# oMERO Project
# an eu curriculuM for visual disabilitiEs RehabilitatOrs

## Lesson Plan
## "*Implementation of evidence based rehabilitation in everyday work*"

**This document is part of oMERO Project's Intellectual Output 4**



## Authors of the Lesson Plan

| oMERO Partner | Authors |
|---|---|
| **UNGOT** | Inger BERNDTSSON |
| **IDC** | Federica CALABRIA |

## Review of the Lesson Plan

| oMERO Partner | Reviewers |
|---|---|
| **SI4LIFE scrl** | Serena ALVINO, Elena VERCELLI |
| **TDC** | JP Connelly |



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| TITLE | Implementation of evidence based rehabilitation in everyday work |
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| ADDRESSED LOs | **LO15-A-1**<br>Know the principles of evidence-based health sciences disciplines and practice and apply them in everyday work, also using the main evidence databases |
| IMPLEMENTED INNOVATIVE STRATEGY | The strategy implemented in this lesson plan is innovative because it intertwines theory and practice in the field of evidence-based rehabilitation. It also takes the MDT as its starting-point and tries to emphasise both professional experience and theoretical underpinnings for everyday work. This lesson plan will highlight various tools for the development of knowledge and evidence-based methods through innovative workshops and interviews. The VIPs' perspective and experience are also addressed as a part of the evidence-based rehabilitation.<br><br>More specifically, the teacher will use some innovative tools such as interviews with professionals, MDT role-plays and online presentations and assessment. |
| STRUCTURE OF THE LESSON | *Activity 1* — Introduction to libraries and databases and their practical use<br>*Activity 2* — Gaining knowledge from interprofessional expertise<br>*Activity 3* — Gaining knowledge from a user-centred perspective<br>*Activity 4* — Multidisciplinarity and evidence-based approach: discussion on possible integrations in MDT – role-play simulation<br>*Activity 5* — Online assessment |
| DURATION | Overall duration 8,5 -9 hours<br><br>- Activity1: 120 minutes (2 hours) of lecture + 120 minutes (2 hours) of homework<br>- Activity 2: 120 minutes (2 hours)<br>- Activity 3: 60 minutes (1 hour)<br>- Activity 4: 120 minutes (2 hours)<br>- Activity 5: 90-120 minutes (1h30 or 2 hours) + homework |
| OTHER LOs WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN | **LO15-B-D-1**<br>Know and apply the basics of research design and methodology, project planning and research ethics and be able to contextualize them in an individual project |

| ACTIVITY 1: Introduction to libraries and databases and their practical use | |
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| DETAILED DESCRIPTION OF THE ACTIVITY | Activity 1 consists of a LECTURE and a SELF-STUDY SESSION at home.<br><br>In the lecture, the teacher provides an introduction to knowledge-based development within the field of rehabilitation and habilitation. In particular:<br><br>- Evidence as a process and a goal is presented, as well as what characterizes different forms of knowledge, e.g. scientific knowledge in relation to experience-based knowledge;<br>- The teacher introduces the places where the latest knowledge (mainly rehabilitation methods) can be found by explaining the characteristics of libraries, scientific articles and databases.<br>- Finally, the teacher (or a librarian) provides an introduction to database search carried out by librarians (cataloguing criteria, architecture of libraries, impact |

