



oMERO Project
an eu curriculum for visual disabilities Rehabilitation

Lesson Plan

“Global support program based on biopsychosocial approach”

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TITLE	Global support program based on biopsychosocial approach	
ADDRESSED LOs	LO1-E-G-1 Develop an individualised global support program based on the biopsychosocial approach within the MDT, taking into account the psychological/social/biological factors of the visual disability situation and their impact on the person's autonomy capacities and life habits	
IMPLEMENTED INNOVATIVE STRATEGY	The biopsychosocial model will help the student to better understand the effects of visual impairment on psychological and social components of daily life (and their reciprocity), focusing on the need to be able to recognize and address psychological and sociological aspects of VIP.	
STRUCTURE OF THE LESSON	<i>Activity 1</i>	<i>The biopsychosocial approach</i>
	<i>Activity 2</i>	<i>Know how to recognize psychosocial aspects</i>
	<i>Activity 3</i>	<i>Introduction to the management of psychosocial symptoms in VIP</i>
	<i>Activity 4</i>	<i>Clinical case analysis</i>
DURATION	Overall duration: 7 hours. <ul style="list-style-type: none"> - Activity 1: 120 minutes (2 hours) - Activity 2: 120 minutes (2 hours) - Activity 3: 120 minutes (2 hours) - Activity 4: 60 minutes (1 hour) 	
OTHER LOs WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN		

ACTIVITY 1: The biopsychosocial approach	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>In Activity 1, the teacher generally describes the concept of biopsychosocial model and provides a quick overview of the clinical aspects related to it, explaining the bilateral effects of organic and psychological components, the environmental aspects and activity and participation.</p> <p>Activity 1 is divided in two steps:</p> <p>STEP A – Theoretical aspects of the biopsychosocial model</p> <p>The teacher organizes groups of students made of 4-5 members.</p> <p>The teacher describes the biopsychosocial theory and illustrates how psychological, biological and social factors are considered to participate simultaneously in the maintenance of health or/and in the development of disease.</p> <p>Then he/she asks the groups to discuss medical conditions for which psychological aspects are suspected or known to influence, modify and/or trigger somatic symptoms for 15 minutes.</p> <p>The teacher also briefly mentions the different international definitions for classifying illnesses associated with psychological factors (15 minutes).</p> <p>STEP B – Clinical aspects of the biopsychosocial model</p> <p>Students work in the same small groups as in STEP A. They are asked to:</p> <ol style="list-style-type: none"> I. describe medical conditions for which psychological and social factors may trigger patients' symptoms; After a preliminary brain storming, students (one per group) will present on a paper board the proposition of each subgroup and a global discussion will follow

	<p>II. describe medical conditions of which psychological symptoms may be a consequence;</p> <p>III. consider the psychodynamic parameters related to a person and how they could influence future medical conditions.</p> <p>Each group should have a PC to work with, since students are invited to produce collaboratively some slides (two for each above-mentioned point) depicting the key issues discussed in their group. Alternatively, they can write a short one-page document or produce a schema on a whiteboard.</p> <p>Finally, the teacher invites the groups to present shortly the main elements discussed (maximum 5 minutes per group) and then launches a plenary discussion, highlighting the need to envision the global context of a person with a medical condition and go beyond the somatic explorations,</p>
ROLE OF THE TEACHER	<p>The teacher organizes groups and supports the discussion.</p> <p>He/she also presents the principles of the lesson to the whole class in STEP A.</p>
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	<p>Students are involved in small groups (4-5 persons).</p>
DURATION	<p>Activity 1-A: 30 minutes</p> <p>Activity 1-B: 90 minutes</p>
NEEDED ICTs and/or DEVICES	<p>In Activity 1-A, a computer with a video projector may be useful for the teacher presentation.</p> <p>In Activity 1-B, a computer with a video projector may be useful for the presentation of the work developed by the groups. Each group should also be provided with a PC for the editing of the slides/document. Alternatively, a whiteboard can support their presentation.</p>
ASSESSMENT OF THE ACTIVITY	<p>Pre- and post-Lesson Multiple-Choice Questionnaires (MCQs).</p>

