

SP ED 5462  
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## **Syllabus**

### **Introduction to Orientation and Mobility**

### **Early Childhood Visual Impairment**

### **Summer 2018**

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#### **INSTRUCTOR**

Instructor: Hong “Nana” Phangia Dewald, M.A., COMS  
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Office Hours: By Appointment

University of Utah  
College of Education  
Department of Special Education

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#### **CLASS INFORMATION**

Dates: June 25 – 29, 2018  
Time: 9:00 am – 4:00 pm  
Location: SAEC 3138

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#### **COURSE DESCRIPTION**

Students are introduced to the philosophy and history of orientation and mobility, a specialized field in the area of blindness and visual impairment that focuses on developing independent travel skills in individuals who are blind or visually impaired. Basic components in orientation and mobility, such as student characteristics, concept development, assessment, and pre-cane techniques, are emphasized.

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#### **COURSE TEXTBOOK**

None.

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#### **COURSE CONTENT & OBJECTIVES**

Students will demonstrate the following competencies in the specialization of Orientation and Mobility:

1. Students will review and understand the historical perspectives and terminology of the field of orientation and mobility, including early intervention programs.

**COURSE  
CONTENT &  
OBJECTIVES  
(continued)**

2. Students will describe legal classifications of visual impairment, educational incidence, and prevalence as related to orientation and mobility services. Students will be made aware of specific eye conditions and the related need for orientation and mobility instruction.
3. Students will review and identify appropriate orientation and mobility assessment tools and practices / strategies for teaching non cane skills for infants and toddlers.
4. Students will understand the role of the Orientation and Mobility Specialist in the collaborative team and with the Teacher of Students with Visual Impairments or Vision Consultant.
5. Students will demonstrate and teach non-cane skills, including orientation, purposeful movement in the environment, protective techniques, trailing techniques, sighted guide, and listening skills.
6. Students will be exposed to alternative mobility devices (AMD) and basic handling procedures for the standard long white cane; to include proper grip, tip position, movement options, safety techniques, stair travel, and travel with a sighted guide.
7. Students will discuss issues relating to concept development, orientation and mobility technologies, representational models, tactual maps, and tactual graphics; and produce a tactual model.
8. Students will synthesize assessment information and develop IFSP goals that reflect strategies for infusing objectives into child and family daily routines, across environments. Goals should address family wants / concerns and include opportunities for life enriching activities.
9. Students will describe federal entitlements for specialized equipment and materials.
10. Students will identify consumer and professional organizations, journals, resources serving professionals at the local / state / national, individuals with visual impairment and their families.
11. Students will describe the continuum of service delivery options (early intervention through adult rehabilitation services) and the professional roles related to each.
12. Students will discuss and understand safety issues, liability issues, parent involvement, and cultural sensitivity as they relate to orientation and mobility.
13. Students will generate a list of activities that they can do to support the Orientation and Mobility Specialist.

## GRADING AND COURSE ASSIGNMENTS

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**Participation (30%)**

Attend class daily and actively participate in class discussions and activities.

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**Tactile Map (30%)**

Create a tactile map of an area of choice (examples: room in home, classroom, hallway) and share it with the class.

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**Orientation and Mobility Specialist Observation Journal (40%)**

Observe 2 orientation and mobility (O&M) home visit sessions with an O&M Specialist in person or on video. Write a brief (half page) journal reflection on each observation.

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## TENTATIVE COURSE SCHEDULE

Date	Activities	Assignments Due
June 25, 2018 June 26, 2018 June 27, 2018	<ul style="list-style-type: none"> <li>▪ Introductions</li> <li>▪ Lectures</li> <li>▪ Class Discussions</li> <li>▪ Pre-Cane Techniques</li> <li>▪ Basic Cane Techniques</li> </ul>	
June 28, 2018	<ul style="list-style-type: none"> <li>▪ Tactile Map Presentations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Tactile Map</li> </ul>
July 23, 2018		<ul style="list-style-type: none"> <li>▪ O&amp;M Specialist Observations Journal</li> </ul>

## **ACADEMIC HONESTY**

Members of this course are expected to observe strict policies of academic honesty and be respectful of each other. Any instances in which cheating, including plagiarism and unauthorized use of copyrighted materials, computer accounts, or someone else's work, is determined will be referred to Student Services and will be investigated to its full extent.

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## **ACCOMMODATIONS & ADA**

The University of Utah seeks to provide equal access to its programs, services and activities for people with disabilities. If you will need accommodations in the class, reasonable prior notice needs to be given to the Center for Disability & Access (location: 162 Olpin Union Building; phone: (801) 581-5020 (V/TDD); website: <http://disability.utah.edu/>). The Center for Disability & Access will work with you and the instructor to make arrangements for accommodations. All written information in this course can be made available in alternative format with prior notification to the Center for Disability & Access.

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## **DIVERSITY STATEMENT**

The instructor of this course is responsible for creating a safe and diversity-sensitive learning environment that respects the rights, dignity, and welfare of students, faculty, and staff. Diversity means the fair representation of all groups of individuals, the inclusion of minority perspectives and voices, and appreciation of different cultural and socioeconomic group practices. The instructor will strive to maintain an atmosphere that is free from discrimination, harassment, exploitation, or intimidation.

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