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| | factor) and to the teaching of relevant search strategies (keywords, type of search, field or review, qualitative and quantitative methods and research) |
| | The lecture also introduces the self-study session. |
| | The lecture can be delivered face-to-face or, alternatively, it can be presented in an online web-conference. |
| | SELF-STUDY SESSION |
| | After the lecture, some homework is assigned to students: each student has to choose a theme and find a paper, carrying out a research activity, i.e. a database search, that explains or discusses the evidence relating to rehabilitation methodology. Furthermore, he/she must be prepared to explain why he/she chose that particular paper and articulate the reason for the applied search strategy. |
| | The activity should last one to two weeks. |
| **ROLE OF THE TEACHER** | The teacher provides, if possible, many practical examples of search strategies approached as a workshop. |
| **STUDENTS INVOLVEMENT AND POSSIBLE GROUPS** | All students in the class are involved in the database search, assigned individually as homework to be done before activity 2. |
| **DURATION** | LESSON: 120 minutes (2 hours)<br>SELF-STUDY SESSION: 120 minutes (2 hours) |
| **NEEDED ICTs and/or DEVICES** | LESSON<br>If the lecture is delivered in person: computer, video projector and audio speakers.<br>If the lecture is delivered online: computer + videoconferencing system.<br>SELF-STUDY SESSION<br>A pc connected to the Web to carry out the activity. |
| **ASSESSMENT OF THE ACTIVITY** | There will be an oral follow-up of the homework during Activity 2.<br>The student will collect a short bibliography of his/her findings during the self-study session and send to the teacher for evaluation. |

| ACTIVITY 2: Gaining knowledge from interprofessional expertise |
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| **DETAILED DESCRIPTION OF THE ACTIVITY** | Activity 2 consist of a warmup activity (Step 1) for group discussion based on 4 main STEPS (Steps 2-5). |

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| **DETAILED DESCRIPTION OF THE ACTIVITY** | Activity 2 consist of a warmup activity (Step 1) for group discussion based on 4 main STEPS (Steps 2-5). |
| | Due to its interactivity, it is suggested to carry out this activity in person. |
| | STEP 1: Students are divided into groups, possibly and preferably based on similar professional competences. Then, they are invited to briefly discuss (internally) the paper they have chosen for the assigned homework and describe the research strategy they applied. The aim is to share their experiences in the evidence-based research and difficulties to enlighten methodological approaches on visual rehabilitation. |
| | STEP 2: After these initial group discussions, the teacher introduces to the whole class a professional of VIP rehabilitation and invites the groups to choose a topic and prepare a short set of questions about it to perform a collective interview to the invited professional. Questions should be aimed at obtaining the rehabilitation expert's professional knowledge on the chosen topic. |

The aim of the interview and discussion is to invite future VDRs to understand how to find professional competence in the team and develop an interdisciplinary approach to knowledge - within the MDT roles.

STEP 3: The groups have a brief discussion among themselves on the planned questions, to make sure they do not repeat the same questions.

STEP 4: The different groups take turns asking their questions to the invited expert.

STEP 5: The teacher introduces and leads a final discussion about the development of professional experienced knowledge and possibilities to gather information from practice and to properly transfer them into research activities and/or methodological documents.

The discussion led by groups with different professional competences is meant to develop the capability to seek different methods and approaches in interdisciplinary collaboration and to draw knowledge from professional experience and expertise.

Notes:

- Step 1, 2, and 3 can be performed just before the interview and the following discussion (Steps 4 and 5) or in a preparatory session carried out on a different day.

- Two experts from different professions and fields of research could also be invited, e.g. one from medicine, optometry or rehabilitation and another from special education or social sciences. This will need a longer time for crossed interviews

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| **ROLE OF THE TEACHER** | The teacher is a moderator.<br><br>1-2 experts in rehabilitation are invited to be interviewed on their professional competences and experiences and how they have been developed in practice. |
| **STUDENTS INVOLVEMENT AND POSSIBLE GROUPS** | Groups of about 4-5 students (possibly and preferably based on similar professional competences - profession or title) are created in order to support the Activity. |
| **DURATION** | 120 minutes (2 hours) |
| **NEEDED ICTs and/or DEVICES** | No specific device. |
| **ASSESSMENT OF THE ACTIVITY** | No assessment is foreseen, although the teacher will take into account active participation in the interviews and in the final discussion. |

| ACTIVITY 3: Gaining knowledge from a user-centred perspective | |
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| **DETAILED DESCRIPTION OF THE ACTIVITY** | Activity 3 is another interactive activity involving external experts, which should be carried out in person.<br><br>The aim of this activity is to point out that evidence-based knowledge and professional knowledge/expertise are relevant knowledge bases for evidence-based rehabilitation, but that it is also often necessary to examine the clients' needs and points of view on the rehabilitation process in depth, in order to customize and develop new approaches.<br><br>To address this aim, the activity is based on four main STEPS.<br><br>STEP 1: The same groups of Activity 2 are invited to prepare a set of new questions to interview an invited professional or expert about "*how to find and develop information based on user-centred expertise and how to perform measurement (biopsychosocial, personalization) within the client/professional relationship*". |