ACTIVITY 2: Know how to recognize psychosocial aspects	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>This Activity is aimed at addressing the skill of recognizing the psychosocial aspects of VIP by analysing:</p> <p>2-A: impacts of visual impairment on general daily life;</p> <p>2-B: impacts of visual impairment on autonomy;</p> <p>2-C: psychological symptoms and assessment tools.</p> <p>Students work in the same groups as in Activity 1.</p> <p>The activity is based on three main STEPS:</p> <p>STEP 1: Students are asked to have a group brainstorming on the psychological and social impacts of visual impairment on daily life and on autonomy. In particular, students are asked to:</p> <p>-(1 A-B) Discuss, recognize and describe the psychosocial impact of low vision on daily life and autonomy in several practical situations (e.g. prepare a meal, go shopping, use the public transportation, etc.). Here, students will be asked to describe potential situations for which the fact of having a low-vision situation could impact daily life routine situations (often referred as activity limitations). One student per group will then report 2 or 3 of these situations to the other groups using a paper board. An overall group discussion will follow.</p> <p>-(1 C) Describe how they perceive and recognize psychological symptoms and distress in VIP.</p>

	<p>STEP 2: Each group has to present the results of the internal discussion to the whole class. The teacher moderates the presentations and supports the discussion.</p> <p>STEP 3: The teacher describes the main psychological symptoms (or reactions) that are likely to be associated with low vision and illustrates some common available assessment tools used to screen and quantify these psychological symptoms. This way, students learn to recognise and assess (with assessment tools) the different diagnostic categories and symptoms related to psychological disorders.</p>
ROLE OF THE TEACHER	<p>The teacher organizes the groups and supports the discussion.</p> <p>He/she also presents the lesson and moderates the discussion in STEP 3.</p>
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	<p>Students are involved in small groups (4-5 persons), the same as in Activity 1.</p>
DURATION	<p>STEP 1: 60 minutes (1 hour) in working groups.</p> <p>STEP 2: 30 minutes – groups’ presentation of results.</p> <p>STEP 3: 30 minutes – teacher’s presentation and sum-up</p>
NEEDED ICTs and/or DEVICES	<p>In steps 1 and 2, a computer with a video projector may be useful for the presentation of the work developed by the groups. Each group should also be provided with a PC for the editing of the slides/documents. Alternatively, a whiteboard can support their presentation.</p> <p>In STEP 3, a computer with a video projector may be useful for the teacher presentation.</p>
ASSESSMENT OF THE ACTIVITY	<p>Post-training Questionnaire to assess the acquired knowledge on clinical assessment tools for psychosocial aspects.</p>

ACTIVITY 3: Introduction to the management of psychosocial symptoms in VIP	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>This Activity is a lecture that helps students to get knowledge about the basic aspects of non-pharmacologic and pharmacologic management of psychosocial symptoms in VIP.</p> <p>The teacher describes the variability of available non-pharmacologic and pharmacologic approaches that can be proposed to VIP in case of psychological distress, as well as potential available resources in the area: network of professionals in the area, links to addresses/websites of professional resources. In particular:</p> <ul style="list-style-type: none"> - the teacher briefly describes the main available non-pharmacologic approaches to manage psychological symptoms and focuses on the methods used to improve participants’ engagement in non-pharmacologic approaches; - the teacher also describes <ul style="list-style-type: none"> • the main psychotropic pharmacologic classes; • the main effects of psychotropic drugs on psychological symptoms; • the main side effects and usage precautions for each class. <p>The lecture can be delivered in person or, alternatively, it can be presented in an online web-conference.</p>
ROLE OF THE TEACHER	<p>The teacher presents the lesson in a traditional class.</p>
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	<p>The whole class is involved.</p>
DURATION	<p>120 minutes (2 hours).</p>

NEEDED ICTs and/or DEVICES	If the lecture is delivered in person: computer, video projector and audio speakers. If the lecture is delivered online: computer + videoconferencing system.
ASSESSMENT OF THE ACTIVITY	Students are assessed through a post-training MCQ.

