

**O&M for Diverse Populations**  
**I&L 2753**  
**University of Pittsburgh**  
**Vision Studies Program**  
**Spring 2019 (2194)**

**Instructor:** Tessa McCarthy, PhD, COMS, TVI

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**Time:** On-line

**Course Description:**

The focus of this 3-credit course is on designing assessment and instructional strategies for diverse populations of individuals with visual impairments. Specific populations to be examined include: persons with low vision, individuals with dual sensory loss (deafblindness), infants and preschoolers, school-aged students, individuals with cognitive impairments, students with cortical visual impairments, individuals with physical and medical impairments, adults and older adults with visual impairments, and dog guide users.

**Course Objectives:**

The student will demonstrate the ability to:

1. Describe basic principles of learning theories and their implications for O&M instruction.  
ACVREP Domain 3: Understand and Apply Learning Theories to O&M and
2. Identify and describe factors to be considered to minimize the psychosocial impact of vision loss upon consumers with congenital or adventitious visual impairments and their families.  
ACVREP Domain 12: Know the Psychosocial Implications of Blindness and Visual Impairment
3. Identify strategies to assist consumers during the process of adjustment to visual impairment, including providing resources, informational counseling, etc.  
ACVREP Domain 12: Know the Psychosocial Implications of Blindness and Visual Impairment
4. Develop O&M goals and objectives/benchmarks for individualized programs.  
ACVREP Domain 5: Plan O&M Programs
5. Describe the implications of diversity, including age and cultural differences, as they relate to potential adaptations in O&M instruction.  
ACVREP Domain 11: Teach Diverse Consumers
6. Describe the implications of additional disabilities upon O&M instruction, e.g., physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.  
ACVREP Domain 10: Teach Consumers who have Additional Disabilities
7. Adapt instructional strategies for consumers with additional disabilities, e.g., physical impairments, cognitive disabilities, multiple disabilities, hearing impairments, traumatic brain injury, etc.  
ACVREP Domain 10: Teach Consumers who have Additional Disabilities

8. Describe basic procedures necessary to react appropriately to medical situations (e.g., insulin reaction, seizures, etc.) during O&M lessons.  
ACVREP Domain 2: Understanding Relevant Medical Information
9. Apply principles of human development and the aging process to O&M instruction.  
ACVREP Domain 11: Teach Diverse Consumers

### **Course Requirements:**

Students are expected to complete the required readings and submit homework assignments on a regular basis. Learning will be assessed based on class participation in the discussion board, unit assignments, and the midterm and final examinations.

### **Required 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 **412-648-1455**. You will need to supply them with the **Course Number (I&L 2753)** 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:**

**Gense, M. H. & Gense, D. J.** (2005). *Autism Spectrum Disorder and Visual Impairment*. Chapter 8: Orientation and Mobility. New York: AFB Press.

**Weiner, W. R., Welsh, R. L., & Blasch, B. B.** (Eds.) (2010). *Foundations of orientation and mobility*, (3<sup>rd</sup> ed., Vols. 1 & 2). New York: AFB Press.

**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* (3<sup>rd</sup> ed.). Austin, TX: Texas School for the Blind and Visually Impaired. (This is a 4-book set).

**Corn, L. A., & J. N. Erin** (Eds.). (2010). *Foundations of low vision: Clinical and functional perspectives*, (2<sup>nd</sup> ed.). New York: AFB Press.

**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: AFB Press

**Knott, N. I.** (2002). *Teaching orientation and mobility in schools*. New York: AFB Press.

In Unit 8, you will also be reading electronic materials provided by Dona Sauerburger related to Situations of Uncertainty when determining safe times to cross streets. There are links embedded in the Course Schedule that will direct you to the readings.

### **Readings and Assignments:**

The schedule of topics, required readings, and weekly assignments with due dates are outlined in the Course Checklist.

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 potential changes.

