

**Program Development: O&M
IL 2541
University of Pittsburgh
Vision Studies Program
Fall 2018**

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Course Description:

This course is a continuation of IL 2540. It is designed to acquaint students with the dynamics; methodology; assessment techniques; instructional content and design; and professional issues and trends relevant to the field of orientation and mobility (O&M). Through discussions, activities, and the completion of products, students will acquire the necessary skills to prepare students for the O&M for Diverse Populations course (IL 2753), the O&M Internship (IL 2857), and ultimately for the ACVREP O&M certification examination.

Course Objectives:

The student will demonstrate the ability to:

1. Articulate the professional role of an O&M specialist in various service delivery models
ACVREP Domains:
 1. Know Professional Information
2. Articulate the basic components that comprise a comprehensive O&M assessment
ACVREP Domains:
 4. Plan and Conduct O&M Assessments
3. Prepare for O&M assessments by differentiating assessment components and process based on client age and individual characteristics
ACVREP Domains:
 2. Understanding Relevant Medical Information
 4. Plan and Conduct O&M Assessments
4. Create O&M programs and goals based on assessment, individual needs and characteristics, and service delivery models
ACVREP Domains:
 2. Understanding Relevant Medical Information
 3. Understand and Apply Learning Theories to O&M
 5. Plan O&M Programs
 12. Analyze and Modify Environments
5. Prepare for and create O&M lessons that use effective teaching strategies that consider client age, individual characteristics including functional vision, and travel environments (environmental analysis)
ACVREP Domains:
 2. Understanding Relevant Medical Information
 3. Understand and Apply Learning Theories to O&M
 5. Plan O&M Programs

6. Articulate strategies to teach individuals to use electronic travel aids and to teach individuals with low vision use of optical and non-optical devices
 - ACVREP Domains:
 2. Understanding Relevant Medical Information
 6. Teach O&M Related Concepts
 7. Teach Orientation Strategies and Skills
 8. Teach Mobility Skills
 9. Teach Use of Senses

7. Articulate methods for evaluating client progress, reporting, and recording- keeping
 - ACVREP Domains:
 1. Know Professional Information
 5. Plan O&M Programs

8. Articulate professional issues and trends in O&M including ethics, malpractice, liability insurance, certification, and contract/consultation and demonstrate knowledge of various resources available for teaching O&M
 - ACVREP Domains:
 1. Know Professional Information

Course Requirements:

Students are expected to have read the required readings and actively participate in each virtual classroom. Learning will be assessed based on class participation, course assignments, midterm, and final exam. The details of each of these will be discussed under Course Assignments.

Required and Optional Texts for this Course:

The following texts are required for the course. Textbooks can be obtained by calling the University of Pittsburgh Book Center at **412-648-1450**. You will need to supply them with the **Course Number (I&L 2541)** and let them know you need the required books for the course shipped UPS. Your books and the shipping fee will be charged to the credit card number you provide. Be sure to verify that they are sending you all the books listed below as required. The Book Center is open Monday through Friday from 8:30 am to 8:00 pm most of the year.

REQUIRED

Weiner, W. R., Welsh, R. L., & Blasch, B. B. (Eds.) (2010). *Foundations of orientation and mobility*, 3rd ed., Vol. II). New York: American Foundation for the Blind Press. **(You should have Vol. I from the Foundations of O&M course – I&L 2540).**

ISBN: 978-0-89128-461-1

Pogrund, R., Sewell, D., Anderson, H., Calaci, L., Cowart, M. F., Gonzales, C. M., Marsh, R. A., & Roberson-Smith, B. (2012). *Teaching age-appropriate purposeful skills (TAPS): An orientation and mobility curriculum for students with visual impairments* (3rd ed.). Austin, TX: Texas School for the Blind and Visually Impaired. **(This is a NEW 4-book set). (You should have this from the Foundations of O&M course – I&L 2540)**

ISBN: 1-880366-46-0

Fazzi, D. L., & Petersmeyer, B. A. (Eds.) (2001). *Imagining the possibilities: Creative approaches to orientation and mobility instruction for persons who are visually impaired*. New York: American Foundation for the Blind Press. **(You should have this from the Foundations of O&M course – I&L 2540).**

ISBN: 978-0-89128-382-9

Knott, N. I. (2002). *Teaching orientation and mobility in schools*. New York: AFB Press.
ISBN: 0-89128-391-9

Required, but texts you should already have:

Jacobson, W. H. (2013). *The art and science of teaching orientation and mobility to persons with visual impairments* (2nd ed.). New York, New York: AFB Press.
ISBN: 978-0-89128-474-1