ACTIVITY 4: Clinical cases analysis	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 4 is based on the analysis of clinical cases.</p> <p>Students work in small groups on specific clinical situations that they could face in clinical routine in order to assess how they can recognize symptoms and direct VIP to dedicated professionals.</p> <p>Students will be invited to propose clinical cases from situations they faced personally according to their own professional experience. In the absence of proposed clinical cases, the teacher will propose several clinical situations to be discussed. After a subgroup brainstorming, one student per group will report the proposed case management (of each group) using a paper board. A global discussion will follow and the teacher will then propose the appropriate case management for each clinical situation.</p> <p>Considering all the discussed aspects, students are asked to propose a plan for the global management of psychological symptoms among individuals with low vision (2 clinical cases per group): symptoms recognition, symptoms assessment, management suggestions, specialist referral.</p>
ROLE OF THE TEACHER	The teacher moderates the interactions among students.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students are involved in small groups (4-5 persons), preferably the same as in Activity 1 and 2.
DURATION	60 minutes (1 hour)
NEEDED ICTs and/or DEVICES	<p>At least one digital or printed version of the clinical cases to be analysed per group.</p> <p>A computer with a video projector may be useful for the presentation of the work developed by the groups. Each group should also be provided with a PC for the editing of the slides/document. Alternatively, a whiteboard can support their presentation.</p>
ASSESSMENT OF THE ACTIVITY	Group analyses: the activity starts with a subgroup brainstorming examining several clinical situations and an oral presentation (one student per group reporting, using a paper board, the proposed therapeutic strategy). The teacher will discuss and correct the proposed care management of each clinical situation

GENERAL INFORMATION – SUM-UP	
CONTENTS DETAIL	<p>This module will overview how to propose a global care management for VIP taking into account the psychological and social aspects, considering the theoretical “biopsychosocial” approach. After theoretical presentations, students will be asked to apply a global management approach through clinical situations and will learn how to use common clinical assessment tools to recognize psychological and social issues associated to low-vision context. The content of the module will have: teacher presentations, analysis of clinical situations in small group brainstorming situations.</p> <ul style="list-style-type: none"> • The concept of biopsychosocial models in general • Overview of the clinical aspects related to the biopsychosocial model, with a focus on the bilateral effects of organic and psychological components

	<ul style="list-style-type: none"> • How psychological, biological and social factors are considered to participate simultaneously in the maintenance of health or/and in the development of disease. • The different international definitions for classifying diseases associated with psychological factors.
REFERENCE MATERIALS	<p>ICF – WHO standards</p> <p>https://www.who.int/standards/classifications/international-classification-of-functioning-disability-and-health#:~:text=ICF%20was%20officially%20endorsed%20by,and%20measure%20health%20and%20disability.</p> <p>Online browser</p> <p>https://apps.who.int/classifications/icfbrowser/</p> <p>[BOOK] DSM-V</p> <p>https://cdn.website-editor.net/30f11123991548a0af708722d458e476/files/uploaded/DSM%2520V.pdf</p>
TEACHER PROFILE	Psychiatrist or psychologist
ONLINE LEARNING	Activity 3 could be implemented online.
ICTs SUPPORTING THE LESSON	A PC connected to the web and a video-projector.
CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT	<p>A classroom equipped with:</p> <ul style="list-style-type: none"> - a PC and ICTs for projecting slides. - Mobile chairs in order to support working groups - A board to support the wrap-up activity
NUMBER OF STUDENTS INVOLVED AND POSSIBLE GROUPS	It is suggested to work in groups. There should be up to 5 groups with 4-5 persons each, so a maximum of 25 students.