

## ASSIGNMENTS

### 1. Developing Patient/Client Education Materials

**Purpose:** The purpose of this assignment is to give you the opportunity for guided practice in the development of patient/client/family education materials using the format developed by the Patient and Family Education Services at University of Washington Medical Center (UWMC). The assignment will be conducted as a group project with the outcome of developing patient education materials, in the form of brochures or handouts, relevant to physical therapy practice. As this is a group project, it is critical for **all** members of the group to engage in activities related to the production of the materials.

This project will complement the in-class sessions on patient and family education and will require time outside of class to prepare, research, and write. You will also participate in peer review of the materials you develop. It will be necessary for you to bring 9 copies of your patient education materials to class on February 19, 2009 for this purpose. After you have developed your final draft and prior to your presentation, the instructor will review your materials. The final products, with instructor approval, will be submitted to UWMC Patient and Family Education Services. They also would provide an excellent example of your developing competence in the role of the physical therapist as educator in your physical therapy portfolio.

#### Time Line:

January 9 <sup>th</sup>	Form groups, select topic, begin to gather background information to prepare for in-class session on January 22 <sup>nd</sup>
February 19 <sup>th</sup>	Bring 9 copies of your draft to class for peer review
February 26 <sup>th</sup>	Submit revised draft to Debbie
March 12 <sup>th</sup>	<ol style="list-style-type: none"><li>1. In-class presentation of patient/client/ family education materials and PowerPoint Presentation.</li><li>2. Each group will bring copies of written materials <b>for all</b> students and the instructor.</li><li>3. Each group will make a 5-10 minute PowerPoint presentation</li><li>4. Each individual will submit his or her own version of the PowerPoint presentation using "Drop Box" (please see PowerPoint Assignment below).</li></ol>

**Getting Started:** Divide into groups of 4 and select the content area in which your group is going to develop the materials. You may choose from the content areas listed below or propose one of your own. As the goal is to have each of the groups working on a different topic, the instructor must approve all topics. The key in the selection of the content areas for the purpose of this assignment is to identify areas that are compatible with your current level of expertise in

physical therapy. All the topics will require some research, but not an overwhelming amount as the focus of this assignment is on learning the process of preparing patient education materials.

Do **not** use patient and family education materials that have already been developed by others, including materials that are available on the Web. While you may come across some in your research for this project, your final product should reflect the work of your group. As necessary, provide appropriate citations on your product. It is best to produce original illustrations (stick figures are fine) or use illustrations that are not copyrighted. It is important for that for this project and others that you may develop in the future you do not infringe on copyright protection of others.

### Possible Topics

- Self range of motion and or passive range of motion for spinal cord injury
- Prevention of pressure sores & skin checks
- Home ambulation safety guide
- Monitoring vital signs
- Posture, body mechanics, ergonomics with basic ADLs such as at the computer, sleeping or driving.
- Posture, body mechanics for lifting and back injury prevention
- Total hip replacement: precautions, exercises, gait
- Diabetic foot care
- Wheel chair mobility and transfers, up and down stairs and inclines
- Balance exercises
- Stretching
- Strengthening
- Breathing patterns
- Neck relaxation
- Crutch use
- Rotator cuff or quad strengthening exercise routines
- Amputees: positioning, wrapping or compression, skin care
- Aerobic exercise guidelines

## **2. POWERPOINT ASSIGNMENT**

**Purpose:** While in the DPT program and in physical therapy practice, undoubtedly each of you will be called upon to prepare a computer-based presentation. The purpose of this assignment is to provide each of you with a limited opportunity to practice this skill. I recognize that among you there are varying levels of mastery with this program. It is important, however, that all of you are independent in the use of PowerPoint as a teaching tool. Each of you will independently prepare a short instructional PowerPoint presentation based on the same topic as your Patient and Family Education Project. **Due in “Drop Box” on or before March 5<sup>th</sup>, 2009.** For your group presentation on March 12<sup>th</sup>, take the best elements of each members PowerPoint and incorporate them into one for your group to use in the classroom presentation.

**Drop Box:** <https://catalysttools.washington.edu/collectit/dropbox/kartin/4248>

## **3. INTERVIEW ASSIGNMENT**

**Purpose:** The purpose of this assignment is to provide you with an opportunity to practice your communications skills as an “entry-level physical therapist” as you make your initial contact, conduct a through history, and to set the groundwork for developing an effective helping relationship. You are going to be conducting mock patient/client interviews. In preparation for this interview, it is important to have reviewed the relevant materials from seminar (using questions to develop an explanatory model of the patient’s/client’s problem, active listening), The Guide to Physical Therapist Practice, and our Physical Therapist Patient Management Worksheet.

Students will be working in assigned pairs with their faculty mentor. Interviews are to be conducted anytime between **January 15<sup>th</sup> and March 5<sup>th</sup>, 2009** at a time that is agreeable to all participants. First, one student will conduct a 15 minute interview of the faculty mentor while the second student observes and completes a peer assessment. Immediately following the interview, the observer will provide feedback about the interview skills observed. The faculty mentor will provide additional feedback as needed. Students will then switch roles and proceed as above with the second interview.

Within **24 hours of completing the interview**, each student will provide Debbie with:

1. A typed SOAP note of the interview conducted, and
2. A typed one to two paragraph reflection/self-assessment of his or her interview skills,
3. The completed peer evaluation form

☺ Schedule your interview time with your faculty mentors **early** – everyone’s schedules are busy!

☺ Review materials/resources to prepare for the interview.

☺ Commit yourself to giving critical peer feedback that is specific and expressed in the spirit of professional growth for both parties.

☺ Be timely in submitting your summaries.

☺ Use the reflection/self-assessment as an opportunity to identify relative areas of strength and areas for continued growth.

### **Interview Assignments:**

#### **Debbie**

Mark & Emily  
Angie & Betsey  
Catherine & Senayet  
Kate & Laura S.

#### **Mark**

Chris & Erica  
Sean & Natalie  
Jason & Melissa  
Alison & Anna

#### **Cyndi**

Jon & Laura M.  
Ted & Sarah McD.  
Brian & Ashley  
Chelsea & Angela D.

Christina & Kristin  
Shannon & Sarah B.

Ann & Coco

Steve & Sarah F

#### **4. PHYSICAL THERAPY PORTFOLIO UPDATE**

**Purpose:** The goal of this assignment is for you to begin to build your Physical Therapy Portfolio in earnest. On Thursday, February 12<sup>th</sup> you will need to bring your Physical Therapy Portfolio to class. The expectation is that by that time you will have developed your framework/organization of your portfolio, have demonstrated some progress toward achieving the transcurricular objectives, and, as appropriate, have included your thoughtful reflections on the evidence you have chosen to include in your portfolio. During the first part of the class session, you will be completing a peer-review of one of your colleagues' portfolios, using the form provided. After the class is over, please submit your portfolio and the completed peer review form to me. The remainder of class time on February 12<sup>th</sup> is dedicated to working on your group patient and family education project.