

Developing Client-Centered and Function-based Outcome Measures through a Hybrid Doctoral Course on Measurement and Instrumentation



COLUMBIA UNIVERSITY
IRVING MEDICAL CENTER
PROGRAMS IN
OCCUPATIONAL THERAPY

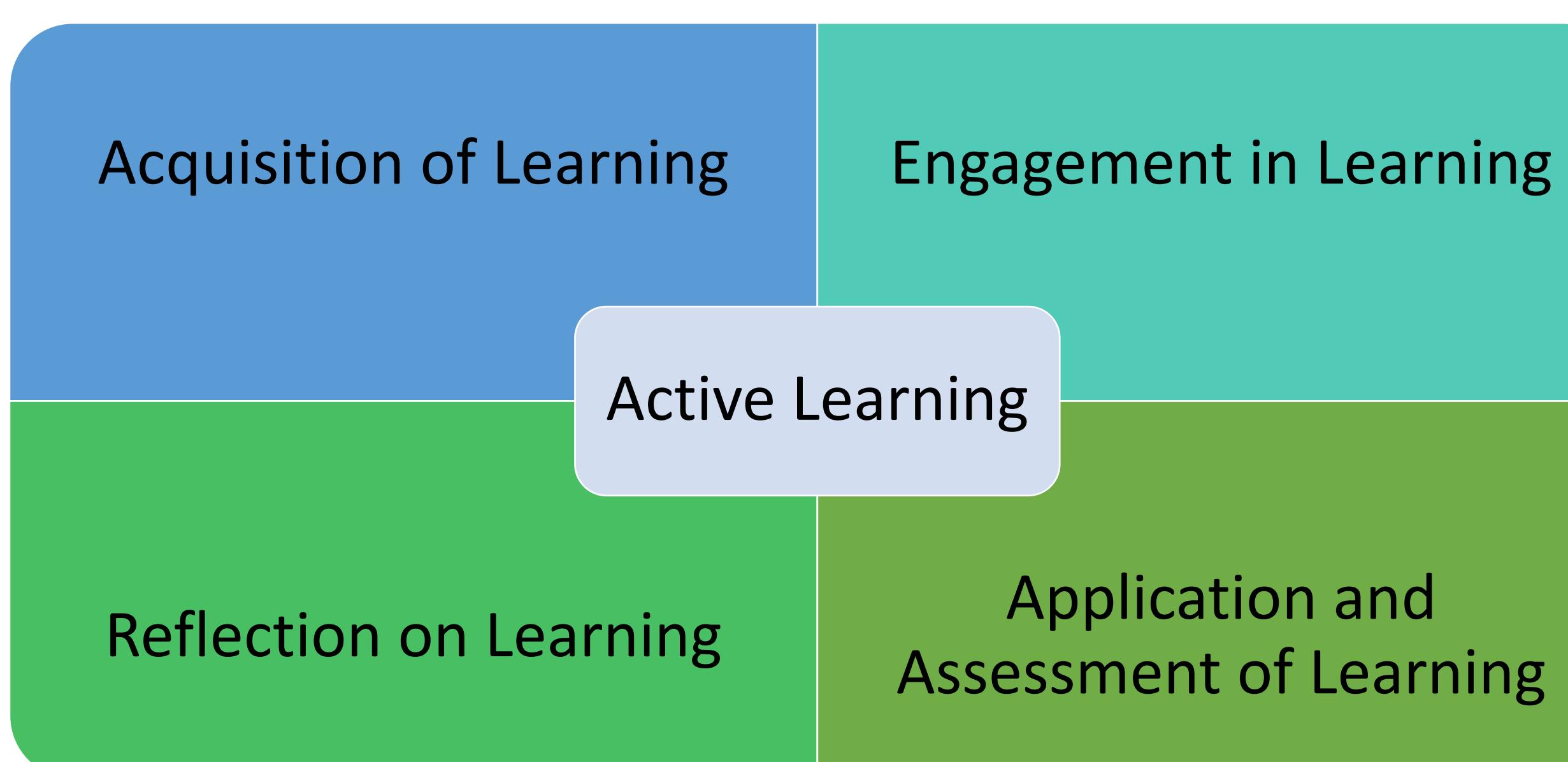
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OTM 8565: Theories of Measurement and Instrument Development

- Hybrid online course for Doctor of Occupational Therapy and Doctor of Education students; students are practicing clinicians.
- 2 on-campus sessions; 5 video-conference sessions
- Provide an overview of clinical assessment theories
- Aid in students development of an assessment tool that can be used in clinical practice.
- For Spring 2018: 6 doctoral students
- Content Modules
- Instrument Development Modules

Explicit Use of Active Learning Principles



1. Acquisition of Learning

- Students complete a required set of readings.

