemorrhage and revealed changes consistent with a moderate sized embolic R CVA in the MCA, with resultant L hemiparesis and dysarthria. PMH includes HTN. He was in the acute hospital and inpatient rehabilitation for approximately 3 weeks. Mr. Brown had a fall approximately 2 months ago, after he was discharged home. He has had left shoulder pain for about 6 weeks.

Plan: 1) OT eval and treat
    2) Address left shoulder pain

Frank Manning, M.D.

Assignment Instructions:

- Write an initial evaluation note for Clint Brown, using SOAP format. Use your Gately and Borchering text for guidance in writing the note. There is a checklist that you can use to evaluate your SOAP note on the last page of the text.
- Limit your note to 2 pages, one-and-a-half or double-spaced. No font smaller than 10 point.
- For this assignment, limit your goals and plan to address only two occupational performance problems. At least one of your treatments must use an establish/restore approach (as defined in the Occupational Therapy Practice Framework).

NOTE: Students received assessment data that included an occupational profile, ADL and IADL performance (based on self-report and performance), and UE sensorimotor status. Videos included opportunity for students to watch an initial interview, discussion of client goals, informal upper extremity sensorimotor assessment, donning a shirt, learning one-handed shoe-tying, and sweeping the sidewalk.
OT 600: Foundations of Occupational Therapy  
Midterm Exam – Example Video-based Questions

Questions are worth 2 points each unless otherwise noted.

Watch the video clip of a client who is 6 weeks post rotator cuff repair of the left shoulder during her first therapy session [ICE Video Library, catalog #OR 3.2.1] and for each of the following aspects of therapeutic communication, provide one example of the therapist's skill in that area and give one recommendation for improvement based your knowledge of effective communication (1 point per box).

<table>
<thead>
<tr>
<th>Example of skill</th>
<th>Suggestion for improvement</th>
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<tr>
<td>1. Verbal Communication</td>
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<td>2. Non-Verbal Communication</td>
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<td>3. Therapeutic Listening</td>
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Watch the video of the OT, Laura, working with Ben, a young man with a brain injury and resulting cognitive and motor impairments [ICE Video Library Catalog #AC 3.13.3].

4. What therapeutic mode is Laura using during most of the session as they work at the sink? Briefly explain why it is an effective/appropriate mode to use with Ben.

Therapeutic mode: ____________________________
Effective because: ____________________________

5. After Ben sits down, Laura shifts modes. Identify the therapeutic mode Laura used to end her session and how the shift in mode enhanced the treatment session.

Therapeutic mode: ____________________________
Effective because: ____________________________

------------------------ END OF VIDEO-BASED QUESTIONS------------------------

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References for Using Videos & Learning Objects in Education


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