I. Learning Objects

Learning objects should be:
- reusable
- retrievable
- flexible
- interoperable
- contain standard metadata describing the object

“Learning objects are digital content that can be used and reused for teaching and learning. They are modular, flexible, portable, transferable (interoperable) and accessible.”
- Principles of Effective Learning Objects, March 2005

“Learning objects are generally understood to be digital entities deliverable over the Internet, meaning that any number of people can access and use them simultaneously (as opposed to traditional instructional media, such as an overhead or video tape, which can only exist in one place at a time).”
- Connecting learning objects to instructional design theory: A definition, a metaphor, and a taxonomy
  David Wiley, Utah State University

“Learning objects may be used to teach a particular skill or concept, or to provide stimulating thinking and learning experiences for the teacher or student.”
- Principles of Effective Learning Objects, March 2005

“Increasingly, educators are beginning to utilize methods of instruction that include the student’s right-brained strengths by integrating learning objects into traditional curriculum.

When students learn from technology, they passively acquire knowledge from presented information; when they learn with technology, students actively use the learning object.

It is obvious that digital media is the language of this generation of learners. By teaching students to learn with technologies, as opposed to learning exclusively from technology, educators are helping to equip students with the 21st Century skills they need.”
- Video in the Classroom: Learning Objects or Objects of Learning?
  Gunter & Kenny
  University of Central Florida

“The meta-tag is the mechanism that allows quick and efficient location of objects. This tag provides context in the form of descriptions and keywords.”
- The Instructional Design of Learning Objects
  Joanne Mowat, July 2007

“A learning object repository (LOR) provides faculty, teachers, curriculum developers and students with easy access to a large storehouse of content/learning objects that can be shared and used within and across schools, colleges and universities.”
- Principles of Effective Learning Objects, March 2005
II. The Power of Video in Promoting and Measuring Learning Outcomes

Videos 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:

Promoting Learning Outcomes

Illustrate provide visual examples such as neurological disorders, therapeutic intervention, client-therapist relationship

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

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

Measuring Learning Outcomes

Create use as a platform for assignments such as writing SOAP notes or treatment plans

Evaluate test a student’s knowledge or skill level
  students watch a video and answer questions on an exam

From Jessica Pilgreen http://meandmylaptop.weebly.com/my-blog.html
III. Repositories for Learning Objects & Video Learning Objects

Thousands of videos, all free, on hundreds of topics can be found in video repositories. These repositories were created to hold and categorize Learning Objects.

Health Education Assets Library
http://library.med.utah.edu/heal/

MedlinePlus Interactive Health Tutorials

National Science Digital Library
http://nsdl.org/

The Whole Brain Atlas
http://www.med.harvard.edu/AANLIB/home.html

BEN: BioSciEdNet Education
http://biosciednet.org/portal/

MERLOT Multimedia Educational Resource for Learning and Online Teaching
http://www.merlot.org/merlot/index.htm

Wisconsin Online Resource Center
http://www.wisc-online.com/

Content Relevant to Occupational Therapy (Videos)

New York Times: Patient Voices

The World Health Organization (WHO) Channel on YouTube
http://www.youtube.com/user/who

What’s Disability to Me? – World Health Organization
http://www.youtube.com/watch?v=pkoFA_l89IA&feature=plcp&context=C44b6741VDvjVQa1PpcFOzHm7nAxJmEzOAbO5q9z9Q2GhJgcSb_N0=

HealthTalkOnline
http://www.healthtalkonline.org/

YouthTalkOnline
http://www.youthhealthtalk.org/

Spinocerebellar Ataxia Case Study
http://www.hhmi.org/biointeractive/spinocerebellar-ataxia-case-study

Living with ALS
http://www.youtube.com/watch?v=pQNnGq35PWg

Living with Peripheral Neuropathy
http://video.wmht.org/video/1771077239/


http://www.ncbi.nlm.nih.gov/pmc/articles/PMC1550556/

http://www.reusability.org/read/


Contact Information

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Website: www.ICELearningCenter.com
EXAMPLES of selected slides with VLOs for DEMONSTRATION in a lecture on:

Transfers and Bed Mobility
Anne Birge James, PhD, OTR/L
OT 633a: Performance Adaptation

Bed Mobility

- Adapt the method
  - Typical movement patterns
  - Alternative movement patterns
  - Adaptive equipment to compensate for trunk &/or LE weakness
    - Web ladder
    - Overhead trapeze
    - Bedrail (or place w/c near bed)
    - Other:
      - http://www.youtube.com/watch?v=Um_pgzx0FNA

Dependent Transfers

- Client requires maximum assistance of one or more persons
  - One person transfer
  - Two person transfer
    - http://www.youtube.com/watch?v=Ulj55Uy4B7A
  - Mechanical lift
  - Sliding board
    - http://www.youtube.com/watch?v=q9M8cmSjrsQ
    - http://www.youtube.com/watch?v=kgXRNkGhwuo
  - http://www.youtube.com/watch?v=mbpkx0siBKA

Independent Transfers

- Sliding board transfer
  - http://www.youtube.com/watch?v=QAEasuEsF3k
  - http://www.youtube.com/watch?v=cWj8rz7moo
  - http://www.youtube.com/watch?v=XzH5pRh4l6o

- Types of sliding boards

- Who should do a sliding board transfer?

- Seated transfer
  - http://www.youtube.com/watch?v=QAEasuEsF3k

- Wheelchair to floor transfers
  - http://www.youtube.com/watch?v=jh3eggnx&feature=related

The Ultimate in Functional Mobility!!!

- http://www.youtube.com/watch?v=evWFlyyAB1w
- http://www.addicted2salsa.com/videoclips/alma-salsera-4

Anne Birge James, PhD, OTR/L
University of Puget Sound
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

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

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 Borcherding 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).

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1 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.
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>
</tr>
</thead>
<tbody>
<tr>
<td>1. Verbal Communication</td>
<td></td>
</tr>
<tr>
<td>2. Non-Verbal Communication</td>
<td></td>
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<tr>
<td>3. Therapeutic Listening</td>
<td></td>
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</tbody>
</table>
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 --------------------------
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>
<thead>
<tr>
<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>
</tr>
</thead>
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</table>
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?

List the methods of teaching and learning that you observed in this session.

Describe any other ways of teaching you think that this therapist could have used.

In general, how do you know someone has LEARNED something?
Name of Client:  

Your Name:  

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 2\textsuperscript{nd} edition.  
1. What Intervention \textbf{Approach/s} are you using during this session? Explain.  
2. What \textbf{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? |
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)

<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Where is your client in terms of the course of their condition? (acute, recurrent, chronic, etc?)</td>
<td>50 pts</td>
</tr>
<tr>
<td>What are the developmental or age-related changes that might influence your assessment or intervention?</td>
<td>50 pts</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Question</th>
<th>Points</th>
</tr>
</thead>
<tbody>
<tr>
<td>Describe one of your treatment sessions.</td>
<td>50 pts</td>
</tr>
<tr>
<td>What are 2 possible outcomes from this intervention? (could be positive or negative)</td>
<td>50 pts</td>
</tr>
<tr>
<td>1.</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>How would you respond if it appeared as though your intervention was not “working”?</td>
<td>50 pts</td>
</tr>
<tr>
<td>What might you notice that makes you decide that your session is not working as you had hoped?</td>
<td>50 pts</td>
</tr>
<tr>
<td>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?)</td>
<td>25 pts</td>
</tr>
<tr>
<td>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?</td>
<td>25 pts</td>
</tr>
</tbody>
</table>

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?