## Assignments and Grading:

Students' grades will be based both on performance and participation. Since this is a web-based course, participation in the discussion board, assignments, and exercises is important to keep the atmosphere interactive and to help the instructor and the student monitor learning throughout the course. The following list is the make-up of the final grade:

1. **Participation:** based on discussion board and assignments
2. **Midterm Exam:** timed exam taken on-line
3. **Final Exam:** timed exam taken on-line, with possible chat time

### Final Grade:

94-100%	<b>A</b>	87-89%	<b>B+</b>	77-79%	<b>C+</b>	Below 70%: Fail
90-93%	<b>A-</b>	84-86%	<b>B</b>	74-76%	<b>C</b>	
		80-83%	<b>B-</b>	70-73%	<b>C-</b>	

### Individual Point Values:

260 points	Unit Assignments
20 points	Optional Assignment (Unit 8)
18 points	Discussion Board
175 points	Mid-term and Final Exams
15 points	Final Participation

468 (or 488 with optional unit 8 assignment) Total Points

### **G and I Grades**

A student may be graduated without removing G and/or I grades from the record provided all degree requirements have been met and the student's department recommends graduation. The individual school's grading policy should be consulted for regulations dealing with the removal of I grades. Students assigned G grades are required to complete course requirements no later than one year after the term in which the course was taken. Once the deadline has passed, the G grade will remain on the record, and the student will be required to re-register for the course if it is needed to fulfill requirements for graduation.

### Course Units:

Each unit will contain a link for the following:

1. **Instructor's Notes:** These links are the links to the lecture content for that unit and most unit contain the following sections:
  - A. Learning Objectives: These are the minimum skills you should make sure you are competent in by the end of the unit.
  - B. Lesson Content: Lecture material will be in text, PowerPoint, and/or embedded videos.
2. **Assignments:** All units will have an assignment section. The assignments will be turned in via the assignment link. Some units will also list some enrichment activity ideas as well. You can also consult the checklist of assignments for the whole course to make sure you are not missing any. Some assignments will involve our fictional **case study** students who we will look at periodically throughout the course to apply new knowledge gained in each unit, to their visual situations. All units and assignments are listed in the syllabus along with the time frame given for completing that unit. Readings are also listed in the syllabus and divided up among

the units. The readings come from the textbooks you purchased for the course. *Guide to Readings* will introduce the material and list the readings for the entire unit. A guide of questions to think about while reading (hints for reading section) will be provided *Handouts*: Any forms, charts, or diagrams to be used within the units or for the assignments will be found in this folder or through links in the sections to which they apply. You may also be referred to the assignments button to find handout postings.

Unit 8 is a 2-week unit. You will need time to complete the readings for this unit and then successfully complete the self-study materials and exam reviewed and graded by Dona Sauerburger. Once you have passed the quiz (which Dona will grade), she will inform me that you were successful and I then will assign a grade. In this unit, you will also have the chance to gain 20 extra points for the second assignment by Teaching Travel and Complex Intersections by Drs. Rebecca Renshaw and George J. Zimmerman.

**Assignments are to be turned into the instructor via the Assignment link within each unit no later than midnight on the due date.** Directions for completion of assignments will be provided within the unit with which they are associated.

**To submit your work:**

1. Assignments are posted at the end of each instructional unit.
2. Click on the link found below the assignment description.
3. In the second area titled Assignment Materials, provide a comment to the instructor as needed/appropriate and click on the Browse button to link your attach MS Word document (completed assignment).
4. Click the Submit button at the bottom right to send your attachment to the grade book.

**Points:** The points that each assignment is worth will be posted with the directions. You can also print off and consult the **course checklist** of activities for the whole course. Consult the checklist for specific deadline dates, but assignments are always due by midnight Sunday.

**Assignments turned in past the deadline will receive a 10% penalty per day.**

**For Enrichment:**

These activities listed within the units are for your own extended learning. They are not required and are not counted as part of your participation grade. Not all lessons will list an activity.

3. **Discussion Board (DB) Questions:** Within each unit, there will be two types of DB questions:
  - a. For the duration of the course, there will be a "Questions and Comments Forum" space in DB. This is the place where you can ask questions or ask for clarification about the material you are learning, share thoughts you had while reading, or help others answer their questions. The instructor may also post some questions to think about or to gauge people's learning from time to time.

