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List of Abbreviations

A-WBL – Assessment of Work-Based Learning

DK6 – Designers' Kit 6

ECTS – European Credit Transfer and Accumulation System

EQF – European Qualification Framework

f2f – face to face

HE – Higher Education

ICF – International Classification of Functioning

ICT – Information and Communications Technology

IO – Intellectual Output

IRP – Individualized Rehabilitation Programme

LO – Learning Outcome

MDT – Multidisciplinary Team

OE – Oral Exam

O&M – Orientation and Mobility

SSK – Simulation/Skill demonstration

VDR – Visual Disabilities Rehabilitator

VIC – Visually Impaired Child

VIP – Visually Impaired Person

WBL – Work-Based Learning

WE – Written Exam

Executive summary

This document is the main outcome of Work Package 6 of the oMERO project and is a Deliverable IO6: Design of local HE courses. Four HE institutions involved in the project committed to implement the HE courses, based on oMERO EU Curriculum, in their institution after the end of the project. The aim of this document is to report the work carried out by the partners in the development of the VDR HE courses in the four participating HE institutions (UNIGE, LSMU, CHU NICE, UNIGOT).

Introduction

The VDR curriculum, which was created by the oMERO project IO2, is designed to be universally applicable and adaptable to a range of circumstances and regulations across different EU countries. This is an innovative approach to standardize VDR skills at EU level and to ensure the same quality of rehabilitation for VIPs. oMERO project IO3 has developed guidelines and tools that can be easily and quickly used to design a localized curriculum that complies with national laws, local regulations, the specific needs of HE institutions, student needs and market demands. The curriculum “localization” process includes the definition of modules, the allocation of ECTS, the identification of the main teaching strategies and the main assessment criteria. The objective is to develop a holistic approach by implementing a student-centred, multidisciplinary program that relies on case-based and work-based learning. IO6 combines the results of IO2 and IO3 and provides four different examples of localised curricula and course syllabi in four different EU countries (France, Italy, Lithuania and Sweden).

Methodology

IO6 consisted of two main tasks:

1. To localise the EU curriculum in the national context.
2. To design HE courses.

Localisation of the EU curriculum

Firstly, LSMU collaborated with SI4Life to design a template for the localization process. Four main sections were included: modules, ECTS number, educational strategy and assessment. SI4Life prepared a draft version of the Flexibility Tool which was revised by LSMU. Afterwards, SI4Life provided the final version of the Flexibility Tool (DK6) in Excel format, consisting of 5 worksheets:

- 1) *LOs names*: the document contains a list of 89 LOs names to facilitate ease of use for the reader.
- 2) *Macro design table* (Figure 1) allows the user to assign a module for each mandatory and optional LO, to select the educational strategies from a drop-down menu and to add an ECTS number. The table provides suggested ECTS ranges to keep the user within the 60-120 ECTS interval. If the number is not within the range the tool prompts the user to check the value.

	A	B	C	D	E	F	G	H	I	J	K	L	M
		MANDATORY or OPTIONAL	MAIN REFERENCE MODULE	OTHER MODULE ADDRESSING THE LO (optional)	Lecture (f2f or online)	Individual study	Group work (f2f or online) (e.g.: problem based learning, case study)	Lab (f2f) (e.g.: role-play, simulation, etc.)	Work based learning (f2f) (e.g.: apprenticeship, stage, internship...)	Possible range of ECTS to be assigned to the LO eg. []			
										Min ECTS	Max ECTS	Assigned ECTS	ECTS check cell
6	UoL 1	To evaluate visual and global (overall) function and capability in visually impaired persons in collaboration with the wider healthcare team											
7	LO1-A-1	Mandatory	M1		f2f and online		f2f and online	f2f	f2f	1.5	3.5	1.5	
8	LO1-C-D-E-1	Mandatory	M1		f2f and online	f2f	f2f and online	f2f	f2f	1	3	1	
9	LO1-E-G-1	Mandatory	M3		f2f and online	f2f	f2f and online	f2f	f2f	1	3	1.5	
11	UoL 2	To develop and implement an individualised vision-related rehabilitation program for visually impaired adults, using a multidisciplinary approach											
12	LO2-A-B-C-D-1	Mandatory	M10		f2f and online	f2f and online	f2f and online		f2f	1.5	3.5	1.5	
13	LO2-A-B-C-D-2	Mandatory	M10		f2f and online		f2f and online		f2f	1.5	3.5	1.5	
16	UoL 3	To develop and implement an individualized vision-related rehabilitation program for visually impaired children, adapted for their development age, using a multidisciplinary approach											
17	LO3-A-1	Mandatory	M4		f2f and online	f2f and online			f2f	0.5	2.5	0.5	
18	LO3-B-1	Mandatory	M10		f2f and online	f2f and online	f2f	f2f	f2f	1	3.5	1	
19	LO3-C-1	Mandatory	M4		f2f and online	f2f and online			f2f	1	2.5	1	
20	LO3-D-E-1	Mandatory	M9		f2f and online	f2f and online	f2f		f2f	0.5	2.5	0.5	
21	LO3-D-E-2	Mandatory	M9	M5	f2f and online	f2f and online	f2f and online		f2f	0.2	1.5	0.25	
22	LO3-F-1	Mandatory	M10		f2f and online	f2f and online	f2f and online		f2f	0.5	2.5	1	
23	LO3-G-1	Mandatory	M3		f2f and online	f2f and online	f2f and online		f2f	0.2	1.5	0.5	
23	LO3-H-1	Optional	M4		f2f and online	f2f and online	f2f		f2f	0	1	0.5	

Figure 1. An example of the completed macro design table in the Flexibility Tool.

- 3) *ECTS overview* (Figure 2) automatically calculates the assigned ECTS numbers and shows the total number of ECTS and the distribution of ECTS between modules and learning units.

