



oMERO Project
an eu curriculum for visual disabilities RehabilitatOrs

Lesson Plan
“Supporting personal independence and learning”

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



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GENERAL INFORMATION - INTRODUCTION		
TITLE	Supporting personal independence and learning	
ADDRESSED LOs	<p>LO5-B-D-E-J-1</p> <p>Evaluate and assess personal goals regarding autonomy and independence according to visual disability and personal circumstances and deploy, in collaboration with the MDT, and foster a program of personal independence that is achievable and that supports self-care, healthy choices and adherence to medical interventions.</p>	
IMPLEMENTED INNOVATIVE STRATEGY	<p>This lesson plan combines three activities in an innovative strategy.</p> <p>Firstly, theoretical knowledge (introduced through a lecture) is combined with an interview with a VIP, bringing lived experience of disability into focus.</p> <p>Secondly, in the role-play the students have the possibility to try different positions in MDT and thereby develop their professional expertise.</p> <p>Thirdly, the assessment brings together theory, VIP's experiences and their own professional experience through reflection and the writing of a paper.</p>	
STRUCTURE OF THE LESSON	<i>Activity 1</i>	Introductory lecture
	<i>Activity 2</i>	Introduction to the interview activity, including a lecture
	<i>Activity 3</i>	Performing an interview with VIP in groups
	<i>Activity 4</i>	Follow-up of lectures and interviews
	<i>Activity 5</i>	Introduction to the development of an individual support program
	<i>Activity 6</i>	Role-play: MDT meeting
	<i>Activity 7</i>	Assessment: writing a paper
DURATION	<p>Overall duration 10 hours + assessment task (Activity 7)</p> <ul style="list-style-type: none"> - Introductory lecture (2 hours) - Introduction to the interview activity, including a lecture (2 hours) - Performing an interview with VIP in groups (2 hours) - Follow-up of the interview (1 hour) - Introduction to the development of an individual support program (1 hour) - Role-play: MDT meeting (2 hours) - Assessment: writing a paper (10 hours) 	
OTHER LOs WHICH CAN BE TARGETED BY ADAPTING THIS LESSON PLAN	<p>This lesson plan is needed in order to understand what is important to enable VIP to learn completely new activities, i.e the white cane, relearn earlier well-known activities, i.e. daily life activities, and to live independently. This knowledge is important as a base for developing support programs, which also relates to the following LO.</p> <p>LO1-E-G-1: <i>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.</i></p>	

ACTIVITY 1- INTRODUCTORY LECTURE	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 1 is a lecture which introduces and problematizes the content of the addressed learning outcome. The goal is to understand how it is possible for a VIP to become active and participate in his/her own life. In this lesson plan, the focus will be on young adults, but it is also applicable to people became visually impaired or blind as adults.</p> <p>This lecture could include:</p> <ul style="list-style-type: none"> - How activity performance is dependent on psychological and existential aspects; - How social aspects and stigmatization affect daily life of a VIP; - How to understand learning processes related to identity and the biography of the VIP. - The lecture can be delivered face-to-face or, alternatively, it can be presented in an online web-conference.
ROLE OF THE TEACHER	<p>A lecturer or a researcher with specialised in education, special education or psychology is suggested for this lecture.</p> <p>He/she plays an active role as lecture presenter.</p> <p>The teacher takes notes about the process in order to present a wrap-up of the main “lessons learned” in Activity 4.</p>
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	<p>The lecture will comprise the whole class. Students will be involved by asking questions and through small groups discussion.</p>
DURATION	<p>2 hours with a small pause.</p>
NEEDED ICTs and/or DEVICES	<p>If the lecture is delivered in person: computer, video projector and audio speakers.</p> <p>If the lecture is delivered online: computer + videoconferencing system.</p>
ASSESSMENT OF THE ACTIVITY	<p>This activity is assessed through the final Activity.</p>

ACTIVITY 2 - INTRODUCTION TO THE INTERVIEW ACTIVITY, INCLUDING A LECTURE	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 2 is a lecture that introduces:</p> <ul style="list-style-type: none"> - the person-centered counselling style; - information on rising intrinsic motivation; - the importance of autonomy in achieving goals. <p>The interview in activity 3 is also briefly introduced.</p> <p>The lecture can be delivered face-to-face or, alternatively, it can be presented in an online web-conference.</p>
ROLE OF THE TEACHER	<p>A teacher or a researcher with its knowledge base in psychology is suggested for this lecture.</p> <p>The teacher takes notes about the process in order to present a wrap-up of the main “lessons learned” in Activity 4.</p>

STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	The lecture takes place in the classroom with the whole class. Students are invited to ask questions and discuss in small groups.
DURATION	2 hours.
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	This activity is assessed through the final Activity.

