



***oMERO Project***  
***an eu curriculum for visual disabilities Rehabilitation***

**Lesson Plan**

**“Promoting neuro-psychomotor development within the MDT”**

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



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<b>TITLE</b>	<b>Promoting neuro-psychomotor development within the MDT</b>	
<b>ADDRESSED LOs</b>	<b>LO3-D-E-1</b> Promote neuro-psychomotor development and sensory experience cooperating with the MDT and implementing activities tailored on child's visual and global profile and by applying multidisciplinary techniques which stimulate complex cognitive functioning	
<b>IMPLEMENTED INNOVATIVE STRATEGY</b>	This lesson plan makes students experience directly the added value of interprofessional collaboration and teamwork.	
<b>STRUCTURE OF THE LESSON</b>	<i>Activity 1</i>	Introductory lesson
	<i>Activity 2</i>	<i>Case analysis</i>
	<i>Activity 3</i>	<i>Case discussion</i>
	<i>Activity 4</i>	Wrap-up discussion
<b>DURATION</b>	Overall duration 4,5 hours. <ul style="list-style-type: none"> <li>- Activity 1 Introductory lesson (30 min)</li> <li>- Activity 2 Case analysis (1,5 hours)</li> <li>- Activity 3 Case discussion (1,5 hours)</li> <li>- Activity 4 Wrap-up discussion (1 hour)</li> </ul>	
<b>OTHER LOs WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN</b>	LO2-A-B-C-D-2 LO13 AC1 LO13 AC 3 LO12 C1	

<b>ACTIVITY 1 – INTRODUCTORY LESSON</b>	
<b>DETAILED DESCRIPTION OF THE ACTIVITY</b>	Activity 1 consists of a lecture. The teacher presents a face to face traditional lecture, recalling basic knowledge about visually impaired children and rehabilitation introduced in UOL3. The teacher: <ul style="list-style-type: none"> <li>a. introduces the goals of the lesson by recalling the opportunities offered by teamwork and multidisciplinary competences in the VDR team (MDT);</li> <li>b. remembers to look at the developmental age and to refer to normotypical psychomotor stages;</li> <li>c. underlines the importance of a global approach and of the individualized approach for rehabilitation goal setting;</li> <li>d. explains the lesson goals and the following activities based on groupwork for case analysis and case discussion, by listing documents available, student roles, time and practical options.</li> </ul> The lecture can be delivered in person or, alternatively, it can be presented in an online web-conference.
<b>ROLE OF THE TEACHER</b>	The teacher will be a presenter
<b>STUDENTS INVOLVEMENT AND POSSIBLE GROUPS</b>	The whole class is involved.

<b>DURATION</b>	30 min: 15' resume previous linked contents (points a+b+c) + 15' (point d)
<b>NEEDED ICTs and/or DEVICES</b>	If the lecture is delivered in person: computer, video projector and audio speakers. If the lecture is delivered online: computer + videoconferencing system.
<b>ASSESSMENT OF THE ACTIVITY</b>	The correct understanding of the task and activities, the organisation of groupwork and the setting of goals demonstrates the success of the students and the successful completion of the activity.

