Course Outline

VISN5523
Orientation and Mobility in Practice

School of Optometry and Vision Science
Faculty of Medicine and Health
UNSW Sydney

Term 3, 2021

1. Staff

Position	Name	Email	Contact Details
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2. Course information

Units of credit: **6**

Pre-requisite(s): **VISN5511, VISN5513**

Teaching times and locations: Online and scheduled practical placements

2.1 Course description and aims

This course is designed to examine orientation and mobility intervention for additional client complexities. Over two terms, this course will review the evidence base and techniques and strategies for appropriate modifications to intervention design according to complexity of the client scenario. It also provides the opportunity to develop and demonstrate clinical competencies through work integrated learning.

2.2 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Design, conduct and appraise Orientation and Mobility assessments in Work Integrated Learning placements

2. Formulate Orientation and Mobility interventions in response to situational complexity in work integrated learning placements

3. Critically evaluate the design, content and outcomes of Orientation and Mobility intervention, and demonstrate effective communication of the outcomes to all key stakeholders

2.3 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	CLO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessments
CLO1	Design, conduct and appraise Orientation and Mobility assessments in Work Integrated Learning placements	PLO1 PLO2 PLO4 PLO5	Assessment 1 Assessment 2 Assessment 3
CLO2	Formulate Orientation and Mobility interventions in response to situational complexity in work integrated learning placements	PLO1 PLO2 PLO4 PLO5 PLO6	Assessment 1 Assessment 2 Assessment 3
CLO3	Critically evaluate the design, content and outcomes of Orientation and Mobility intervention, and demonstrate effective communication of the outcomes to all key stakeholders	PLO3 PLO4 PLO6	Assessment 1 Assessment 2 Assessment 3

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course will be delivered across 2 terms of study and will be delivered both online and as face to face as WIL. It will comprise mainly of practical placement at an external agency that provides orientation and mobility services to the general public. Work integrated learning experience will be supported by tutorials and practicals (simulations), and students will engage in reviewing research, case studies, and engage in activities that places the practice of O&M in context. Individual practical plans would have been created for each student. We are planning on offering at least 2 practical placements for each student.

4. Course schedule and structure

There will be three scheduled classes for each term, as below:

- Week 1 – Online Lecture: Introduction to the course and overview of course goals
- Week 5 – Online Tutorial: Mid term debrief, reflections and feedback
- Week 10 – Online Tutorial: End of term debrief, reflections and feedback

360 hours of practical experience and training on the following competencies:

ACVREP	**Clinical Practice Competencies**	**Indicators** (but not limited to the below)
1. Communication and professional relationships	Candidate is able to establish and maintain effective communication and professional relationships with students, families, colleagues, and supervisors, including individuals from culturally and linguistically diverse backgrounds.	▪ uses a client's preferred method of communication ▪ creates accessible documents ▪ uses appropriate verbal communication for the audience ▪ has awareness of levels of communication (sign, spoken, written, gestural, manipulation of objects, pictorial representation) ▪ engages interpreters as required ▪ provides appropriate feedback to a client and/or support team about progress in a session and towards a goal. ▪ writes clear and appropriate notes, reports and session documentation according to the purpose ▪ notifies and consults with the client and/or support team on changes to the program of service

2. O&M assessment	Candidate is able to plan and conduct individualized comprehensive O&M assessments, synthesize the findings in a professionally written report, and communicate results with students, families, and members of the individualized intervention/education/rehabilitation team, as appropriate.	▪ uses a person-centred approach when assessing ▪ demonstrates reflective listening ▪ appropriately ascertains the level of functional vision by selecting appropriate tool ▪ uses appropriate standard assessment tools ▪ communicates clear outcomes of the assessment ▪ writes clear assessment outcomes ▪ acknowledges a client's current feelings and addresses them within the bounds of their role ▪ adjusts the assessment for the individual's circumstances ▪ acknowledges the social system around the client ▪ an initial assessment has a logical sequence ▪ evaluates functional hearing
3. Instructional planning	Candidate is able to plan for individualized O&M instruction through the: • review and interpretation of relevant records and reports; • election and preview of potential training areas (e.g., home, school, work, or community); • design and/or procurement of instructional materials and appropriate devices (with appropriate medical consultation regarding optical devices); • provision of accurate information regarding options for mobility systems (e.g., long cane, dog guide, electronic travel devices)	▪ Plans are ▪ programs have evidence of incorporating assessment outcomes ▪ plans sessions that have a clear connection to the program goal/s ▪ program/sessions have SMART goals attached to them ▪ sessions are adapted to caters for any health condition factors ▪ sessions are sensitive to the state of mind, mindset and perspective of the client ▪ appropriate time was allocated to the session (travel to and from areas, for fatigue management, and debrief of session)

