Enhancing the Learning Process Through Video Demonstration of Standardized Assessments

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Mission and Vision of Belmont

Belmont University
Mission: Belmont University is a student-centered Christian community providing an academically challenging education that empowers men and women of diverse backgrounds to engage and transform the world with disciplined intelligence, compassion, courage and faith.

Vision: To be a leader among teaching universities, bringing together the best of liberal arts and professional education in a Christian community of learning and service.

School of Occupational Therapy
Mission: The School of Occupational Therapy provides comprehensive graduate education within a Christian learning environment to enable students to engage from diverse backgrounds to positively impact the community at large and enhance the human condition through appreciation of diversity, problem-solving, and utility of meaningful and purposeful occupations.

Vision: The School of Occupational Therapy’s vision is to offer a comprehensive education to graduate students in a Christian environment, preparing them to become and continue to be occupational therapy practitioners who are committed to evidence and occupation-based practice, lifelong learning, service and advocacy.

Goals of the Project

The purpose of this project was to provide curriculum enhancement to the Occupational Therapy program through collaboration with Belmont University’s Media Studies department and in contribution with Media Studies department.

The goals of this experiential component were:
• To create educational videos demonstrating proper administration of various standardized assessments commonly used in occupational therapy practice.
• Facilitate student learning in order to better prepare students for fieldwork and post graduate employment.
• Provide educational materials available for students to access throughout their entire education at Belmont.

Needs of the OT Department

The field of Occupational Therapy is growing quickly, putting a demand on academic programs to do the same. In 2008 there was a 22% increase in the number of students studying occupational therapy and in 2013 OTD programs had a 23% growth rate over 5 years (AOTA, 2008, AOTA, 2014). Additionally, the average faculty to student ratio for lecture is 1 to 20 and for lab is 1 to 10 (AOTA, 2014). These circumstances have challenged the Occupational Therapy department to provide additional educational resources for students to access. These resources must be able to match the learning styles of students, enhance students overall learning experience and better prepare students for real life practice. The OT department saw a direct need for students to be more familiar with how to administer specific standardized assessments which would better prepare them for their practicals, fieldwork rotations and future employment.

Supporting the Use of Video

• Occupational therapy students have reported supplemental YouTube video demonstration is helpful in their learning, it improves the quality of the course as well as increases confidence with manual skills (McAllister 2014).

• In past studies, students who accessed video podcasts scored higher on tests and reported higher grades. Additionally, higher education students reported that using video streaming improved learning by allowing them to review materials not understood in class (Kay, 2012).

• The use of instructional video in the classroom has been continually increasing and has contributed to the shift in the education landscape (Greenberg, Zanetis, 2012).

• The current generation of students can benefit from the use of video clips as it addresses their multiple intelligences and learning styles (Berk, 2009).

• Having individual access to educational videos can improve the learners experience and may lead to better learning outcomes (Zhang, et al., 2006).

Process

Overall, seven assessments and 9 provocative tests of the shoulder were filmed. These videos were made in collaboration with the Belmont Media Studies department and are available for all Belmont OT students to access throughout their entire time at Belmont.

The entire process included the following:
• An outline of the needs and goals were established and described in an Individualized Learning Plan.
• Assessments were chosen based on current standardized assessments taught throughout the intervention courses in the current OT curriculum.
• Collaboration with the Belmont Film department was established and a timeline and expectations were created.
• Initially two videos were filmed and used to conduct a small focus group of OT students.
• Focus group was conducted to assess the effectiveness of the created videos.
• Comments from focus group were analyzed and used to improve the remaining videos.
• Videos were finished and uploaded to a private YouTube channel, accessible only to current Belmont OT students and alumni.

Outcome

• 7 videos of standardized assessments were completed.
• A handout briefly describing each assessment and its purpose was created.
• 9 videos were created of tests used to assess the shoulder for various injuries.
• Findings from the focus group revealed:
  Students reported that the videos were valuable and useful in learning the assessments
  Students reported videos would be beneficial when studying for practical
  Students reported that videos would be helpful to access during level II fieldwork rotations.
• Students from the focus group suggested that additional videos be created to explain other topics and assessments used throughout the curriculum.

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References

Images obtained from:
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