2. Engagement in Learning

ASYNCHRONOUS:

- Students engage in a recorded module summary.
- Students participate in discussions via audio, video, or text comment functions.

SYNCHRONOUS:

- Students participate in a video conference session via Zoom after each module.

3. Reflection on Learning

ASYNCHRONOUS:

- Students participate in a reflection on learning prompt via audio, video, or text comment functions.

SYNCHRONOUS:

- Students participate on reflection discussions via video conference session on Zoom after each module.

4. Application and Assessment of Learning

- Critical analysis and dissection of an instrument development research article.
- Review of articles from Instrument Development bank.
- Development of assessment tools to bridge gap in clinical practice.

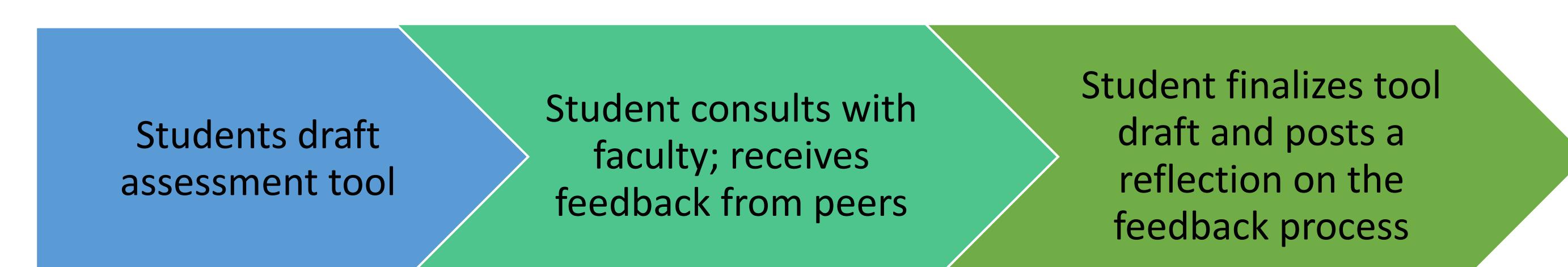
Use of VoiceThread for Active Learning

Sample Engagement in Learning prompt with Student Video response.

Sample Reflection on Learning prompt with Student Text response.

- VoiceThread is an interactive Discussion Board platform.
- Recorded lectures are posted for asynchronous engagement in learning.
- Several prompts within the module summaries are posted to foster engagement in learning and reflection on learning.
- Students engage and reflect on learning by responding to prompts using video, audio, or text formats.

Feedback as a Learning Tool



- Students draft of an assessment tool and protocol to determine reliability and validity using a chosen measurement theory.
- Students provide feedback on each other's work; instructor provides feedback as well.
- Students reflect on feedback received and discuss how the feedback help them revise their drafts.

Student Feedback

"This was one of the best courses I have ever taken. It was very informative and I really liked all the application of learning through VoiceThread and the papers. The material was heavy and difficult to understand at times but the instructor was always available for questions."

"The instructor was great and very helpful! He was very organized and all the expectations from the course was clear. I liked the consultations to discuss our own assessments. The in-person class sessions facilitated discussion and critical thinking and it was my favorite part of the course. The class was truly amazing!"

"This was an intense but extremely valuable course. I appreciated the application of material to clinical practice and found that developing my own instrument helped me understand and apply the material on a much deeper level."

"Technology was very helpful in this course. The VoiceThread learning was great because it allowed students to work at their own pace that best suited their individual learning styles."

"I found the the expectations were quite high, and the course was demanding. The first two modules were quite light in comparison to the rest of the course, so maybe those could be condensed to leave a little more time for the rest of the material. I liked having 2 weeks between Zoom sessions. Overall, the course was excellent, and there are not too many changes that I would make."

Acknowledgments

This course redesign was funded by the Columbia University Provost's Office Hybrid Learning and Course Redesign grant.

Thank you to the Columbia Center for Teaching and Learning and Ashley Kingon for all the assistance during the course design process.