3	ASSIGNED ECTS	M1	M2	M3	M4	M5	M6	M7	M8	M9	M10	TOTAL
4		5.5	3.5	7.5	2	6.25	2.5	4	5.5	14.25	9	60
5												
6	UoL 1											ECTS per UOL
7	LO1-A-1	1.5	0	0	0	0	0	0	0	0	0	4
8	LO1-C-D-E-1	1	0	0	0	0	0	0	0	0	0	
9	LO1-E-G-1	0	0	1.5	0	0	0	0	0	0	0	
10												
11	UoL 2											ECTS per UOL
12	LO2-A-B-C-D-1	0	0	0	0	0	0	0	0	0	1.5	3
13	LO2-A-B-C-D-2	0	0	0	0	0	0	0	0	0	1.5	

Figure 2. An example of the ECTS overview in the completed Flexibility Tool.

- 4) *Plan overview* (Figure 3) contains 10 tables of modules, which is the maximum number of modules available. The user has only to define the titles of the modules. When a LO is assigned to a specific module, the name of the LO is automatically added to the table of the assigned module.

3	M1	Visual anatomy, physiology, pathology and interfaces with general systemic disorders	M2	Fundamentals of Optics and Optical Aids
4	LO1-A-1	Interpret referral information according to the anatomy and physiology of the eye, visual function and reduced visual capacities, expression and terms in basic optics, cognitive and neurological processes as a basis for visual perception	LO8-A-1	Know refractive and clinical optics principles, binocular vision and ocular motility, fixation and accommodation and their application in VIP rehabilitation
5	LO1-C-D-E-1	Draft a first anamnesis and case history based on personal/familiar interviews	LO8-A-2	magnifiers), in collaboration with the MDT, evaluating environmental and light setting, focus distance and fixation strategies to improve vision
6	LO10-A-1 / LO10-A-2	Be aware of relevant clinical guidelines related to general health and concurrent health concerns, supported by the wider healthcare system, as well as international, national, regional and local policies and quality standard settled by the health care community and be able to apply them in daily practice		
7	LO10-A-2	Know about prevalence, treatment, rehabilitation, prognosis and management of loss of function after stroke and other diseases and be able to contextualize this knowledge in daily work		
8	LO10-B-1	Understand wider healthcare system referrals and be able to tailor IRP to the individual's changing health profile in collaboration with the MDT		
9	LO10-C-1	Know the possible impact on vision of stroke and other diseases, in relation to daily living, family, employment and the environment, and apply the principles of systematic vision training with users affected by these diseases		
10	LO12-A-H-I-1	Provide information and advice on vision functioning, risks for poor vision health, the degenerative process of visual conditions, risk factors, comorbidities and remediation potential, also suggesting coping strategies, in collaboration with the MDT and advocate for policy in relation to vision health-related challenges		
11				

Figure 3. An example of completed Plan overview in the Flexibility Tool.

- 5) *Assessment scaffolding* (Figure 4) allows the user to select the assessment methods (WE, OE, A-WBL, SSK and others) for each LO in the module. The module table is auto filled and the assessment methods

are marked with an “x”. The tool shows the percentage distribution of assessment methods for the module.

ASSESSMENT SCAFFOLDING						
M1 Visual anatomy, physiology, pathology and interfaces with general systemic disorders		ASSESSMENT METHODS				
		WE	OE	A-WBL	SSK	OTH
		37.50%	37.50%	25.00%	0.00%	0.00%
LO1-A-1	Interpret referral information according to the anatomy and physiology of the eye, visual function	x	x	x		
LO1-C-D-E-1	Draft a first anamnesis and case history based on personal/familiar interviews			x		
LO10-A-1 / LO11-C-1	Be aware of relevant clinical guidelines related to general health and concurrent health concerns, supported by the wider healthcare system, as well as international, national, regional and local policies and quality standard settled by the health care community and be able to apply them in daily practice	x	x			
LO10-A-2	Know about prevalence, treatment, rehabilitation, prognosis and management of loss of function after stroke and other diseases and be able to contextualize this knowledge in daily work	x	x	x		
LO10-B-1	Understand wider healthcare system referrals and be able to tailor IRP to the individual's changing health profile in collaboration with the MDT	x	x			
LO10-C-1	Know the possible impact on vision of stroke and other diseases, in relation to daily living, family, employment and the environment, and apply the principles of systematic vision training with users affected by these diseases	x	x	x		
LO12-A-H-I-1	Provide information and advice on vision functioning, risks for poor vision health, the degenerative process of visual conditions, risk factors, comorbidities and remediation potential, also suggesting coping strategies, in collaboration with the MDT and advocate for policy in relation to vision health-related challenges	x	x			

Figure 4. An example of the Assessment scaffolding in the completed Flexibility Tool.

DK6 contains automatic formulas to help meet the user's needs and is very user-friendly. A detailed user guide is available in the IO3 Designer's Kit 7 "Flexibility Tool User Manual".

In total, LSMU, UNIGOT, UNIGE (supported by IDC) and CHU NICE (supported by LAMUT) delivered four localised curricula. A brief description of each curriculum is presented in Appendix 1.

The design of HE courses

To implement the pilot VDR course after the oMERO project, IO6 has designed course programmes in four HE institutions. LSMU collaborated with SI4Life to develop a template for the description of HE courses. SI4Life created a Course Syllabus template which provides general information about the course, disciplines, teachers, student workload, learning content, educational strategies, assessment methods and links to the learning materials. The template consists of 3 main parts:

1. *Introduction*: explains the purpose and structure of the Course Syllabus.
2. *PART A*: concerns the general information about the course (title, qualification conferred, ECTS, total student workload duty, level of qualification, EQF access requirements, name and status of awarding institution, language of instruction/examination, mode of study, course

coordinator, main address and contacts of the institution), provides a brief description of the course, the attendance policy and a detailed programme of the modules. The module programme lists the LOs that, individually or in groups, are allocated to a particular discipline sector or branch of knowledge to know exactly which teachers are needed. Each LO or group of LOs is given one or more teaching codes and names describing the teaching subject, that will be defined in detail in Part B.

