BACKGROUND
As of January 2013, the field of Orthotics and Prosthetics (O&P) requires a Master's degree in O&P as "the minimum educational standard to become a certified practitioner." \(^1\) Since then, the curriculum guide has been rewritten, with an "enhanced focus on outcome-based education." \(^1\) Outcome-based education is defined as "an approach to education in which decisions about the curriculum are driven by the exit learning outcomes that the students should display at the end of the course." \(^2\) The National Commission on Orthotic and Prosthetic Education (NCOPE) provides each accredited university or college with a standardized list of exit learning outcomes that each student must be able to display prior to receiving his or her master's degree in O&P. The NCOPE standards do not specify educational strategies and teaching methods. This not only allows for innovation in teaching, but actually encourages it. \(^2\) The goal of this project is to describe a specific teaching method known as Universal Design for Learning (UDL), consider its applicability in the O&P curriculum, and examine how it might benefit O&P students.

INTRODUCTION
UDL is "a set of principles for curriculum development that gives all individuals equal opportunities to learn." \(^3\) UDL principles leverage three primary brain network groups: recognition networks, strategic networks, and affective networks. Recognition networks pertain to the "what" of learning. Strategic networks pertain to the "how" of learning. And lastly, affective networks pertain to the "why" of learning. \(^3\) UDL states an individual can learn by leveraging a single technique within a single network, however when given the option to choose multiple techniques within each network, he will learn more quickly retain more longer.

The UDL framework embraces three principles. The first principle stresses multiple means of representation. The second principle stresses multiple means of action and expression. The third UDL principle stresses multiple means of engagement. \(^6\)

CLINICAL APPLICATION
Applying UDL principles to O&P education can significantly improve exit learning outcomes for a wider range of learners. \(^5\) For example, gait analysis is traditionally taught through text books. Media technology has improved exponentially within the last decade. As an additional teaching technique, by having students create their own video analyses of gait teachers offer all students an opportunity to engage with the material in a different way and deepen their recognition and understanding of gait anomalies.

Furthermore, by adapting O&P education programs to teach as well as use UDL principles, students (who are on the way to becoming clinicians) can later integrate the principles in practice to communicate with their patients more effectively.

This poster will address these two points and include additional examples. It will also include an outline of possible options for O&P teachers to leverage for their own classes.

REFERENCES
\(^1\) O&P Reaches a New Summit: Entry-Level Master’s Degree. Academy TODAY. November 2012. Vol. 8, No. 4.
\(^3\) http://www.udlcenter.org/aboutudl/whatisudl
\(^6\) http://www.udlcenter.org/aboutudl/udlguidelines_theorypractice