



Using Universal Design for Learning in Client Education Interventions

Learning Objectives

By the end of this activity, the successful learner will:

1. Describe key tenets of Universal Design for Learning as they relate to client education.
2. Develop client education materials and interventions consistent with the principles of UDL.
3. Plan and implement effective and client-centered education interventions.

Assignment Instructions

1. Watch the following three videos of Janita (Patient Record #027):
 - **Femur Fracture, 5 weeks post-surgery: Safety During Meal Preparation, Part 1**
 - **Femur Fracture, 5 weeks post-surgery: Safety During Meal Preparation, Part 2**
 - **Femur Fracture, 5 weeks post-surgery: Safety During Meal Preparation, Part 3**
2. Reflect on the questions below relating to (Part 1) safety strategies, (Part 2) energy conservation, and (Part 3) fall risk reduction.

Part 1: Safety Strategies

(Reflect after watching the first video.)

1. What are the barriers to client learning during the session?

2. How does the clinician support client learning during the session?

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3. Consider how the UDL guideline of **Engagement** is addressed in the video.

a. How does the clinician motivate the client?

b. What other strategies could be employed to maximize client participation?

4. Consider how the UDL guideline of **Representation** is addressed in the video.

What other methods could be used to instruct the client about energy conservation and safety?

5. Consider how the UDL guideline of **Action/Expression** is addressed in the video.

a. What else could be done to ensure that Janita understands the instructions?

b. How could the clinician ensure carry-over into the home setting after discharge?

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Part 2: Energy Conservation

(Reflect after watching the second video.)

6. How does the clinician support client learning during the session?

7. Consider how the UDL guideline of **Engagement** is addressed in the video.

- a. How does the clinician motivate the client?

- b. What other strategies could be employed to maximize client participation?

8. Consider how the UDL guideline of **Representation** is addressed in the video. What other ways could the client be instructed about energy conservation and safety in the video?

9. Consider how the UDL guideline of **Action/Expression** is addressed in the video. Other than verbal recall, what other ways could the client demonstrate their ability to generalize knowledge?

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Part 3: Fall Risk Reduction

(Reflect after watching the third video.)

10. How could the additional information (e.g., removal of throw rugs and cables on the floor) be presented to ensure generalization at home?

11. During the session, the client was asked to identify the most important thing learned. What additional questions might be posed to the client? Why?