**University of Pittsburgh**

**Vision Studies Program**

**IL: 2752**

**Orientation and Mobility: Techniques 2**

**Fall 2020**

Instructors

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**Course Description**

This is the second course of the Orientation and Mobility (O&M) Technique course sequence. O&M Techniques 2 will focus on introducing outdoor travel skills with a long cane. Class will be conducted in small groups. Students will have the opportunity to both demonstrate and practice teaching outdoor O&M skills. The course focuses not only on execution of techniques under low vision and blindfold simulation, but there is also a heavy concentration on how to teach techniques and how to evaluate others as they execute and teach techniques. Discussions around adaptive techniques and teaching strategies for different populations and ability levels will also occur.

**Objectives**

Students will demonstrate proficiency in the *performance* of outdoor travel skills including sensory awareness and orientation skills for persons who are blind or visually impaired.

Students will demonstrate proficiency in *teaching* outdoor travel and orientation skill techniques for persons who are blind and visually impaired.

Students will demonstrate basic knowledge about *adapting* their teaching of outdoor travel and orientation skills according to age and ability level of the student who is blind or visually impaired.

Students will demonstrate proficiency in *assessing situations and monitoring safety* for persons who are blind and visually impaired.

**Required Textbooks**

Fazzi, D. L., & Barlow, J. M. (2017). *Orientation and mobility techniques: A guide for  
the practitioner*, (2nd edition). New York: AFB Press.

Jacobson, W.H. (2012). *The art and science of teaching orientation and mobility to persons with visual impairment*, (2nd edition). New York: AFB Press.

**Course Activities and Assignments**

1. Students will be assigned weekly readings. Readings are meant to correspond to the current week’s discussions and skill practice. Students will discuss what they learned as part of each week’s discussions.
2. Students will keep a journal to document the skills learned in the area of mobility, orientation, and sensory development. Journal entries will be graded on the following information (15 pts/daily entry):

* Locations of the class for that day (1 pt)
* Statement of the techniques learned and example of uses for the skill or technique (2 pt)
* Statement of common faults often seen when executing the skill or technique (2 pt)
* Considerations for instructor positioning when instructing a novice and experienced student in the skill (2 pt)
* State two instructional strategies you learned (2 pt)
* State two observation skills you learned (2 pts)
* State one thing about the skill YOU struggled with when executing the technique and one thing YOU would like to improve on regarding the skills (2 pt)
* State one thing about the skill that a CLASSMATE struggled with when executing the technique and one thing a CLASSMATE would like to improve on regarding the skills (2 pt)

Note: It is not necessary to write out how each skill is performed unless you find this useful.

1. Students will have *several* teaching opportunities to allow for demonstration in teaching O&M techniques and monitoring safety. A checklist of teaching skills will be used to evaluate the students’ performance.
2. Student will be expected to evaluate classmates as they execute O&M techniques to look for errors in execution and evaluate classmates as they teach specific O&M skills.
3. Students will have daily opportunities to demonstrate execution of the O&M techniques learned in this course. Feedback on techniques will be given daily. Formal evaluation of the execution of skills will occur during the final TAPS assessment. For that task, one student will be asked to execute a route, this route will encompass most of the skills learned in the course, including but not limited to spatial orientation, use of sensory information, sidewalk travel, residential travel, negotiating corners, procedures for crossing stop controlled intersections, procedures for crossing light controlled intersections, sidewalk recovery, street crossing recovery, small business travel, use of public transportation, procedures for crossing pedestrian controlled intersections, medium business travel, and store familiarization. The other student will act as the instructor using TAPS.

This semester, we will have 7 class meeting dates. The dates and topics will be:

|  |  |  |
| --- | --- | --- |
| August | 8/29-8/30 | Human Guide Intro to Cane Skills |
|  |  |  |
| September | 9/5-9/6 | Residential Travel |
|  | 9/26-9/27 | Residential Travel Business Travel |
|  |  |  |
| October | 10/3-10/4 | Street Crossings |
|  | 10/17-10/18 | Street Crossings |
|  |  |  |
| November | 11/7-11/8 | Buses |
|  | 11/21-11/22 | Subways Downtown Travel |

Our class meeting times will be 9am to 3pm each day with a break for lunch each day.

**Evaluation**

Students will receive an overall grade after completion of the course. Points earned on the evaluation checklists (including weekly evaluations, final task, and drop off), quizzes, and journal entries will be taken into consideration.

**Point System:**

Learning Check #1 40 points

Learning Check #2 40 points

7 Journal Submissions (30 points each) 210 points

Evaluation of Teaching Skills (3 X 22 points each) 66 points

Final Exam 100 points

**The final grade will be determined by the following scale:**

94 - 100% = A

90 - 93% = A-

87 - 89% = B+

83 - 86% = B

80 - 82% = B-

75 - 79% = C

70 -74% = D

Below 70% = F

ACVREP Scope of Practice for O&M Specialists

1. Concept Development, which includes body image, spatial, temporal, positional, directional, and environmental concepts
2. Motor Development, including motor skills needed for balance, posture, and gait, as well as the use of adaptive devices and techniques to assist those with multiple disabilities
3. Sensory Development, which includes visual, auditory, vestibular, kinesthetic, tactile, olfactory and proprioceptive senses, and the interrelationships of these systems
4. Residual vision stimulation and training
5. Human guide technique
6. Upper and lower protective techniques
7. Locating dropped objects
8. Trailing
9. Squaring-off
10. Cane techniques
11. Soliciting/declining assistance
12. Following directions
13. Utilizing landmarks
14. Search patterns
15. Compass directions
16. Route planning
17. Analysis and identification of intersections and traffic patterns
18. The use of traffic control devices
19. Techniques for crossing streets
20. Techniques for travel in indoor environments, outdoor, residential, small and large business districts, mall travel and rural areas
21. Problem solving
22. The use of public transportation
23. Evaluation with sun filters for the reduction of glare
24. Instructional use of Low Vision devices

Course Policies

Professionalism:

From Code of Ethics for Orientation and Mobility Specialists

1. The O&M Specialist will maintain the worth and dignity of each student, classmate, or instructor by respecting their views and maintaining their safety at all times.
2. The O&M Specialist will strive at all times to maintain the highest standards of instructional practice in all lessons.
3. The O&M Specialist will engage in professional relationships on a mature level and maintain in all interactions with colleagues.

Class Attendance:

Students will lose one letter grade for each unexcused absence. Whether or not an absence is excused will be determined by the instructor. Absences will only be excused in extreme and unavoidable situations. With that said, 2020 has been an unprecedented year. If you EVER have ANY concerns about attending class in person, please discuss these concerns with an instructor.

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.](http://www.pitt.edu/~graduate/ai1.html) 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