**Points:** No points are awarded for the Questions and Comments Forum. This area is meant to help clarify confusions, ask questions, etc. to make sure everyone feels like they are on track. It will be helpful for you to check this forum even if you are not posting a question since other students' questions may spark discussion. **When posting a question please write the unit to which it refers.**

- b. Each unit will also have an additional DB area (found in the DB button on Blackboard) where you will discuss a specific topic, issue, or research article related to the unit. Discussion board is a good place to clarify and apply what we are learning. I expect that units will start with a topic that will develop into various directions.

**Points:** 2 participation points will be awarded per week when you have contributed at least twice weekly. To keep up lively discussion, of course, you are encouraged to contribute more often! It is expected that these contributions will be spread out over the length of the unit. I HIGHLY encourage you to begin discussing each topical unit post in the beginning of the week/unit, and then continue to post throughout the rest of the week/unit. It is at the instructor's discretion to award points based upon the student's timeliness of posts and the quality of those posts, but **the final deadline for the last discussion board posting is midnight of the last day of the unit (Sunday)**. No points will be granted for postings after that deadline and only one point will be given if both posts are made on Saturday or Sunday. *Note that students who consistently post on the last day of each week, do not show effort put into their postings, or do not "interact" with other students postings may lose discussion board points at the instructor's discretion.*

4. **Handouts:** Any handouts, charts, related materials relevant for that week's unit content will be included under this label as separate links. You will need to open and possibly download them in order to complete that week's unit and/or assignments.
5. **Final participation points:** In addition to the 2 points earned for participating in each week's discussion board, an additional **15 participation points for your overall active participation in the course** will be awarded. The total amount of points will be determined based on your overall activity. This includes:
  - a. The level of interaction you have with your peers in discussion board and question and comments forum.
  - b. The thoughtfulness of the questions you pose, and the responses you give.
  - c. Demonstration that you are actively learning the material in each unit and not just trying to get assignments done. The assignments in this course are meant to help you gauge your understanding of the material and to challenge you to think about and apply what you are learning. If you are not keeping up with the material, application becomes difficult!

Since on-line learning is different from traditional in-person courses, the dynamic nature of the course depends upon your participation. Do not expect full participation points if you only do the minimum one posting each week.

### **Midterm and Final Exams:**

The midterm will cover material discussed in Units 1-6. The final will cover material discussed in Units 7-12. It is recommended that you keep a notebook containing assignments 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. Midterm and final exams will be taken through Blackboard on your honor (see Course Policies below for an explanation of the Academic Integrity Code). These exams are closed book exams meaning that **NO** materials (either electronic or hardcopy) will be allowed to be used or referenced once you begin. The exam will be available during the week that it is listed so you can choose to take it at your convenience. **Be prepared to take the whole test in one sitting. There will be a time limit on the exam and the computer will not let you log out of the test and return.** If you do so, any answers left blank will be sent to the instructor that way. The rest of the exam will be in

the same format as the midterm: multiple choice and short essay. The midterm will cover material in the first half of the course from lectures and readings. The final exam will be comprehensive with the major focus being on the second half of the coursework.

**Points:** The midterm is worth **75 points**, and the final is worth **100 points**.

### **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; (3) 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](http://www.provost.pitt.edu/more/ch2_wkpl_sexual_harass.htm)