ACTIVITY 3 - PERFORMING AN INTERVIEW WITH VIP IN GROUPS

DETAILED DESCRIPTION OF THE ACTIVITY	<p>The students are divided into small groups.</p> <p>STEP 1: Each group prepares some interview questions in order to investigate lived experience of a VIP managing his/her daily life independently, with a focus on adaptation, motivation and learning.</p> <p>Students have to apply the main person-centered counselling style principles (introduced in Activity 2).</p> <p>STEP 2: VIPs are invited to the class as interviewees (one VIP per group of students).</p> <p>Ethical issues should be taken into account.</p>
ROLE OF THE TEACHER	<p>The activity is organised and led by the teacher. The teacher is also the one who selects and invites persons with visual impairment or blindness as interviewees, one per group.</p> <p>The teacher takes notes about the process in order to present a wrap-up of the main “lessons learned” in Activity 4.</p>
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students will be involved in working in groups (5–8 students in each).
DURATION	<p>STEP 1: 1 hour</p> <p>STEP 2: 1 hour</p>
NEEDED ICTs and/or DEVICES	Not needed.
ASSESSMENT OF THE ACTIVITY	This activity is assessed through the final Activity.

ACTIVITY 4 - FOLLOW-UP OF LECTURES AND INTERVIEWS

DETAILED DESCRIPTION OF THE ACTIVITY	The teacher uses the notes taken during activity 1, 2 and 3 to present the students with a wrap-up of the main “lessons learned”.
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	The teacher divides the board into two parts: 1) lessons learned - risks; 2) lessons learned - possibilities. Students are asked (one at a time) to create a list of lessons learned. Notes are taken on the board.
ROLE OF THE TEACHER	The teacher leads the discussion on the lessons learned, acting as a moderator in the classroom and putting forward “triggering” questions.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students are invited to ask questions in the whole class and share their experiences from the interviews . There will be joint reflection on the interviews performed with VIPs.
DURATION	1 hour
NEEDED ICTs and/or DEVICES	A board (physical or digital).
ASSESSMENT OF THE ACTIVITY	Not relevant.

ACTIVITY 5 - INTRODUCTION TO THE DEVELOPMENT OF AN INDIVIDUAL SUPPORT PROGRAM	
DETAILED DESCRIPTION OF THE ACTIVITY	Activity 5 is a lecture that introduces theoretical and practical knowledge regarding the development of an individual support program for young adults from a multidisciplinary perspective. Note: this could also be relevant for those who got their visual impairment as adults.
ROLE OF THE TEACHER	A teacher or a researcher specialised in education, special education or psychology is suggested for this lecture.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	The lecture will comprise the whole class. Students will be involved by asking questions.
DURATION	1 hour
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	This activity will be assessed through the final Activity.

ACTIVITY 6 - ROLE-PLAY MDT MEETING	
DETAILED DESCRIPTION OF THE ACTIVITY	Activity 6 is based on a role-play of an MDT meeting. Students are divided in groups. Each group is provided with: <ul style="list-style-type: none"> - the description of a VIP case;

	<ul style="list-style-type: none"> - a scenario for the role-play including the description of a number of roles/professionals of the MDT. <p>Each student should choose a professional, similar to his/her own background and competencies, and play that role based on the provided scenario. A different professional role could also be chosen by the students, if needed in order to have all relevant professions represented in the MDT.</p> <p>STEP 1 (divided in groups): Playing the selected role, students discuss the case and develop an individual support plan for the person presented in the case.</p> <p>STEP 2 (whole class): Students are asked to discuss difficulties and lessons learned related to the setup of an individual support plan.</p> <p>This activity will give them the possibility to deploy all the skills learned during the lessons and practice their new knowledge and relate it to an authentic case. It will also provide insights into the role of different professionals in the MDT.</p>
ROLE OF THE TEACHER	The teacher introduces the activity to the whole class. The teacher also divides the students into groups for the role-play. Each group is directed to a smaller room for their role-play. After the activity, the teacher leads a summing-up discussion with the whole class.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students are involved in working in groups of 5-6 students. In groups, students should have different backgrounds, as is the case in the MDT. Note: This is not the same groups as in Activity 3. Note: there could be more than one person in the group representing each professional in the MDT.
DURATION	STEP 1: 1 hour STEP 2: 1 hour
NEEDED ICTs and/or DEVICES	None
ASSESSMENT OF THE ACTIVITY	This activity is assessed through the final Activity.