	to student and family so that students can make informed choices regarding the most appropriate option for a given time; • collaboration with student, family, and colleagues to develop appropriate goals and behavioural objectives; • and development and sequencing of individual lessons based on student abilities, needs, and goals.	▪ selects appropriate environments for sessions ▪ selects, or constructs, appropriate tools for the client's level of functioning and the particular session ▪ sequences sessions logically ▪ collaborates with appropriate family members, other professionals, and people in the client's ecosystem ▪ selects appropriate tool or aid type to recommend to client (such as an aluminium mobility cane) and provides clear justification for this choice ▪ selects appropriate places to cross a road on a route and provides sound justification for the choice ▪ appropriately sequences the introduction of tools/aids and concepts ▪ plans sessions that sensitive to the
4. Instruction	Candidate is able to effectively teach and reinforce the following elements of O&M instruction across a range of environments (such as indoor, residential, and light business): • Concepts related to independent movement and orientation (such as body, laterality, directionality, spatial, environmental, and time-distance). • Mobility techniques, including, but not limited to, basic skills, cane skills, adapted mobility devices, route travel, street crossings, and the use of public and other transportation systems. • Orientation skills, including, but not limited to, use of cognitive processes; landmarks;	▪ conducts sessions that flow and are well facilitated ▪ teaches clients to use their remaining senses to establishing their position, location, and direction in relationship to the environment ▪ consistently uses appropriate tools in a session ▪ adapts sessions to the client's learning style and preferences ▪ evaluates sessions consistently and states improvements for effective instruction ▪ provides adequate level of support during the sessions ▪ effectively fade out the level of support during sessions ▪ sequenced concepts appropriately during sessions

	cardinal directions; room, store, and community familiarization; address system; independent information gathering; route planning; and maps. • Use of low vision in maintaining safe and independent movement and orientation (such as use of non-optical devices, use of optical devices in conjunction with eye care professionals, use of visual skills, and incorporating vision use with cane or other mobility systems). • Use of remaining senses (other than vision) in maintaining safe and independent movement and orientation (such as the use of auditory skills, reflected sound, tactile recognition, proprioceptive, and kinesthetic awareness).	▪ teaches body awareness, image, parts and movement ▪ teaches geometric, structural and environmental concepts ▪ teaches laterality, directionality, positional and relational concepts ▪ selects appropriate techniques to teach (guiding techniques, protective techniques, techniques for retrieving dropped objects, long cane techniques) ▪ teaches changing direction or making a turn ▪ teaches alignment to the environment ▪ modifies a technique to the situation or environment ▪ teaches kinaesthetic (time), visual and auditory distance awareness ▪ orientates using indoor and outdoor numbering systems when appropriate ▪ orientates using cardinal directions ▪ orientates using appropriate landmarks ▪ provides information about cues when orientating ▪ teaches straight line travel ▪ teaches risk analysis at intersections ▪ teaches street crossings (controlled, semi-controlled and uncontrolled) ▪ teaches negotiation of complex environments such as service stations, shopping malls and railroad track crossings ▪ teaches risk management literacy and options for when not comfortable such as soliciting aid ▪ teaches use of available public transport ▪ teaches in a number of environments with differing levels of complexities (indoor, residential, business, rural, campus, malls)

