

SP ED 5465
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Syllabus

Introduction to Orientation and Mobility Deaf-Blindness Summer 2018

INSTRUCTOR

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University of Utah
College of Education
Department of Special Education

CLASS INFORMATION

Dates: June 25 – 29, 2018
Time: 9:00 am – 5:00 pm
Location: SAEC 3138

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 for students who are deaf-blind, such as student characteristics, concept development, assessment, and pre-cane techniques, are emphasized.

COURSE TEXTBOOK

None.

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.
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.

**COURSE
CONTENT &
OBJECTIVES
(continued)**

3. Students will review and identify appropriate orientation and mobility assessment tools and practices / strategies for teaching non-cane skills for infants, preschoolers, and school-aged children who are deaf-blind.
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 and/or Deaf-Blind 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 IFSP/IEP goals and develop intervention/lesson plans including evaluation procedures, activities/materials and where appropriate, environmental adaptations and non-visual sensory development. The intervention/lesson plans will also reflect strategies for infusing objectives into the student's daily routine, across environments. Lesson plans should include opportunities for life enriching activities, appropriate peer inclusion and social skills development.
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

Participation (10%)	Attend class daily and actively participate in class discussions and activities.
Field Experience Reflections (20%)	Participate in class simulation exercises as an individual with vision impairment and as an individual with vision and hearing impairment. Write a brief (one-page maximum) reflection for each simulation / field experience, comparing and contrasting experiences in each individual condition mentioned above and reflecting on implications for students who are deaf-blind and as a teacher of students who are deaf-blind.
Tactile Map (10%)	Create a tactile map of an area of choice (examples: room in home, classroom, hallway) and share it with the class.
Basic Orientation and Mobility Skills Competencies (20%)	Demonstrate to the course instructor proper techniques in sighted guide, protective techniques, trailing, and cane management.
Orientation and Mobility Specialist Observation Journal (20%)	Observe 4 orientation and mobility (O&M) lessons with at least 2 different O&M Specialists in person or on video. Write a brief (half page) reflection on each observation.
Case Study Project (20%)	Conduct a case study on a student provided by course instructor. Define student characteristics and implications to O&M. Develop a lesson plan to help support the O&M Specialist in preparing the student for formal O&M training.

TENTATIVE COURSE SCHEDULE

Date	Activities	Assignments Due
June 25, 2018	<ul style="list-style-type: none"> ▪ Introductions / Lecture ▪ Pre-Cane Techniques 	
June 26, 2018	<ul style="list-style-type: none"> ▪ Lecture ▪ Pre-Cane Techniques 	<ul style="list-style-type: none"> ▪ Field Experience Reflection #1
June 27, 2018	<ul style="list-style-type: none"> ▪ Lecture ▪ Basic Cane Techniques 	<ul style="list-style-type: none"> ▪ Field Experience Reflection #2
June 28, 2018	<ul style="list-style-type: none"> ▪ Tactile Map Presentations ▪ Class O&M Outing to City Creek and The Gateway 	<ul style="list-style-type: none"> ▪ Tactile Map ▪ Field Experience Reflection #3
June 29, 2018	<ul style="list-style-type: none"> ▪ Basic O&M Competencies 	<ul style="list-style-type: none"> ▪ Field Experience Reflection #4
July 23, 2018		<ul style="list-style-type: none"> ▪ O&M Specialist Observations ▪ Case Study

Note: Schedule is subject to change at the discretion of the course instructor.

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.

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.

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.