ACTIVITY 7 - ASSESSMENT: WRITING A PAPER	
DETAILED DESCRIPTION OF THE ACTIVITY	<p>Activity 7 consists of an assessment task where students are asked to write an individual paper. The task is described in a text presented orally by the teacher at the end of Activity 6 and envisages 2 main steps.</p> <p>STEP 1: Students have to watch a video case (for example published by an organisation on the Internet). The video shall include a VIP telling about:</p> <ul style="list-style-type: none"> - his/her visual impairment; - how it affects everyday life and the performance of activities at home, at work, leisure time or studies; - practical examples. <p>The video can be watched in the classroom or at home (by sharing the link).</p> <p>STEP 2: Then, students have to plan some learning tasks and an individual support plan for the VIP in the video. It is possible for the students to start with discussions in</p>

	<p>the same groups as in Activity 6, but the paper should be written individually. Notes and additional literatures relevant to the lesson may be used. The paper or essay should be written by taking into account each student's professional background (e.g. psychologists should write from their perspectives as members of MDT, therapists from their own, etc.).</p> <p>The paper should answer questions like:</p> <ul style="list-style-type: none"> - <i>How do you approach this person?</i> - <i>How do you get information from him/her and learn about his/her lived experiences?</i> - <i>What do you recommend regarding teaching and learning activities?</i> <p>Finally, the paper should include the support program developed for the VIP presented in the video.</p>
ROLE OF THE TEACHER	The teacher introduces the task for the whole group (for instance, at the end of activity 6). If the students have questions, the teacher should address them as soon as possible during the assessment period. The teacher also assesses the students' papers.
STUDENTS INVOLVEMENT AND POSSIBLE GROUPS	Students have to write an essay individually. At the start of STEP 2, they may work in the same groups as in Activity 6.
DURATION	10 hours
NEEDED ICTs and/or DEVICES	Personal computer.
ASSESSMENT OF THE ACTIVITY	This Activity allows the whole set of activities included in this lesson to be assessed.

GENERAL INFORMATION – SUM-UP	
CONTENTS DETAIL	<ul style="list-style-type: none"> - How a VIP can master daily life with focus on adaptation, motivation and learning; - Psychological, existential and social aspects of learning, autonomy and independence; - Person-centered counseling skills; - Goal evaluation and assessment in collaboration with the MDT; - The development of an individual support plan for VIPs.
REFERENCE MATERIALS	<p>Lisa A. Brenner, Stephanie A. Reid-Armdt, Timothy R. Elliott, Robert G. Frank, Bruce Caplan. <i>Handbook of Rehabilitation Psychology</i>. American Psychological Association. 3rd ed. American Psychological Association, 2019.</p> <p>Miller, William R., and Stephen Rollnick. <i>Motivational Interviewing: Helping People Change</i>. 3rd ed. New York, NY: Guilford Press, 2013.</p> <p>VIDEO for Activity 7 is to be found in each country in native language.]</p> <p>Role-Play scenario and description of the different roles to be dressed by students.</p>

TEACHER PROFILE	Preferably, the teacher should be a health professional, experienced in MDT, and a university lecturer.
ONLINE LEARNING	The lectures in activity 1 and 2 could be run online. Activity 7 may also be performed at home.
ICTs SUPPORTING THE LESSON	PC connected to the web in the room, projector, audio speakers.
CHARACTERISTICS OF THE FACE-TO-FACE LEARNING ENVIRONMENT	A classroom equipped with: <ul style="list-style-type: none"> - A PC and ICTs for projecting slides - Audio speakers and internet connection to show videos - Mobile chairs to support working groups - A board to support the wrap-up activity When possible, four small rooms available for group work and role-playing, at a reduced distance from each other to allow the teacher to follow everyone during the activities.
NUMBER OF STUDENTS INVOLVED AND POSSIBLE GROUPS	Min 10 and max 25 of students can be involved in the activities. If possible, students with multidisciplinary backgrounds. 2-3 VIP will be invited for the interviews depending on the number of students.