

1 IO1 – The VDR Professional Profile



Following all three Delphi rounds, and considering the feedback of the lay stakeholder consultation (n=17), a final list of 17 Key Activities (VDR specific as well as cross-cutting ones) were agreed upon. Each Key Activity had up to six Core Competencies, which will form the basis of the subsequent curriculum development in the next Work Packages of the oMERO project. The Key Activities and Core Competencies are listed in Table 3 below.

Table 3 The list of the final 17 Core Competencies of the propose Visual Disabilities Rehabilitator Professional Profile

KEY ACTIVITIES	Core Competencies
Specific Key Activities	
KA1. To evaluate visual and global (overall) function and capability in visually impaired persons in collaboration with the wider healthcare team	<ul style="list-style-type: none"> A. To understand and evaluate the referral information of visually impaired persons B. To advise on vision improvement conditions C. To identify visually impaired persons' biomechanical capacities D. To identify the person's vision-related functional abilities personal skills and competencies E. To identify the person's global functional abilities F. To identify risk factors across the age-spectrum, particularly in older people G. To apply a bio-psycho-social approach
KA2. To develop and implement an individualised vision-related rehabilitation program for visually impaired adults, using a multidisciplinary approach	<ul style="list-style-type: none"> A. To develop a tailored vision rehabilitation program B. To implement a tailored vision rehabilitation program C. To adapt rehabilitation techniques to the visually impaired persons capabilities D. To support treatment strategies for vision-related conditions
KA3. To develop and implement a individualized vision-related rehabilitation program for visually impaired children, adapted for their development age, using a multidisciplinary approach	<ul style="list-style-type: none"> A. To be aware of early interventions in newborns and infants and intervene where appropriate B. To define a visual, multisensory rehabilitation program for visually impaired C. children adapting for their developmental age taking associated comorbidities into account D. To understand and address the impact of visual impairment on the developmental stages of children E. To promote developmental cognition, including spatial cognition and visuo-motor coordination F. to promote neuropsychomotor development and sensory experience with activities defined on the basis of the visual and global profile of the child

	<p>G. To support and inform parents and relatives also providing indications on how to adapt different living environments to visual skills</p> <p>H. To support the parent-child relationship from the outset</p> <p>I. To prevent the negative effects of visual impairment on neuro-psychomotor development such as signs of psychopathological risk</p>
<p>KA4. To implement mobility and orientation training with visually impaired persons in collaboration with the wider healthcare team</p>	<p>A. To apply orientation and mobility techniques, for indoors and outdoors</p> <p>B. To instruct city mapping, viability, and topography principles</p> <p>C. To advise on environmental alterations to accommodate visual impairment</p> <p>D. To teach and implement conducting techniques</p> <p>E. To instruct in body awareness techniques</p> <p>F. To instruct the use of the white cane</p> <p>G. To introduce and support the use of mobility technological aids</p> <p>H. To instruct environmental research and exploration techniques</p> <p>I. To recommend, advise on, and instruct the use, of mobility and orientation aids and assists</p> <p>J. To collaborate with O&M specialists if they already exist in a particular region</p> <p>K. To perform indoor and outdoor exploration techniques</p> <p>L. To instruct the use of public transport</p>
<p>KA5. To support an individual's autonomy and independence in everyday activities in relation to visual impairment</p>	<p>A. To instruct an individual to manage self-care and personal hygiene</p> <p>B. To foster independence in everyday activities</p> <p>C. To apply ergotherapy techniques</p> <p>D. To provide health education</p> <p>E. To support autonomy in everyday life activities</p> <p>F. To instruct on use of aids and devices in everyday life activities</p> <p>G. To instruct housekeeping techniques and activities</p> <p>H. To instruct techniques for cooking and food management</p> <p>I. To instruct safety and good practices in relation to everyday activities in relevant environments</p> <p>J. To support order and organization in everyday habits to facilitate autonomy</p> <p>K. To support multisensory recognition techniques</p>
<p>KA6. To foster inclusion in formal education for visually impaired children</p>	<p>A. To support the analysis of learning needs</p> <p>B. To provide advice and support in educational settings for visually impaired children</p> <p>C. To provide assistance to the learning process</p> <p>D. To provide specialized activities and strategies related to learning</p> <p>E. To manage resources and aids for didactic purposes</p>