Fazzi, D. L., & Naimy, B. J. (2010). Orientation and mobility for children and youths with low vision. In Corn, A. L. & Erin, J. N. (Eds.), *Foundations of low vision: Clinical and functional perspectives, 2nd Ed.*, (pp.655-726). New York: AFB.
ISBN: 978-0-89128-883-1

Smith, A. J., & Geruschat, D. R. (2010). Orientation and mobility for adults with low vision. In Corn, A. L. & Erin, J. N. (Eds.), *Foundations of low vision: Clinical and functional perspectives, 2ndEd.*, (pp.833-870). New York: AFB.
ISBN: 978-0-89128-883-1

Zimmerman, G. J., Zebehazy, K. T., & Moon, M. (2010). Orientation and mobility for adults with low vision. In Corn, A. L. & Erin, J. N. (Eds.), *Foundations of low vision: Clinical and functional perspectives, 2ndEd.*, (pp.833-870). New York: AFB.
ISBN: 978-0-89128-883-1

Readings and Assignments:

Students should consult the Course Checklist on CourseWeb for required weekly readings and assignments. Please note: This syllabus and course content outline may change throughout the course. The instructor will inform you at least 1 week in advance of any changes.

Supplemental Videos:

Videos will be used to supplement course content. Videos will be used on CourseWeb.

Assignments and Grading:

The final grade will be determined by the following scale based on total points earned by the student divided by total number of possible points that could be earned. Students must receive a B (83%) or better for the course to be counted toward the certification/degree.

94 - 100% = A

90 - 93% = A-

87 - 89% = B+

83 - 86% = B

82% and below = failing

Attendance:

Students are expected and required to attend/participate in all aspects of this course. Attendance includes preparation. If a student needs to miss a virtual classroom session, the student is required to inform the instructor via email or phone call of the absence at least 1 hour before the scheduled class. If the instructor is not informed at least one hour before the scheduled class starts, the student will forfeit the attendance and participation points for that day. If the instructor is informed within this guideline, the student will be given the option of earning the attendance and participation points for that class if they complete an additional assignment pertaining to the topic to be discussed that day. The assignment must be submitted within 48 hours of the completion of missed class in order to receive any of the points.

Midterm and Final:

You are to follow the University of Pittsburgh Guidelines for Academic Integrity (see Academic Integrity below). Both the midterm and final are a closed book exam but a study guide will be distributed prior to each exam listing the topics that will be focused on during the exam. The midterm will cover material discussed in Units 1 through 6. The final exam will cover material from Units 7 through 11. It will be an online test for each. It is recommended that you keep a notebook containing lecture notes and personal notes from the required readings and virtual classroom sessions, from which to study for the mid-term and final. This notebook will also serve as a great source of reference in your future career as an O&M specialist.

Additional Information:**Technology Issues**

If you have trouble getting the technology up and running, please call the Pitt Help Desk at 412-624-HELP. There is someone available 24 hours who can hopefully help you straighten out technology issues!

Academic Integrity

Students in this course will be expected to comply with [University of Pittsburgh's Policy on Academic Integrity, September 2005](#). Any student suspected of violating this obligation for any reason during the semester will be required to participate in the procedural process, initiated at the instructor level, as outlined in the University Guidelines on Academic Integrity, September 2005. This may include, but is not limited to, the confiscation of the examination of any individual suspected of violating University Policy. Furthermore, no student may bring any unauthorized materials to an exam, including dictionaries and programmable calculators.

Academic Integrity Guidelines

All students enrolled in courses offered through the University of Pittsburgh's School of Education are expected to observe the same code of academic honesty required of all University of Pittsburgh students. The conduct below constitutes a violation of this code.

Taking of Information

Copying graded assignments from another student. Each written assignment must be the student's own work.

Tendering of Information

- Giving your work to another student to be copied.
- Sharing answers to a quiz or an examination.
- Telling another student about the contents of a quiz or examination.

Plagiarism

“To present as one’s own work, the ideas, representations, or words of another, or to permit another to present one’s own work without customary and proper acknowledgement of sources” (University of Pittsburgh Guidelines on Academic Integrity, p. 5).