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| | STEP 2: As in Activity 2, the groups have a brief discussion among themselves on the planned questions, to make sure they do not repeat the same questions. |
| | STEP 3: The different groups take turns asking their questions to the invited expert. |
| | STEP 4: The teacher stimulates a discussion on the importance of different methods for gaining knowledge from VIPs. Reflections may concern the use of questionnaires versus interviews and observations, and on how these types of data can be mixed (quantitative versus qualitative approach). |
| **ROLE OF THE TEACHER** | The teacher introduces the activity and acts as moderator. |
| | An expert/professional in rehabilitation is invited to be interviewed on his/her competences related to user assessment and a client-centred approach and emancipation. This professional/expert could either be the same person as in activity 2 or someone else. |
| **STUDENTS INVOLVEMENT AND POSSIBLE GROUPS** | Students are involved in groups, which are the same as in Activity 2. |
| **DURATION** | 60 minutes (1 hour) |
| **NEEDED ICTs and/or DEVICES** | No |
| **ASSESSMENT OF THE ACTIVITY** | No assessment is foreseen, although the teacher will take into account active participation in the interviews and in the final discussion. |

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| **ACTIVITY 4: Multidisciplinarity and evidence-based approach – role-play simulation** |

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| **DETAILED DESCRIPTION OF THE ACTIVITY** | Activity 4 is based on a role-play simulation and structured in four main STEPS. |
| | Students are invited to discuss the following topic: "*How to integrate various kinds of knowledge in the MDT*", with reference mainly to scientific knowledge and evidence, professional skills and experience, and VIP's needs and preferences. |
| | STEP 1: PREPARATION. Students are divided in groups of about 4-7, simulating an MDT (simulating interprofessional interactions, acting one different professional). Each group is provided with: |
| | - a dense case history to be analysed with relevance to the MDT; |
| | - instructions for carrying out the role-play, including the description of different roles of MTD professionals to be played (e.g. occupational therapist, optician, special teacher/pedagogue, nurse or doctor). |
| | Each member of the group is invited to choose a role among the ones listed in the instructions; they have 10 minutes to read and get prepared to role and group discussion. |
| | STEP 2: Students in groups play the role of a specific professional and simulate an MDT meeting. Each group has 40 minutes to plan some rehabilitation activities for the presented case, discussing as if they were part of an actual MDT. |
| | STEP 3: Each group takes 10-15 minutes to present their ideal approach to multi-professional integration of competences and knowledge to the whole class. Students are invited to discuss and reflect on how the various professions can contribute to the case and how various forms of knowledge and information can be integrated for rehabilitation planning. The discussion is open to all classmates, who can also ask questions. |
| | STEP 4: At the end, the teacher sums up and highlights the topics that have been addressed and learned through this activity. |
| | At the end of this Activity, Activity 5 is introduced to students. |

| ROLE OF THE TEACHER | The activity is introduced by the teacher. This introduction is followed by the organisation of the groups and the time schedule of the activity. The teacher draws conclusions at the end of the activity. |
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| STUDENTS INVOLVEMENT AND POSSIBLE GROUPS | Students are divided into groups of about 4-7, preferably groups in this activity should be heterogeneous, mixing professional backgrounds to form the MDT for the role-play. I.e. groups can be created by distributing members of the groups of Activity 2 and 3. Where previous competences are more similar students will try to act different roles and professionals in the MDT |
| DURATION | STEP 1: 15 minutes – Introduction to the activity. STEP 2: 30 minutes - Discussion within MDT groups. STEP 3: 60 minutes - Groups present their considerations. STEP 4: 15 minutes – The teacher draws conclusions. |
| NEEDED ICTs and/or DEVICES | Printed version of the materials supporting the role-play to be distributed among students. Boards to support case presentation. |
| ASSESSMENT OF THE ACTIVITY | No assessment is foreseen, although the teacher will take into account active participation in the final discussion. |