	<ul style="list-style-type: none"> F. To support student discipline in relation to the impact of the individual's visual impairment on their behaviour G. To raise awareness among school peers and teacher about visual disability to foster social inclusion H. To foster social inclusion of the visually impaired child in educational settings
KA7. To foster inclusion in professional and occupational activities for visually impaired adults	<ul style="list-style-type: none"> A. To support the conduct of an occupational analysis B. To adapt the occupational environment C. To provide personalised activities and strategies related to occupation D. To facilitate engagement in meaningful occupational activity E. To raise awareness among work colleagues and management about visual disability
KA8. To provide training and support for the use of assistive technologies for visual impairment	<ul style="list-style-type: none"> A. To support the use of technical aids B. To instruct digital literacy (computer basics) specific for VIP C. To introduce and support the use of assistive computer programs D. To introduce and support the use of braille E. To develop knowledge of assistive technologies techniques in rehabilitation F. To recommend, advise on, and instruct the use, of assistive devices G. To instruct the use of electronic health applications and technologies
KA9. To support the psychological and social dimensions of a visually impaired person's life using a biopsychosocial approach	<ul style="list-style-type: none"> A. To develop a collaborative relationship B. To apply techniques to enhance motivation and engagement with the program C. To encourage recognition of progress D. To encourage self-monitoring and empowerment E. To recognise mental health 'red flags' and to make appropriate referrals to specialised support services F. To recognise social needs' 'red flags' and to make appropriate referrals to specialised support services G.
KA10. To have basic clinical knowledge and skills to address general health and concurrent health concerns, in relation to vision health in collaboration with the wider healthcare team	<ul style="list-style-type: none"> A. To be aware of and be guided by relevant clinical guidelines B. To respond to the individual's changing health profile C. To apply clinical skills and knowledge regarding conditions which impact on vision health D. To apply the principles of the health sciences' disciplines E. To provide education about the prevention of illness

KA11. To be aware of local healthcare policy, health and social care ecosystem and health care organizational governance structures	<ul style="list-style-type: none"> A. To adhere to the organization guidelines and protocols B. To contribute to the continuity of health care C. To comply with quality standards relating to health practice D. To comply with health care laws and regulations E. To work in a multicultural environment in health care F. To promote inclusion...and other principles of (equity and diversity) G. To promote e-health and mobile health systems
Cross-cutting Key Activities	
KA12. Communication and education in relation to vision health	<ul style="list-style-type: none"> A. To apply teaching strategies B. To assist patient's learning process C. To keep contact with educators and teachers D. To listen actively E. To communicate effectively in the health sector F. To instruct patient's relations on care G. To empathize with the client H. To promote ocular health I. To advocate for policy in relation to vision health-related challenges J. To manage students and trainers K. To have additional language competency to a level sufficient to engage with the health sciences literature
KA13. Collaboration in relation to vision health	<ul style="list-style-type: none"> A. To oversee and coordinate the rehabilitation programme of the VIP, taking account of the input of other health and social care professionals involved B. To develop a collaborative therapeutic relationship with the visually-impaired C. To work in multidisciplinary teams
KA14. Monitoring and recording in relation to vision health	<ul style="list-style-type: none"> A. To monitor progress B. To respect the confidentiality of the VIP and to follow data confidentiality guidelines C. To record the progress of visually impaired persons in relation to treatment D. To record clinical and professional activity with accuracy and in line with professional standards
KA15. RESEARCH AND DEVELOPMENT IN RELATION TO VISION HEALTH	<ul style="list-style-type: none"> A. To keep up to date with evidence-base practice from the research literature B. To appreciate basic principles of health science research and how it applies to developing the evidence-base for practice C. To support research collaboration in relation to vision health

KA16. Professional approach, learning and ethics in relation to the VDR role	<ul style="list-style-type: none">A. To ensure visually impaired persons safetyTo undertake continuous education when and where it is needed in relation to visualB. To complete first aid trainingC. To be aware of and abide by the code of practice of the overseeing professional body.
KA17. Organizing and scheduling	<ul style="list-style-type: none">A. To apply organizational techniques to ensure professional behavior as a VDRB. To organise and manage appointment scheduling with the VIP