



Using Universal Design for Learning in Client Education Interventions

This lesson plan is designed to improve client education interventions that align with the Universal Design for Learning (UDL) educational framework. Instructors are encouraged to view the UDL module in Tips for Teaching to apply the framework to their instruction of students.

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.

This activity supports the requirements for:

- *The Accreditation Council for Occupational Therapy (ACOTE) standards (2018):*
 - *OT: B.6.6., B.4.10, B.4.21*
 - *OTA: B.6.6., B.4.10, B.4.21*
- *The Commission on Education for Physical Therapy Education (CAPTE) standards:*
 - *PT: 7D7, 7D24, & 7D26*
 - *PTA: 7D12, 7D23, 7D26*

Watch

- 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**

Discuss After Part 1: Safety Strategies*

1. What are the barriers to client learning during the session?
2. How does the clinician support client learning during the session?
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?

*A student worksheet with these questions is available in the ICE Faculty Zone, which can be used as an assignment or asynchronous/hybrid learning activity.

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Discuss After Part 2: Energy Conservation*

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?

Discuss After Part 3: Fall Risk Reduction*

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?

Assignments

- Develop a client education handout for Janita based on principles of representation in UDL.
- Develop an intervention plan that includes strategies for engagement, representation, and action/expression that focus on each of the following areas targeted in the videos:
 1. Energy conservation in the kitchen
 2. Fall safety around the home
 3. Self-checks of energy

Lab Activities

- Using classmates to role-play the part of Janita, implement the client education session utilizing strategies for engagement, representation, and action/expression. Have the lab partner provide feedback in each area.
 - What engaged you in the session?
 - How was information represented?
 - How were you asked to express or act on your knowledge?

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