

The Proceedings of the 2000 Sixth International Physiotherapy Congress of the Australian Physiotherapy Association contains either full papers, short abstracts or extended abstracts of the posters and presentations given at the Congress. The contents of this volume have been compiled by the Scientific Congress Committee and prepared from material supplied by the authors in hard form and electronically. The correctness or otherwise of the material herein contained is the responsibility of the individual authors. Any enquiries concerning articles in this volume should be directed to the individual authors. All papers, posters and presentations have been peer reviewed.

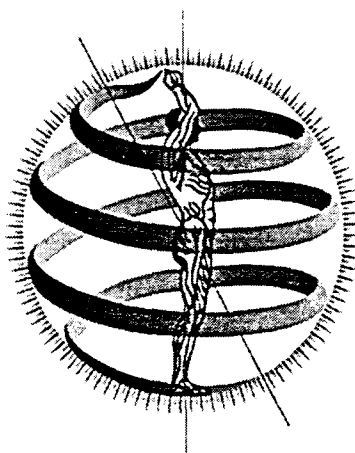
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# PROCEEDINGS

THE SIXTH INTERNATIONAL  
PHYSIOTHERAPY CONGRESS

24-27 May 2000  
Canberra ACT

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## MOVING THROUGH SHOULDER ASSESSMENT - A MULTI MEDIA APPROACH TO LEARNING

*Heather Bond, Lecturer, La Trobe University – Bundoora*

This program was created with funding from CUTSD (National Teaching Grants), to improve teaching and learning in higher education. I have taught at La Trobe University in the School of Physiotherapy for nine years and was concerned that students do not get to follow the one patient from onset of injury to full rehabilitation. This program allows students to do this. A patient with shoulder pathology is presented using video, audio and text in an interactive multi media created environment. Students are able to follow the one patient from pre -op stage to end of rehabilitation. At each stage the students can access feedback to evaluate the effectiveness of their decision making. If they make ill informed or unsafe decisions, explanatory text prompts the students to look for additional information to assist them to make a better management decision. Using a computer simulation avoids judgement errors made by inexperienced students that adversely affect patient outcomes. Students can achieve in one session a process that can take months.

After completing the program, the student will be able to:

1. accurately assess the patient
  2. formulate a problem list from the assessment findings
  3. devise appropriate aims of treatment based on assessment findings
  4. select appropriate treatment techniques
  5. use the skills of reflection to help in the clinical reasoning process
- Computer Assisted Learning (CAL) is supported by several authors' opinions and observations as an educationally sound alternative, with a promising future in health care education. ( Desch, 1995; Chodorow, 1996; Lyte et al. 1994).

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