<b>ACTIVITY 2 – CASE ANALYSIS &amp; ROLE PLAY</b>	
<b>DETAILED DESCRIPTION OF THE ACTIVITY</b>	<p>Activity 2 is a collaborative activity where students are supposed to work in groups to analyse a case.</p> <p>Each group is provided with:</p> <ul style="list-style-type: none"> <li>- a case folder, containing documents and referrals;</li> <li>- a scenario for the role play including the description of a number of roles/professionals of the MTD.</li> </ul> <p>Each student should choose a different professional and play that role based on the provided scenario.</p> <p>STEP 1 (divided in groups): Playing the selected role, students discuss the case and deepen their knowledge of the case and useful information. Students are asked to analyse referrals and information from different professional points of view and to cooperate in defining the different objectives to be pursued and the planned treatments. Finally, they are asked to set and describe an intervention plan in child rehabilitation that must have the following characteristics:</p> <ul style="list-style-type: none"> <li>- <i>duration of treatments: 1 year, in average</i></li> <li>- <i>focus on neuro-psychomotor development.</i></li> </ul> <p>STEP 2 (divided in groups): Students are asked to prepare a case presentation to share in front of the class and the teacher, choosing their approach and “how to display” them to the working group (i.e. slide, video, acting, document ecc).</p> <p>Students should manage their time in order to allow their classmates and teacher to ask questions.</p> <p>This activity gives students the opportunity to deploy all the skills learned during the lesson. It also provides them with insights into the role of different professionals in MDT.</p>
<b>ROLE OF THE TEACHER</b>	The teacher observes and supports the working groups and also takes notes supporting Activity 4.
<b>STUDENTS INVOLVEMENT AND POSSIBLE GROUPS</b>	<p>Groups should include between 3 and 6 members.</p> <p>The groups of students can be determined by the teacher (in case of multidisciplinary entry titles), random or chosen by classmates.</p> <p>If possible, they should be heterogeneous in terms of entry titles or previous experience.</p>
<b>DURATION</b>	<p>STEP 1:</p> <ul style="list-style-type: none"> <li>- 30 min: group cooperation to define possible roles and consider available referrals and information</li> <li>- 30 min: discussion of possible rehabilitation activities</li> </ul> <p>STEP 2:</p> <ul style="list-style-type: none"> <li>- 30 min: preparation of presentation</li> </ul>
<b>NEEDED ICTs and/or DEVICES</b>	<p>Computer and projector.</p> <p>If the oral presentation is supported by slides, at least one PC for each group is needed.</p>

<b>ASSESSMENT OF THE ACTIVITY</b>	The teacher as observer considers the involvement of students, groupwork and collaborative approach. the group work will be finally assessed through the oral presentation performed in Activity 3
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<b>ACTIVITY 3 – CASE DISCUSSION &amp; ROLE PLAY</b>	
<b>DETAILED DESCRIPTION OF THE ACTIVITY</b>	<p>Activity 3 involves all the students in the classroom and is based on the oral presentation of the intervention plan developed by groups in Activity 2.</p> <p>Student groups take floor in turns and expose their case to the whole class and teacher, using materials and method of presentation previously decided in Activity 2.</p> <p>Students should manage their time in order to allow their classmates and teacher to ask questions.</p>
<b>ROLE OF THE TEACHER</b>	<p>The teacher is a moderator and suggests questions to support students .</p> <p>The teacher also takes notes supporting Activity 4.</p>
<b>STUDENTS INVOLVEMENT AND POSSIBLE GROUPS</b>	Each group has to present an intervention plan. Students have to talk in turn, playing the role of a specific member of the MTD.
<b>DURATION</b>	Each group should present for about 30 minutes, for a total of 1.5 hours.
<b>NEEDED ICTs and/or DEVICES</b>	If the oral presentation is supported by slides, a computer and a projector are needed.
<b>ASSESSMENT OF THE ACTIVITY</b>	<p>The case discussion, based on the presentation and stimulating the whole class, should be considered as an oral examination assessing:</p> <ul style="list-style-type: none"> <li>- the developed MDT rehabilitation plans, which are explained and based on rehabilitation guidelines and then individualized according to a child's developmental stage, need and special circumstances;</li> <li>- critical thinking and plan adaptation;</li> <li>- correct communication skills and use of technical terms;</li> <li>- the ability to cooperate between group members and interpret roles and their competences.</li> </ul>

<b>ACTIVITY 4 – WRAP-UP AND DISCUSSION</b>	
<b>DETAILED DESCRIPTION OF THE ACTIVITY</b>	<p>Activity 4 is based on the plenary discussion of the lessons learned during the previous activities.</p> <p>Using the notes taken during Activity 2 and Activity 3, the teacher asks the students to collaborate in order to present a wrap-up of the whole lesson.</p> <p>The teacher divides the board in two parts:</p> <ol style="list-style-type: none"> <li>1) lessons learned – difficulties and risks;</li> <li>2) lessons learned – chances.</li> </ol> <p>Then, the teacher asks students (one at a time) to suggest some items in order to create a complete list.</p> <p>During this activity, students do not play the role of the MTD professional but are invited to point out specific issues concerning the role-play.</p>
<b>ROLE OF THE TEACHER</b>	After a sum-up of the activities, the teacher will act as a moderator in the classroom, putting forward “triggering” questions and moderating interactions among students