3. *PART B*: contains specific descriptions of teachings. This part is written by the teachers who will be recruited to deliver the course. The teacher provides the list of contents, details implemented educational strategies, assessment and the reference materials. The educational strategies and assessment are aligned with the information in the localised curriculum.

In total, LSMU, UNIGOT, UNIGE (supported by IDC) and CHU NICE (supported by LAMUT) provided four Course Syllabi with 1 or 2 different teaching examples. The partners translated their Course Syllabus into the local language (Lithuanian, Swedish, Italian and French). The English versions of the four HE institutions' Course Syllabi is presented in Appendix 2. Translations into the mother tongue are provided in IO6 Annex "Translated Course Syllabus".

Appendix 1

LSMU DESCRIPTION OF LOCALISED CURRICULUM

1. DESIGN OF LOCALISED CURRICULUM

A specialisation course awarding 60 ECTS. The course will be organised in the Lithuanian University of Health Sciences.

2. LIST OF MODULES

The modules were created by a mixed approach combining different LOs:

No.	Title	ECTS	LO	Description
M1	Visual anatomy, physiology, pathology and interfaces with general systemic disorders	5.5	LO1-A-1 LO1-C-D-E-1 LO10-A-1/ LO11-C-1 LO10-A-2 LO10-B-1 LO10-C-1 LO12-A-H-I-1	The VDR will study the anatomy and physiology of the eye, visual functions and visual disorders, terminology of ophthalmology, neurological processes involved in visual perception and relevant clinical guidelines related to general health and comorbidities.
M2	Fundamentals of Optics and Optical Aids	3.5	LO8-A-1 LO8-A-2	The VDR will learn the principles of refraction and clinical optics along with the application of optical technical aids and devices (refractive lenses, prisms, filters, telescopes, magnifiers).
M3	Bio-Pscho-Sociology of Disability	7.5	LO1-E-G-1 LO3-G-1 LO5-B-D-E-J-1 LO5-B-D-E-J-2 LO9-B-C-D-1 LO9-B-C-D-2 LO9-B-C-D-3 LO9-E-1 LO13-B-1	The VDR will assess the personal goals of independence and autonomy of the VIP and motivate them to be self-sufficient and involved in various social, cultural and sports networks, in cooperation with the MDT.
M4	Developmental and Educational Psychology with Visual Impairment	2	LO3-A-1 LO3-C-1 LO3-H-1	The VDR will learn to assess the developmental stage of a child with a visual impairment and related individual abilities.
M5	Pedagogy of Special Educational Needs	6.25	LO6-A-1 LO6-B-1 LO6-C-D-E-1 LO6-C-D-E-2 LO6-F-1 LO12-A-1 LO12-B-F-1	The VDR will learn to accurately assess the educational needs of VIC, taking into account the learning environment, available tools, type and severity of visual impairment, and personal circumstances. Additionally, the VDR will be equipped to assist teachers in supporting the child's learning process.

M6	Law and Ethics related to Visual Impairment	2.5	LO11-A-D-1 LO11-B-1 LO11-E-F-1 LO11-G-1 LO15-A-1 LO16-D-1	The VDR will review and analyse relevant national policies, guidelines, and protocols within the healthcare system concerning visual impairment. They will also become knowledgeable about national, regional, and local laws and regulations related to VIPs and the social and healthcare organisations involved in their care.
M7	Vocational integration with Visual Impairment	4	LO7-A-1 LO7-A-2 LO7-B-C-1 LO7-B-C-2 LO7-D-1	The VDR will learn the basics of ergonomics related to the VIP's working environment and will support the VIP's professional development.
M8	Communication, Information Technologies and Assistive Devices	5.5	LO8-B-1 LO8-B-2 LO8-C-1 LO8-C-2 LO8-D-1 LO8-E-F-1 LO12-E-3	The VDR will learn to train VIPs in fundamental computing skills including operating systems, email, communication applications, the internet and office software tailored to their individual needs. The VDR will also learn the basics of Braille basics, allowing them to teach Braille reading and writing to VIPs.
M9	Sensorimotor training, Orientation and Mobility	14.25	LO3-D-E-1 LO3-D-E-2 LO4-A-1 LO4-A-2 LO4-B-1 LO4-B-2 LO4-B-3 LO4-C-J-1 LO4-D-1 LO4-E-1 LO4-E-2 LO4-F-1 LO4-G-I-1 LO4-H-K-J-1 LO4-L-1 LO16-A-1	The VDR will learn sensorimotor training methods, O&M techniques, principles of urban mobility, environmental verbalization, sensory exercises. They will also learn about white cane models and techniques for both indoors and outdoors, technological mobility aids, environmental scanning and safety issues for VIP.
M10	Rehabilitation and Occupational therapy for visually impaired children and adults	9	LO2-A-B-C-D-1 LO2-A-B-C-D-2 LO3-B-1 LO3-F-1 LO5-A-C-F-1 LO5-G-1 LO5-H-1 LO12-A-C-1	The VDR will learn the activities of a multidisciplinary visual rehabilitation program, apply the principles of an ergonomic living environment for VIP, teach personal care, eating and dressing techniques and apply basic occupational therapy techniques relevant to VIP.
Total ECTS		60		

3. EDUCATIONAL STRATEGY

The localised curriculum will be taught to students in 5 educational modes:

1. Lectures (f2f or online)
2. Individual study (f2f or online)
3. Group work (f2f or online)
4. Lab works (f2f)
5. WBL (f2f)

Lectures and individual study will be used to achieve all the learning outcomes. O&M training and the use of optical technical aids and devices will be taught f2f only. The group work will be carried out online and fa2f. All laboratory work and WBL will be available only f2f.

