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Teaching and Supplemental Material Development for Belmont University's OTD Neuroscience Course

Jessica Van Ryzin

jessica.vanryzin@pop.belmont.edu

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Teaching and Supplemental Material Development for Belmont University's OTD Neuroscience Course

Jess Van Ryzin, OTD/S

Faculty Mentor: Carlene Johnson OTD, OTR/L

Expert Mentors: Allison Koch OTD, OTR/L and Lorry Liotta-Kleinfeld EdD, OTR, BCP, FAOTA

Belmont University School of OT

Mission: The School of Occupational Therapy provides comprehensive graduate education within a Christian learning environment to enable students 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, life-long learning, service and advocacy.

Identified Agency Needs

- Best practice teaching strategies for science based and fundamental graduate level courses
- Educational materials to increase and supplement student understanding
- Meeting ACOTE standards

Project Goals

- Identification of difficult content areas through student and stakeholder surveys
- Development of learning materials and case studies to supplement student learning in identified content areas
- Research of best teaching practices and methods
- Trial of identified teaching practices and methods in three to five lecture or lab activities
- Development of a video series focused on neurological screening methods and a "mock" neurological screening session

Project Outcomes

Created and administered an electronic survey to assess past student opinions on difficult content areas within the course.

Completed research on best practices for teaching graduate level science-based courses as well as accounted for upcoming change in cohort size during research.

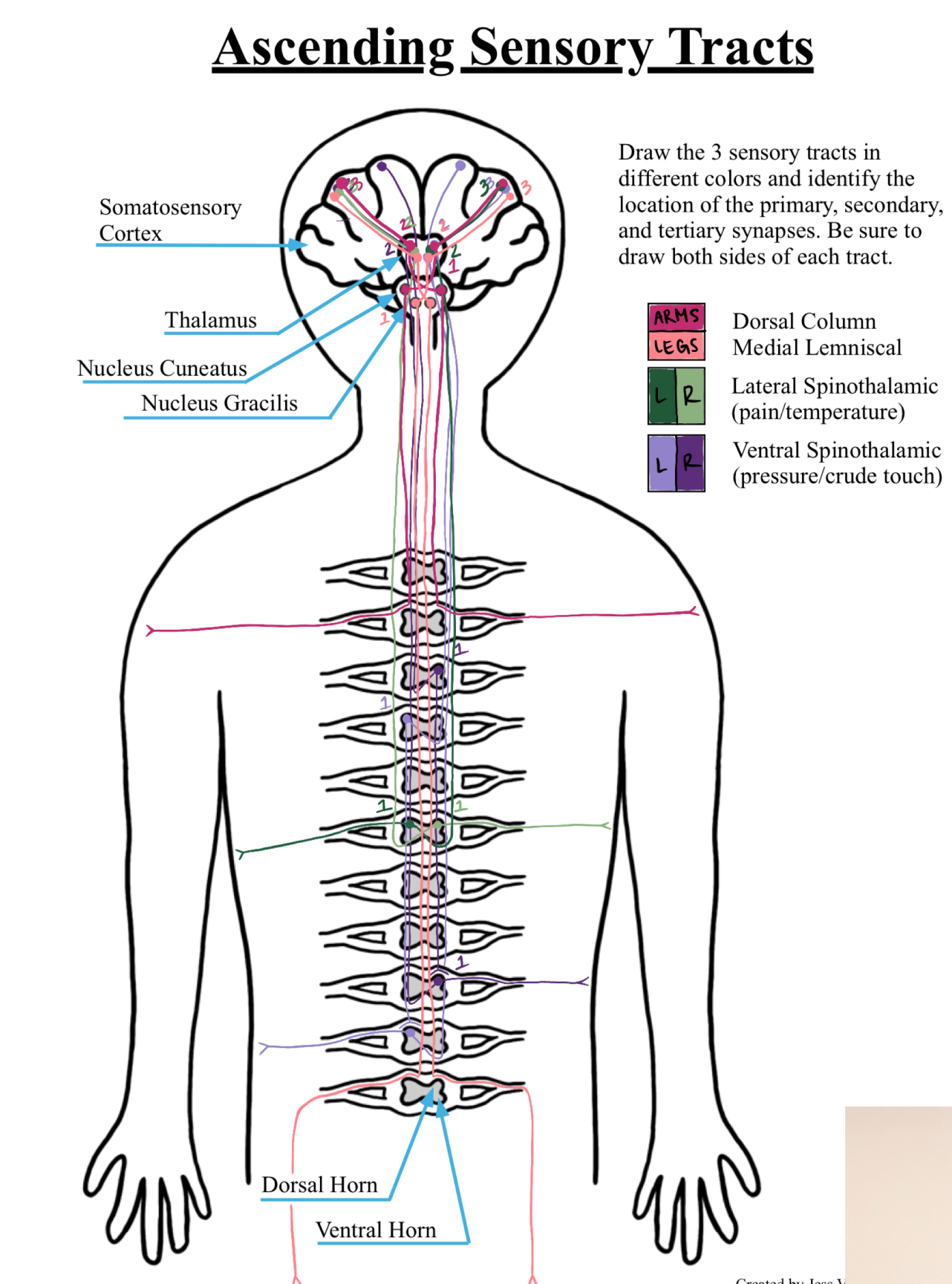
Developed several lab activities and materials using research. Trialed these with current students and gathered feedback, making adjustments as necessary.

Developed and taught two lectures and their associated labs using research-based methods.

Created a series of case studies to supplement future students' learning. Trialed two with students and gathered feedback, making adjustments as necessary.

Produced a five part series of videos demonstrating neurological screening implementation and typical responses, as well as discussing possible pathologic responses and the neurological reasoning behind these responses.

Deliverables



- Four case studies
- Two lectures
- Two labs
- Two worksheets
- Five neurological screening videos
- One instructor resource on evidence-based teaching activities

Acknowledgments

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References Available Upon Request