| ACTIVITY 5: Online assessment | |
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| DETAILED DESCRIPTION OF THE ACTIVITY | Activity 5 is a collaborative work session to be performed at home. It is introduced at the end of Activity 4 and is intended to support student assessment of the content of the entire lesson. Students have two weeks to work on this task. They will use a web-conferencing system (e.g. Skype, Zoom or Teams) to discuss and collaborate in order to prepare an oral presentation supported by slides to be presented in front of the whole class. Each group chooses one of the following topics: <br><br>• *In your opinion, what are the biggest challenges in working with interdisciplinary knowledge development in visual (re)habilitation practice?* <br><br>• *How can the MDT work concretely to ensure that theory and practice can be integrated in the best possible way in the daily work of visual (re)habilitation?* <br><br>• *What function do you think evidence might have as an approach and/or process for the development of vision (re)habilitation?* <br><br>Each group is supposed to present its own work in person to the whole class. Each presentation should take maximum 10 minutes, plus 5 minutes for discussion. At the end, the teacher leads a discussion on the possibility of implementing and working according to evidence-based strategies in the MDT. |
| ROLE OF THE TEACHER | The teacher introduces the task in Activity 4. Then, he/she moderates the discussion in class during the presentations and leads the final wrap-up. |
| STUDENTS INVOLVEMENT AND POSSIBLE GROUPS | Students perform the task in multidisciplinary groups, the same as in Activity 4. FLIPPED CLASSROOM (distance-->presence) |
| DURATION | About 3-4 hours of work at home (over a period of two weeks). |

| | About 1h30 - 2 hours for the presentations in person (depending on the number of groups). |
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| **NEEDED ICTs and/or DEVICES** | A web-conferencing system (e.g. Skype, Zooms or Teams) to discuss and collaborate in order to prepare an oral presentation.<br><br>A PC connected to the projector in the class in order to support slide presentations. |
| **ASSESSMENT OF THE ACTIVITY** | The teacher assesses the work of the groups. |

| GENERAL INFORMATION – SUM-UP | |
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| **CONTENTS DETAIL** | <ul><li>how to find and develop information based on user-centred expertise and scientific knowledge/articles</li><li>how to foster the client/professional relationship</li><li>How to develop new knowledge from the professional expertise</li></ul> |
| **REFERENCE MATERIALS** | Materials supporting Activity 4, namely:<br><ul><li>a dense case history to be analysed with relevance to the MDT;</li><li>instructions for carrying out the role-play, including the description of different roles of MTD professionals to be played (e.g. occupational therapist, optician, special teacher/pedagogue, nurse or doctor).</li></ul> |
| **TEACHER PROFILE** | The teacher can be a professional involved in MDT (or experienced in interprofessional group discussion) and/or a university teacher competent on evidence-based research approach, database research, interviews, team-work, case discussion. |
| **ONLINE LEARNING** | A collaborative work session to be performed at home through a web-conferencing system is planned in Activity 5. |
| **ICTs SUPPORTING THE LESSON** | A web-conferencing system (e.g. Skype, Zoom or Teams) to discuss and collaborate in order to prepare an oral presentation is needed for Activity 5.<br><br>A PC connected to the projector in the class in order to support slide presentations. |
| **CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT** | The classroom should be equipped with a PC connected to the projector. |
| **NUMBER OF STUDENTS INVOLVED AND POSSIBLE GROUPS** | Different types of groups (homogeneous and heterogeneous with respect to previous competences) are set up in Activity 2-3 and Activity 4-5.<br><br>All groups are made of about 4-5 members. |