4. ASSESSMENT METHODS

Learning achievements will be assessed by a WE, OE, A-WBL, simulated situations and other methods. The following table shows the percentage distribution of assessment methods for each module.

Module	Assessment methods (%)					Total %
	WE	OE	A-WBL	SSK	OTH	
M1	37.5	37.5	25	0	0	100
M2	28.57	28.57	28.57	14.29	0	100
M3	16.67	33.33	33.33	16.67	0	100
M4	37.5	37.5	25	0	0	100
M5	40	46.67	13.33	0	0	100
M6	46.15	46.15	0	0	7.69	100
M7	35.71	35.71	28.57	0	0	100
M8	31.25	37.5	18.75	12.5	0	100
M9	4.55	34.09	31.82	29.55	0	100
M10	33.33	33.33	29.17	4.17	0	100

UNIGE DESCRIPTION OF LOCALISED CURRICULUM

1. DESIGN OF LOCALISED CURRICULUM

The University of Genova offers a *First Level Master for VDR*, a 60 ECTS course (1-year, full time) to train professionals for the rehabilitation of people with a visual impairment.

Admission to the course is limited to rehabilitation professionals with a *bachelor's degree as a: physiotherapist, speech therapist, orthoptist and ophthalmology assistant, neuro and developmental psychomotricity, occupational therapist, professional educator, general practitioner in medicine, psychologist.*

2. LIST OF MODULES

The course is developed using a mixed approach and is divided into the following modules:

No.	Title	ECTS	LO	Description
M1	Clinical scenario	9	LO1-A-1 LO1-C-D-E-1 LO1-E-G-1 LO3-A-1 LO3-C-1 LO8-A-1 LO10-A-1/LO11-C-1 LO10-B-1 LO15-A-1	The VDR will develop skills in interpreting health and social referrals, as well as understanding the impact of visual impairment in a holistic biopsychosocial approach. This will involve collaboration across health science disciplines, adherence to clinical guidelines, and integration within the local healthcare system to foster multidisciplinary teamwork.
M2	Projecting rehabilitation for adults	3	LO2-A-B-C-D-1 LO2-A-B-C-D-2 LO16-A-1	The VDR will learn to create personalised rehabilitation programs by assessing individual needs, aiming to promote integration and autonomy among visually impaired adults, to be implemented in a MDT setting.
M3	Projecting rehabilitation for children	8	LO3-B-1 LO3-D-E-1 LO3-D-E-2 LO3-F-1 LO6-A-1 LO6-B-1 LO6-C-D-E-1	The VDR will learn to design personalised rehabilitation programs for VIC, considering their developmental stages, comorbidities, and overall neuropsychomotor development. In addition, the participation of family members and teachers will be

			LO6-C-D-E-2	encouraged to support the VICs personal autonomy.
M4	Rehabilitation techniques in orientation and mobility	16	LO4-A-1 LO4-A-2 LO4-B-1 LO4-B-2 LO4-B-3 LO4-C-J-1 LO4-D-1 LO4-E-1 LO4-E-2 LO4-F-1 LO4-G-I-1 LO4-H-K-J-1 LO4-L-1	The VDR will learn, practice demonstrate, and teach in O&M techniques both indoors and outdoors, with the goal of facilitating independent travel by incorporating fundamental skills and supportive functions such as spatial cognition and all vicarious senses.
M5	Techniques in personal autonomy	3.5	LO5-A-C-F-1 LO5-B-D-E-J-1 LO5-B-D-E-J-2 LO5-G-1 LO5-H-1	The VDR will learn techniques, strategies, and compensatory aids to assist the VIP with personal care, eating, and dressing, and will be able to teach these techniques and develop suitable prerequisites by using key occupational therapy techniques.
M6	Using aides for integration	5	LO8-A-2 LO8-B-2 LO8-C-1 LO8-D-1 LO8-E-F-1	Numerous tools and technologies are available to support VIPs, which require evaluation, introduction, and practical testing to promote autonomy in their daily lives.
M7	Psychological dimension	8	LO3-G-1 LO7-A-2 LO7-D-1 LO9-B-C-D-1 LO9-E-1 LO12-A-1 LO12-A-H-I-1 LO12-B-F-1	The personalised approach takes into account all the individual dimensions to support the VIP to pursue personal goals and face motivational issues and emotional challenges. The professional relationship requires awareness of interpersonal dynamics and communication abilities.
M8	Social dimension	7.5	LO6-F-1	The VDR supports the VIP in engaging with social roles and

			LO7-A-1 LO7-B-C-1 LO11-A-D-1 LO11-B-1 LO11-E-F-1 LO13-A-C-1 LO13-B-1 LO16-D-1	their environment, facilitating integration and accommodations through collaboration with relevant parties. Familiarity with social and healthcare laws governing disability support and rehabilitation is also important.
Total ECTS		60		

3. EDUCATIONAL STRATEGY

5 educational modalities are provided to improve the attainment of competences:

1. Lectures
2. Individual study
3. Group work
4. Laboratories
5. WBL (stage)

Lectures and individual study will be used to achieve all the LOs, supported by a wide range of practical experiences, laboratories and groupwork to build awareness and competences.

Certain techniques require the rehabilitator to engage in introspective analysis of prerequisites and effective approaches. This is achieved through a significant number of hours spent in role-playing activities while blindfolded or under low-vision simulation.

A significant part of the course (at least the WBL component) will emphasise a holistic approach towards individuals with visual impairment and encourage multidisciplinary collaboration.

4. ASSESSMENT METHODS

Learning achievements will be assessed by OE and A-WBL. The following table shows the percentage distribution of assessment methods for each module.