Departmental Grievance Policy:

- DIL Student Grievance Procedures
 - The purpose of grievance procedures is to ensure the rights and responsibilities of faculty and students in their relationships with each other. The rights and responsibilities of faculty and students are described in the University’s Academic Integrity Guidelines at: <http://www.bc.pitt.edu/policies/policy/02/02-03-02.html>
 - When a student in DIL believes that a faculty member has not met his or her obligations (as an instructor or in another capacity) as described in the Academic Integrity Guidelines, the student should follow the procedure described in the Guidelines (p. 16) by (1) first trying to resolve the matter with the faculty member directly; (2) then, if needed, attempting to resolve the matter through conversations with the chair/associate chair of the department; (2) if needed, next talking to the associate dean of the school; and (4) if needed, filing a written statement of charges with the school-level academic integrity officer.
 - The more specific procedure for student grievances within DIL is as follows:
 1. The student should talk to the faculty member to attempt to resolve the matter.
 2. If the matter cannot be resolved at that level, the student should talk to the relevant program coordinator (if the issue concerns a class) or his or her advisor.
 3. If the matter remains unresolved, the student should talk to the associate chair of DIL (currently Dr. Patricia Crawford).
 4. If needed, the student should next talk to the SOE associate dean of students. If the matter still remains unresolved, the student should file a written statement of charges with the dean’s designated Academic Integrity Administrative Officer.

Disabilities

If you have a disability for which you are or may be requesting an accommodation, you are encouraged to contact both your instructor and Disability Resources and Services (DRS), 216 William Pitt Union, (412) 648-7890 or (412) 383-7355 (TTY), as early as possible in the term. DRS will verify your disability and determine reasonable accommodations for this course.

University of Pittsburgh Policy on Sexual Harassment

The University of Pittsburgh is committed to the maintenance of a community free from all forms of sexual harassment. Sexual harassment violates University policy as well as state, federal, and local laws. It is neither permitted nor condoned. The coverage of this policy extends to all faculty, researchers, staff, students, vendors, contractors, and visitors to the University. For more information: http://www.provost.pitt.edu/more/ch2_wkpl_sexual_harass.htm

10/10 -10/16 Extended Fall Break: Catch Your Breath, Get Caught Up, Work Ahead			
10/17 – 10/23	Continuation of Unit 6	Assignment 6 – Case Study Lesson Plans Due: 10/23	___/40 Total Pts: 40
10/24 – 10/30	MIDTERM	Midterm Exam Due: 10/30	___/50 Total Pts: 50
Unit 7 10/31 – 11/6	Improving Perception and Sensorimotor Functioning for O&M • WWB, Vol. 2, Ch. 1 • WWB, Vol. 2, Ch. 5	1. Virtual Classroom (Discussion of Units 5 & 6) Meet: 11/1 and 11/6 8pm to 9pm 2. Assignment 7 – Perception/Sensorimotor Lesson Plans Due: 11/6	1. ___/5 2. ___/30 Total Pts: 35
Unit 8 11/7 – 11/13	Improving Orientation • WWB, Vol. 2, Ch. 2	Assignment 8 – Orientation Lesson Plans Due: 11/13	___/30 Total Pts: 30
Unit 9 11/14 – 11/20	Improving the Use of Low Vision for O&M WWB, Vol. 2, Ch. 3	Assignment 9 – Improving Low Vision Lesson Plans Due: 11/20	___/30 Total Pts: 30
Thanksgiving Break 11/21 – 11/25 according to official academic calendar 11/21 – 11/27 for the purposes of this class If you need to take the full week off for travel, please feel free to work ahead on Unit 9.			
Unit 10 11/28 – 12/4	Improving Hearing for O&M WWB, Vol. 2, Ch. 4	Assignment 10 - Improving Hearing Lesson Plans Due: 12/4	___/30 Total Pts: 30
Unit 11 12/5- 12/11	Professional Issues • WWB, Vol. 1, pages 407 – 413 (found in Ch. 12), stop at “Individualized Assessment and O&M Instructional Planning” • Knott, Ch. 9 • Fazzi & Petersmeyer, pages 336-344 (found in Ch. 8)	1. Virtual Classroom –Presentations Meeting: 12/6 – 12/11 8pm to 9pm 2. Assignment 11- Professional Issues Presentation Due in Class Meeting	1. ___/5 2. ___/30 Total Pts: 35
12/12 – 12/15	FINAL * Note you do not have a full week like you have had for all other units.	Final Exam Due: 12/15	___/50 Total Pts: 50

Activities

1. Virtual Classroom Sessions (4 total x 5 points each)
2. Assignment 1: Caseload Activity
3. Assignment 2: O&M Report Review
4. Assignment 3: Assessment Planning

Points

- 20
- 20
- 20
- 20

5.	Assignment 4: O&M Assessment Protocol	40
6.	Assignment 5: Instructional Program Plan	40
7.	Assignment 6: Case Study Lesson Plans	40
8.	Assignment 7: Perception/Sensorimotor Lesson Plans	30
9.	Assignment 8: Orientation Lesson Plans	30
10.	Assignment 9: Low Vision Lesson Plans	30
11.	Assignment 10: Hearing Lesson Plans	30
12.	Assignment 11: Professional Issues Presentation	30
13.	Midterm	50
14.	Final	<u>50</u>

450 = Total