		▪ modifies techniques for the influence of weather conditions ▪ teaches how to maximise functional vision for travel ▪ teaches how to maximise functional hearing for travel
5. Monitoring and safety	Candidate is able to effectively monitor orientation and mobility skills, recognize potentially dangerous situations, and intervene as appropriate to ensure student safety.	▪ adapts sessions as needs arrives ▪ modifies intervention as additional complexities arise (environmental and client based) ▪ shows sensitivity to the psychosocial effects of vision loss as they arise during a session ▪ observation skills, the ability to interpret body language of the client ▪ analyse observations and the flexibility to change lessons and program sequence based upon observations. ▪ has considered options for of areas/situations that can affect the sessions, such as weather, fatigue, emotional upset, unexpected noise, and has appropriately modified, carrying on, or altering a session when this arises ▪ keeps a physical distance and level of awareness appropriate to ensure client safety considering the situation, environment and the client's capabilities ▪ sort support and advice from colleagues and other professionals as appropriate to maximise outcomes for the client

6. Facilitating independence	Candidate is able to facilitate student independence and problem-solving ability across a variety of travel situations, in familiar and unfamiliar environments.	▪ The student has demonstrated discretion in the timing of his/her interventions with the client indicating an understanding of the need to judge the appropriate amount of support needed throughout the training sequence.
7. Professionalism	Candidate demonstrates professional conduct consistent with the Code of Ethics for Orientation & Mobility Specialists, finds and accesses appropriate resources, keeps on-time scheduling, and follows and maintains appropriate record keeping and reporting procedures.	▪ conducts themselves in accordance to OMAAs Code of Ethics ▪ upholds the NDIS Code of Conduct ▪ documents in a timely manner ▪ manages time for all parts of their practice effectively ▪ respects the time of the client and other professionals and people involved in a session ▪ compiles with the reporting structure they are practicing in ▪ confidentiality and privacy have been adhered to during their practice ▪ keeps professional boundaries and maintains relationships appropriately ▪ has adhered to their administration responsibilities with care ▪ values the worth and dignity of each individual

5. Assessment

5.1 Assessment tasks

There are three assessment tasks in this course designed to enable you to demonstrate that you have achieved the course learning outcomes. Completion and submission of all assessment tasks by the due date are necessary to receive a final mark in the course. Late submissions without approved Special Considerations will be subject to a 10% penalty of the assessment task weighting per day.

#	ASSESSMENT TASKS (ATs)	DUE DATE	WEIGHTING	CLO(s)	Feedback TYPE	FEEDBACK DATE
1	AT1: Practical Performance	On-going	70%	1, 2, 3	Meeting Practical Competency	Study period
2	AT2: ePortfolio	Mid term and end of term	10	1, 2, 3	Written	End of Term
3	AT3: Written Assignment	End of Term	20%	1, 2, 3	Written	End of Term

My suggestion for the description of the three ATs

AT1: Practical performance

During WIL/placements, students are required to perform prescribed skills, techniques and professional activities to meet the Practice Competencies as outlined by ACVREP. These include Communication and professional relationships, O&M assessment, Instructional planning, Instruction, Monitoring and safety, Facilitating independence and Professionalism. Competency on these outcomes will be judged by your supervisor and a range of indicators are given in the table above.AT2: ePortfolio

Students will reflect on their learning during WIL/placements, critically assess their achievement of the 7 clinical practice competencies, their strengths, weaknesses and articulate an action plan for improvement and/or professional development. Students are encouraged to revisit their philosophy of being an O&M professional they completed for VISN5513 when working on the action plan.

AT3: Written assignment

Students will select two clientcases they have been involved in or observed during WIL/Placements and write a report to analyse and evaluate the design, delivery and outcomes of the intervention in the selected cases.

Further information

UNSW grading system: https://student.unsw.edu.au/grades

UNSW assessment policy: https://student.unsw.edu.au/assessment

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at https://student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits**:** honesty, trust, fairness, respect, responsibility and courage.[1] At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site https://student.unsw.edu.au/plagiarism**,** and
- The *ELISE* training site http://subjectguides.library.unsw.edu.au/elise/presenting

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: https://student.unsw.edu.au/conduct.

7. Readings and resources

See Leganto list

8. Administrative matters

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https://www.optometry.unsw.edu.au/

9. Additional support for students

- The Current Students Gateway: https://student.unsw.edu.au/
- Academic Skills and Support: https://student.unsw.edu.au/academic-skills
- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing
- Disability Support Services: https://student.unsw.edu.au/disability-services
- UNSW IT Service Centre: https://www.it.unsw.edu.au/students/index.html

[1] International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.