Module	Assessment methods (%)					Total %
	WE	OE	A-WBL	SSK	OTH	
M1	0	75	25	0	0	100
M2	0	50	50	0	0	100
M3	0	88.89	11.11	0	0	100

M4	0	100	0	0	0	100
M5	0	50	50	0	0	100
M6	0	50	50	0	0	100
M7	0	100	0	0	0	100
M8	0	100	0	0	0	100

CHU NICE DESCRIPTION OF LOCALISED CURRICULUM

1. DESIGN OF LOCALISED CURRICULUM

The proposed curriculum is designed to offer the equivalent of a one-year master's degree (60 ECTS) delivering a certificate of continuing education. In France, continuing education is aimed at people who are already fully integrated into the job market. The aim is to develop or acquire new skills. This training can either supplement previous training or serve as a complete professional reorientation. This training is not free and can be funded by either the individual or their employer if it allows access to a new position. This type of course is directly adapted to the needs of professionals and companies. Continuing education is to be conducted outside of working hours, and should therefore be conducted in the evenings, weekends, and during free time. However, in some cases it will be possible to negotiate a time arrangement with the employer to reduce the working time temporarily (especially when the need for the new qualification is initiated by the employer). It is therefore possible that the 60 ECTS certification may be completed on a part-time basis, spanning one and a half to two years.

We prefer straightforward course formats for trainers, including classroom or videoconference sessions with theoretical content and individual/group exercises. Interactive and innovative formats are becoming more popular and do not involve evaluation. These may include the teacher posing questions in class, with students answering via a cell phone application and the results projected on the screen. Additionally, students may be sent a questionnaire beforehand via the Google Form platform to provide feedback on readings, with the software allowing for quick statistical analysis.

2. LIST OF MODULES

The curriculum modules are composed of groups of learning units, which were carefully selected to ensure coherence among them and inspired by existing VIP rehabilitation courses offered by various French institutions.

No.	Title	ECTS	LO	Description
M1	Anatomy, physiology, visual perception and function	7	LO1-A-1 LO1-C-D-E-1 LO1-E-G-1 LO2-A-B-C-D-1 LO2-A-B-C-D-2	The VDR will learn how to analyse the VIP anamnesis and how to propose a tailored global rehabilitation program.

M2	Children	8.75	LO3-A-1 LO3-B-1 LO3-C-1 LO3-D-E-1 LO3-D-E-2 LO3-F-1 LO3-G-1 LO3-H-1 LO6-1-1 LO6-B-1 LO6-C-D-E-1 LO6-C-D-E-2 LO6-F-1 LO6-G-H-1	The VDR will learn how to analyse VIC anamnesis and the impact of visual loss on child development, as well as how to propose a global rehabilitation program comprising psychological aspects.
M3	Orientation and Mobility and Activities of Daily Living	17	LO4-A-1 LO4-A-2 LO4-B-1 LO4-B-2 LO4-B-3 LO4-C-J-1 LO4-D-1 LO4-E-1 LO4-E-2 LO4-F-1 LO4-G-I-1 LO4-H-K-J-1 LO4-L-1 LO5-A-C-F-1 LO5-B-D-E-J-1 LO5-B-D-E-J-2 LO5-G-1 LO5-H-1	The VDR will learn how to assist and train VIP on O&M techniques and solutions on different aspects of activities of daily living.
M4	Information and advice in vision health	4.5	LO12-A-1 LO12-A-H-I-1 LO12-B-F-1 LO12-C-1 LO12-E-2 LO12-E-3 LO12-F-1 LO12-F-2 LO12-D-G-1	The VDR will learn how to assist and train VIP, family and informal caregivers on vision loss from different perspectives (understand VIP functioning, assistive approaches, legal approaches, empathy).
M5	Research and ethics	6	LO9-B-C-D-1 LO9-B-C-D-2 LO9-B-C-D-3 LO9-E-1 LO15-A-1 LO15-C-1 LO15-B-D-1 LO15-B-D-2 LO15-B-D-3 LO16-A-1 LO16-B-1 LO16-C-1 LO16-D-1 LO16-E-1	The VDR will learn how to propose empowerment approaches for VIP, as well as knowledge regarding scientific research on vision and ethical issues related to rehabilitation with VIP.

M6	Work: professional inclusion	3.75	LO7-A-1 LO7-A-2 LO7-B-C-1 LO7-B-C-2 LO7-D-1 LO7-E-1	The VDR will learn how to assist VIP regarding different aspects related to VIP work environment in professional situations (ergonomics, assistive tools, communications with work colleagues and managers).
M7	Health and social support system	3.25	LO10-A-1/LO11-C-1 LO10-A-2 LO10-B-1 LO10-C-1 LO11-A-D-1 LO11-B-1 LO11-E-F-1 LO11-G-1	The VDR will learn the different aspects of available health and social support network and resources and how to assist VIP with this system.
M8	Multidisciplinary cooperation	2.25	LO13-A-C-1 LO13-A-C-2 LO13-A-C-3 LO13-B-1 LO14-A-B-D-1	The VDR will learn how to build a collaborative and therapeutic environment with caregivers and stakeholders through multidisciplinary cooperation.
M9	Assistive technologies for VIP	7.5	LO8-A-1 LO8-A-2 LO8-B-1 LO8-B-2 LO8-C-1 LO8-C-2 LO8-D-1 LO8-E-F-1	The VDR will learn how to use and propose assistive technologies for VIP, from the principles of clinical optics to braille and computerised solutions.
Total ECTS		60		

3. EDUCATIONAL STRATEGY

The modules will use a composite assessment method, including lectures, individual study, group work, lab activities, and work-based learning (WBL).

Lecture: 100 students max (f2f or online training).

Individual study: (f2f or online training).

Group work: 20 students max with 4-5 students per group.