<b>STUDENTS INVOLVEMENT AND POSSIBLE GROUPS</b>	Students are involved as individuals. No groups are foreseen for this activity. They are asked to express their personal point of view, experiences and doubts and eventually to suggest how to improve their task.
<b>DURATION</b>	1 hour
<b>NEEDED ICTs and/or DEVICES</b>	A board (digital or physical).
<b>ASSESSMENT OF THE ACTIVITY</b>	The students' performance in this activity should be considered as a completion of the oral examination, during which the teacher assesses: <ul style="list-style-type: none"> <li>- Critical thinking and plan adaptation;</li> <li>- Correct communication skills and technical terms;</li> <li>- The ability to cooperate between group members and interpret roles and their competences;</li> <li>- Global biopsychosocial approach;</li> <li>- Comprehension of professional roles within the MDT.</li> </ul>

<b>GENERAL INFORMATION – SUM-UP</b>	
<b>CONTENTS DETAIL</b>	<ul style="list-style-type: none"> <li>- MDT and professional roles in the team (MDT)</li> <li>- Use of referrals and the output of the anamnestic interview</li> <li>- Biopsychosocial approach in practice</li> <li>- Interventions to support psychomotor development</li> <li>- Goal setting in visual impaired children</li> </ul>
<b>REFERENCE MATERIALS</b>	<p><u>Case folders.</u></p> <p>Suggested cases are the following:</p> <p style="padding-left: 40px;">Case 1: toddler</p> <p style="padding-left: 40px;">Case 2: school-age child</p> <p style="padding-left: 40px;">Case 3 pre-adolescent</p> <p>They may include: referrals, anamnestic interviews, child short video</p> <p><u>Role-Play scenario</u> and description of the different roles to be played by students.</p>
<b>TEACHER PROFILE</b>	The teacher should be a Health professional, experienced in MDT and in case discussion of visually impaired children, such as a Neuropsychiatrist, Psychologist, Ophthalmologist, GP, Physiotherapist, Neuropsychomotor therapist, Orthoptist, Ergotherapist, or Occupational Therapist etc.
<b>ONLINE LEARNING</b>	<p>The lesson can be adapted to a “flipped classroom” approach. The flipped classroom reverses the traditional learning experience, so lectures are shared outside the classroom and are examined by students individually as homework, while class time reserved for discussion and interactive projects.</p> <p>Based on these premises, the lesson can be run in a blended approach, integrating online and face-to-face learning, as follows:</p> <ul style="list-style-type: none"> <li>- Activity 1 and Activity 2 can be performed in video-conferencing. For Activity 2, the task in groups should be supported by “break-out-rooms”, i.e. separate virtual classrooms generated on-the-fly in a video-conferencing system.</li> <li>- Then, Activity 3 and Activity 4 can be performed in person, involving the whole class.</li> </ul>

<b>ICTs SUPPORTING THE LESSON</b>	<p>As for face-to-face learning, a PC connected to the web in the room and a projector are needed.</p> <p>In the event of online learning, a web-conferencing system supporting “break-out-rooms” is needed.</p>
<b>CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT</b>	<p>A classroom equipped with:</p> <ul style="list-style-type: none"> <li>- a pc and ICTs for projecting slides.</li> <li>- Mobile chairs to support working groups</li> <li>- A board to support the wrap-up activity</li> </ul> <p>When possible, three small rooms available for meetings and group discussion, at a reduced distance from each other to allow the teacher to follow everyone during activity 2.</p>
<b>NUMBER OF STUDENTS INVOLVED AND POSSIBLE GROUPS</b>	<p>12-24 students, to be divided in groups</p>