

● ANGIE WILLIAMSON ●

TEACHING PHILOSOPHY AND GOALS STATEMENT ●



HEALTH LITERACY

I recognize not all clients will possess literacy or health literacy skills. When designing written educational materials, I will work hard to make them accessible to clients of all abilities by presenting action points first before a detailed description of their health condition or status. I will use images and bullet points as able.

UNIVERSAL DESIGN FOR TEACHING AND LEARNING

The biggest takeaway I have from this course is universal design for teaching and learning. Ensuring that my clients have access to learning materials that best suit their preferred learning style may be challenging but worth it!



REMAIN CURIOUS

I plan to continue my teaching skills development. This course is the first time I felt genuinely encouraged and motivated to learn to teach! I look forward to further developing my skills and attending presentations on clinical education at the AOTA conference.

CULTIVATE TRUST AND OPENNESS

Communication is key. If I do not have an answer, I will communicate that to learners, whether they are clients, fieldwork students, or colleagues. I will seek feedback and adjust my methods as needed to better support learners.



TEACH BACK

When providing client education, I will use teach back as a method to assess if learners can demonstrate or explain the information provided. I will provide opportunities for practice and asking questions.

BACKWARD DESIGN

I will establish what I want my learners to know and what they should be able to do before designing (and delivering!) educational materials. I will use assessments to make sure I understand their grasp of the material. I will use learning activities that support my goals and objectives and incorporate principles of universal design for teaching and learning.