Lab: (f2f)

WBL: (f2f)

4. ASSESSMENT METHODS

All modules will use a composite assessment method. The following table shows the percentage distribution of assessment methods for each module.

Module	Assessment methods (%)					Total %
	WE	OE	A-WBL	SSK	OTH	
M1	26.67	26.67	33.33	13.33	0	100
M2	26.09	30.43	15.22	17.39	10.87	100
M3	1.56	26.56	26.56	25	20.31	100
M4	29.63	33.33	22.22	14.81	0	100
M5	32.5	32.5	25	10	0	100
M6	25	25	20.83	20.83	8.33	100
M7	38.1	38.1	9.52	9.52	4.76	100
M8	36.36	36.36	18.18	9.09	0	100
M9	28	28	20	16	8	100

UNIGOT DESCRIPTION OF LOCALISED CURRICULUM

1. DESIGN OF LOCALISED CURRICULUM

University of Gothenburg has developed a First Level Master Course for Visual Disability Rehabilitators (VDR) consisting of a specialised 60 ECTS credits course (2-year, part time) to train professionals in the field of rehabilitation of people of all ages with visual impairment or blindness.

The curriculum consists of four course modules of each 15 ECTS Second Cycle, to fit the structure of the courses at the University of Gothenburg. The oMERO modules M1-M10 are integrated in the course modules, which are:

- Basics of vision rehabilitation (module1-4)
- Orientation and mobility: techniques and teaching (module 5)
- Assistive devices and technologies for reading and writing (module 6-8)
- Inclusion and rehabilitation in school and society (module 9-10)

The admission to the course is limited to professionals with a bachelor's degree in occupational therapy, physiotherapy, optometry, special education or education, psychology, social work, health sciences or adjacent fields.

2. LIST OF MODULES

The course has been developed using a mixed approach where the learning outcomes have been spread over the modules in a way that facilitate the overall learning and progression in the course.

No.	Title	ECTS	LO	Description
M1	Visual anatomy, visual function and bio-psycho-social approach	5.5	LO1-A-1 LO1-C-D-E-1 LO1-E-G-1 LO10-B-1	This module focuses on the anatomy and physiology of the eye, visual function and reduced visual capacities due to ocular and other diseases. It also deals with basic optics, how to take an anamnesis and develop support programs in the MDT using ICF and a biopsychosocial perspective.
M2	Psychological and social dimensions of visual impairment	2.5	LO9-B-C-D-1 LO9-B-C-D-3 LO9-E-1 LO12-D-G-1	This module addresses the psychological and social aspects of visual impairment and disability as well as the topics of motivation and coping skills in relation to mental health and VIP rehabilitation.
M3	Governance structures of health care organisations	2.5	LO10-A-1 LO11-A-D-1 LO11-B-1 LO11-E-F-1	The content in this module covers national policies, guidelines, and laws in the healthcare system, with a focus on health and social care organisations involved in the rehabilitation of VIPs. This

				module explores the relationship between VIP individuals and their ethnic identity, while emphasizing the importance of fostering an inclusive, equitable, and diverse approach to rehabilitation.
M4	Support and independence in everyday activities	4.5	LO3-F-1 LO5-A-C-F-1 LO5-B-D-E-J-1 LO5-B-D-E-J-2 LO5-G-1 LO5-H-1 LO10-C-1 LO16-A-1	In this module, the focus is on how a VIP acquires the skills to manage their daily routines, through the presentation of fundamental techniques and instructional methods. A person-centered approach is applied.
M5	Orientation and mobility: techniques and teaching	15	LO4-A-1 LO4-A-2 LO4-B-1 LO4-B-2 LO4-B-3 LO4-C-J-1 LO4-D-1 LO4-E-1 LO4-E-2 LO4-F-1 LO4-G-I-1 LO4-H-K-J-1 LO4-L-1 LO13-B-1	The purpose of this module is to provide training on skills and techniques necessary for VIP individuals to safely manage their O&M. While some aspects of the techniques will need to be learned by the VDR themselves, the module also covers instruction on teaching the VIP the long cane technique. The module also includes topics such as safety considerations, perception, and accessibility.
M6	Assistive technologies; ICT, braille, and optical devices	10	LO8-A-1 LO8-A-2 LO8-B-2 LO8-C-1 LO8-C-2 LO8-D-1 LO8-E-F-1	This module emphasises the importance for VDRs to stay current with the latest assistive devices and technologies. It also covers topics related to optics and optical devices for reading and writing, as well as instruction on learning and teaching braille. Additionally, the module addresses digital accessibility concerns and provides information on ergonomics.
M7	Communication and education in rehabilitation	3	LO12-A-1 LO12-A-H-I-1 LO12-B-F-1	To effectively facilitate skills training, VDRs require a strong foundation in pedagogical and didactic knowledge, including strategies for both individual and group instruction. This module also covers theories of counselling and communication within the rehabilitation field.
M8	Interdisciplinary collaboration and	2	LO13-A-C-1 LO15-A-1	The content in this module relates to collaboration in the MDT, but also to how it is

	professional development			possible to integrate evidence-based knowledge and practice in everyday work.
M9	Rehabilitation programs for children and adults	7	LO2-A-B-C-D-1 LO2-A-B-C-D-2 LO3-A-1 LO3-B-1 LO3-C-1 LO3-D-E-1 LO3-D-E-2 LO3-G-1 LO16-D-1 LO16-E-1	The content in this module is related to the planning and execution of rehabilitation programs, both for VIC and VIP. The developmental age is of importance for VIC as well as the involvement of parents. The importance of collaboration in the MDT is emphasised for both VIC and VIP.
M10	Inclusion in formal education and professional activities	8	LO6-A-1 LO6-B-1 LO6-C-D-E-1 LO6-C-D-E-2 LO6-F-1 LO6-G-H-1 LO7-A-1 LO7-A-2 LO7-B-C-1 LO7-D-1 LO7-E-1	This module focuses on the inclusion of VIP in schools as well as in professional and occupational activities. It deals with how participation and learning can be promoted in school and the role of teachers and the MDT. Disability, activities and safety issues in the workplace for VIP are also highlighted.
Total ECTS		60		