## I&L 2540 Foundations of O&M - Course Checklist & Schedule for Spring 2019

Dates	Readings	Assignments	Points
1/10	<b>Introductions and Review of Syllabus</b>	Virtual classroom meeting—Attendance is encouraged, but if you can't make it, the session will be recorded. Please let your instructor know if you will not be able to attend by midnight on January 10 <sup>th</sup> . January 11 <sup>th</sup> , 5 p.m - 7 p.m.	1. ___/5
<b>Unit 1</b> 1/11 - 1/17	<b>Development of the O&amp;M Training</b> • WWB Vol. 1, Ch. 13, pp. 434-485 (including Appendix 13A)	No assignment due	
<b>Unit 2</b> 1/18 - 1/24	<b>History of the Profession</b> • WWB Vol. 1, Ch. 14, pp. 486-506	1. Assignment 1 – History of O&M Due: January 24	1. ___/56  Total Pts: 56
<b>Unit 3</b> 1/25 – 1/31	<b>Sensory Systems and O&amp;M</b> • WWB Vol. 1, Ch. 1, pp. 3-32 (stop at “Crossing Streets without Vision”)	1. Assignment 2 – Role of Perception Due: January 31	1. ___/20  Total Pts: 20
<b>Unit 4</b> 2/1 - 2/7	<b>Kinesiology and Sensorimotor Functioning</b> • WWB Vol. 1, Ch. 5, pp. 138-172 • TAPS Part 1: pp. 72-87 and Part 3: Appendix K	1. Assignment 3 – Sensory Input – Motor Output Due: February 7	1. ___/24  Total Pts: 24
<b>Unit 5</b> 2/8 - 2/14	<b>Low Vision</b> • WWB Vol. 1, Ch. 3, pp. 63-73 (stop at “Optical Devices for Mobility”) • TAPS Part 1: pp. 151-161, 207-209	1. Assignment 4 – Low Vision Due: February 14	1. ___/20  Total Pts: 20
2/15 – 2/21	<b>MIDTERM</b>	Midterm Exam Due: 2/21 at midnight	1. ___/100  Total Pts: 100
<b>Unit 6</b> 2/22 - 3/6 (2 weeks)	<b>Auditory System</b> • WWB Vol. 1, Ch. 4, pp. 84-137 • TAPS Part 1: pp.63-70	1. Assignment 5 – Audiogram Case Study Due: March 6	1. ___/20  Total Pts: 20
3/4- 3/11	<b>SPRING BREAK</b>	You do have an assignment due on March 6, but if you want to take this whole week off, you can just turn the assignment in by March 4. If you choose to turn the	



		assignment in during Spring Break, it gives you a couple of days to finish the assignment.	
<b>Unit 7</b> 3/14 - 3/27 (2 weeks)	<b>Spatial Orientation</b> <ul style="list-style-type: none"> <li>• WWB Vol. 1, Ch. 2, pp. 45-62</li> <li>• WWB Vol. 1, Ch. 1, pp. 37-43</li> <li>• TAPS Part 1: pp. 110-112, 145-150</li> </ul>	1. Assignment 6 – Spatial Orientation Due: March 27	1. ___/20  Total Pts: 20
<b>Unit 8</b> 3/28 – 4/10 (2 weeks)	<b>Mobility Tools and Systems</b> <ul style="list-style-type: none"> <li>• WWB Vol. 1, Ch. 8, pp. 241-276</li> <li>• WWB Vol. 1, Ch. 9, pp. 277-285 (stop at “The Dog Guide School”)</li> <li>• TAPS Part 1: pp. 98-99, 118-127 and Part 3: Appendix G</li> </ul>	1. Assignment 7 – Mobility Tools Due: April 10	1. ___/20  Total Pts: 20
<b>Unit 9</b> 4/11- 4/17	<b>Orientation Aids</b> <ul style="list-style-type: none"> <li>• WWB Vol. 1, Ch. 10, pp. 296-323</li> <li>• TAPS Part 3: Appendix L</li> <li>• Fazzi Ch. 7, pp. 261-291</li> </ul>	1. Assignment 8 – Orientation Aids Due: April 17	1. ___/20  Total Pts: 20
4/18 - 4/24	<b>Final Exam</b>	Final Exam Due: 4/24 at midnight	1. ___/100  Total Pts: 100

Assignment Points:

1. Virtual meeting (Introduction and review of syllabus)	5	points
2. Assignment 1: History of O&M	56	points
3. Assignment 2: Role of Perception	20	points
4. Assignment 3: Sensory Input-Motor Output	24	points
5. Assignment 4: Low Vision	20	points
6. Midterm Exam	100	points
7. Assignment 5: Audiology Case Study	20	points
8. Assignment 6 – Spatial Orientation	20	points
9. Assignment 7: Mobility Tools	20	points
10. Assignment 8: Orientation Aids	20	points
11. Final Exam	100	points

TOTAL: 405 points