3. EDUCATIONAL STRATEGY

The localised curriculum will be taught to students in five educational modes:

1. Lectures (f2f or online)
2. Individual study (f2f or online)
3. Group work (f2f or online)
4. Lab works (f2f or online)
5. WBL (f2f)

For each of the ten modules specific educational strategies have been selected. Almost all modules use lectures and individual study, either f2f or online, to reach the LO. Group work, role-play and simulation (lab) are also frequently used, both for more practical learning activities, but also for discussion of various aspects and dimensions of the curriculum. Work based learning will be implemented mostly for the learning of practical skills, but also for having closeness to the MDT and rehabilitation activities and learn from other professionals in the field of rehabilitation and school environments.

The training includes various activities that involve the use of blindfolds or low vision simulation to provide a first-hand experience and understanding of visual disability.

4. ASSESSMENT METHODS

Several of the modules will have composite assessment methods with a variation of the selected strategies, while other modules consist of a single assessment method. The variation has been chosen based on the nature of the learning objectives.

Module	Assessment methods (%)					Total %
	WE	OE	A-WBL	SSK	OTH	
M1	42.86	0	14.29	28.57	14.29	100
M2	20	20	0	60	0	100
M3	100	0	0	0	0	100
M4	30	0	50	20	0	100
M5	20	0	33.33	26.67	20	100
M6	25	16.67	33.33	8.33	16.67	100
M7	50	0	25	0	25	100
M8	100	0	0	0	0	100
M9	54.55	18.18	27.27	0	0	100
M10	50	20	30	0	0	100

Appendix 2



Course Syllabus LSMU



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INTRODUCTION

The purpose of this template is to collect and formalise the main design elements of oMERO's pilot courses. It consists of two main parts:

- **PART A:** this part concerns general information about the course and the specific modules, which can be defined at a macro-design level in the framework of IO3.
- **PART B:** this part is focused on providing precise details about the **TEACHINGS**. The content of this section will be determined by the teachers who will be hired to implement the courses.

1. PART A - GENERAL INFORMATION ABOUT THE COURSE

COURSE TITLE	<i>Regos negalios reabilitologas (Lt)</i> <i>English translation: Visual Disability Rehabilitators (VDR)</i>
QUALIFICATION CONFERRED	<i>Specialisation in rehabilitation of visual disabilities</i>
ECTS ASSIGNED	<i>60</i>
TOTAL STUDENT WORKLOAD DUTY	<i>1500 hours</i>
LEVEL OF QUALIFICATION (EQF)	<i>EQF7</i>
EQF ACCESS REQUIREMENTS	<i>EQF6 – Bachelor's degree in health care professions</i>
NAME AND STATUS OF AWARDING INSTITUTION	<i>Lietuvos Sveikatos Mokslų Universitetas (LSMU)</i>
LANGUAGE(S) OF INSTRUCTION/EXAMINATION	<i>lietuvių (Lithuanian)</i>
MODE OF STUDY	<i>Blended learning</i>
COURSE COORDINATOR	<i>Prof. Ingrida Janulevičienė</i>
MAIN ADDRESS OF THE INSTITUTION	<i>A. Mickevičiaus g. 9, 44307 Kaunas</i>
MAIN CONTACTS	<i>+37037327259</i>

1.1 SHORT COURSE DESCRIPTION

A certificate of continuous training will be awarded upon completion of this 60 ECTS professional development course. The course aims to equip aspiring VDR specialists with comprehensive knowledge of the anatomy and physiology of visual pathways, familiarise them with the treatment of common eye diseases, and provide them with a solid foundation in optics. Additionally, the course will cover Biopsychosocial problems faced by visually impaired individuals and train the future VDR specialists to assess the educational requirements of children with visual impairments. They will also gain an understanding of relevant legal acts and principles of integration and rehabilitation.

1.2 ATTENDANCE POLICY

To receive a certificate of course completion, students must not be absent from more than 15% of lectures and/or tutorials, unless they have a medical or emergency excuse for exceeding this limit.

2. PART A - MODULES PROGRAM

2.1 MODULE 1

TITLE	Visual anatomy, physiology, pathology and interfaces with general systemic disorders.
ASSIGNED ECTS	5.5
STUDENTS WORKLOAD	137.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO1-A-1</i>	<i>1.5</i>	<i>Anatomy</i>	T1a- <i>Anatomy of the eye</i>
		<i>Physiology</i>	T1b- <i>Physiology of the eye</i>
		<i>Ophthalmology</i>	T1c- <i>Interpret referral information according to the visual function.</i>
<i>LO1-C-D-E-1</i>	<i>1</i>	<i>Ophthalmology</i>	T1d- <i>Anamnesis and case history</i>
<i>LO10-A-1 /LO11-C-1</i>	<i>1</i>	<i>Public health</i>	T1e- <i>Clinical guidelines related to general health</i>
		<i>Health management</i>	T1f- <i>International, national, regional and local policies of health care</i>
<i>LO10-A-2</i>	<i>0.25</i>	<i>Neurology</i>	T1g- <i>Stroke and its residual effects on the body</i>
		<i>Rehabilitation</i>	T1h- <i>Rehabilitation, prognosis and management after stroke.</i>
<i>LO10-B-1</i>	<i>0.5</i>	<i>Rehabilitation</i>	T1i- <i>Interpretation of medical history</i>
		<i>Rehabilitation</i>	T1j- <i>Adaptation of IRP according to health status</i>

LO10-C-1	0.25	Ophthalmology	T1k- Types of vision loss: ophthalmic and central origin
		Ophthalmology	T1l- Vision loss impact on daily living
		Social medicine	T1m- Vision loss impact on environment and employment
		Psychology	T1n- Vision loss impact on family
LO12-A-H-I-1	1	Ophthalmology	T1o- Vision improvement and protection

2.2 MODULE 2

TITLE	Fundamentals of Optics and Optical Aids
ASSIGNED ECTS	3.5
STUDENTS WORKLOAD	87.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO8-A-1	1.5	Ophthalmology	T2a- Clinical optics principles and refraction
		Ophthalmology	T2b- Binocular vision and ocular motility
LO8-A-2	2	Ophthalmology	T2c- Optical technical aids and devices

2.3 MODULE 3

TITLE	Bio-Psycho-Sociology of Disability
ASSIGNED ECTS	7.5
STUDENTS WORKLOAD	187.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO1-E-G-1	1.5	Psychology	T3a- Biopsychosocial approach
		Psychology	T3b- Individualised social-psychological support program
		Psychology	T3c- Autonomy in daily life
LO3-G-1	0.5	Psychology	T3d- Parent-child relationship
LO5-B-D-E-J-1	1	Psychology	T3e- Personal independence and goals
LO5-B-D-E-J-2	1	Psychology	T3f- Support autonomy and social life
		Ergotherapy	T3g- Daily life skills to develop autonomy
LO9-B-C-D-1	1	Psychology	T3h- Motivational techniques and empowerment approaches
LO9-B-C-D-2	0.25	Public health	T3i- Connection to various social, cultural and sports networks
LO9-B-C-D-3	0.25	Psychology	T3j- Self-monitoring approach and evaluation of progress
LO9-E-1	1	Psychology	T3k- Mental health 'red flags' related to visual impairment
LO13-B-1	1	Psychology	T3l- Development of a collaborative therapeutic relationship with the VIPs

2.4 MODULE 4

TITLE	Developmental and Educational Psychology with Visual Impairment
ASSIGNED ECTS	2
STUDENTS WORKLOAD	50 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO3-A-1</i>	<i>0.5</i>	<i>Neurology</i>	<i>T4a-</i> <i>Evaluation of child's developmental stage</i>
<i>LO3-C-1</i>	<i>1</i>	<i>Psychology</i>	<i>T4b-</i> <i>Developmental stages of normo-typical child</i>
		<i>Psychology</i>	<i>T4c-</i> <i>Development with visual impairment</i>
		<i>O&M</i>	<i>T4d-</i> <i>Child spatial cognition and visual-motor coordination</i>
<i>LO3-H-1</i>	<i>0.5</i>	<i>Psychology</i>	<i>T4e-</i> <i>Psychopathological risks to the child's development related to visual impairment</i>

2.5 MODULE 5

TITLE	Pedagogy of Special Educational Needs
ASSIGNED ECTS	6.25
STUDENTS WORKLOAD	156.25 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO6-A-1	1	Special pedagogy	T5a- Educational needs by level and type of visual impairment
		Special pedagogy	T5b- Educational environment by the level and type of visual impairment
LO6-B-1	1	Ergotherapy	T5c- Personal adaptation of educational environment
LO6-C-D-E-1	1	Special pedagogy	T5d- Specialised learning activities and educational materials for VIC
		Special pedagogy	T5e- Advising teachers in the learning process of VIC
LO6-C-D-E-2	0.5	Special pedagogy	T5f- Specific resources and aids for VIC
LO6-F-1	0.25	Psychology	T5g- Appropriate behaviour in education
LO12-A-1	1.5	Special pedagogy	T5h- Basic methods and techniques for individuals and groups training in special education for VIPs
LO12-B-F-1	1	Psychology	T5i- Basic theories and techniques of counselling and communication
		Special pedagogy	T5j- Planning and conducting counselling sessions

2.6 MODULE 6

TITLE	Law and Ethics Related to Visual Impairment
ASSIGNED ECTS	2.5
STUDENTS WORKLOAD	150 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO11-A-D-1	0.5	Health management	T6a- National social-health care laws and regulations that concern VIPs
		Health management	T6b- National social-health care laws and regulations that concern post-stroke persons
		Health management	T6c- National policies, guidelines and protocols in the healthcare system regarding visual impairment
LO11-B-1	0.25	Health management	T6d- Social care organisations involved in visual impairment treatment and caring
LO11-E-F-1	0.25	Psychology	T6e- Cultural, religious and communication issues related to blindness
LO11-G-1	0.25	Rehabilitation	T6f- The main ICTs for health monitoring and rehabilitation
LO15-A-1	1	Health management	T6g- Principles of evidence-based health sciences disciplines and practice
		Health management	T6h- The main evidence databases in healthcare
LO16-D-1	0.25	Rehabilitation	T6h- The main ethical issues in the rehabilitation of VIP

2.7 MODULE 7

TITLE	Vocational integration with Visual Impairment
ASSIGNED ECTS	4
STUDENTS WORKLOAD	100 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO7-A-1	1	Occupational medicine	T7a- Basics of ergonomics related to visual impairment
		Ergotherapy	T7b- Occupational settings and tools for VIPs
LO7-A-2	1	Rehabilitation	T7c- Evaluation of occupational sustainability for VIPs according to the individual rehabilitation plan
LO7-B-C-1	1	Ergotherapy	T7e- Tools and operating solutions to improve VIP's efficacy at work
LO7-B-C-2	0.5	Occupational medicine	T7f- Safety of VIP in the working environment
		Ergotherapy	T7g- Environmental alterations to increase safety of VIP at work
LO7-D-1	0.5	Psychology	T7h- Motivational techniques

2.8 MODULE 8

TITLE	Communication, Information Technologies and Assistive Devices
ASSIGNED ECTS	5.5
STUDENTS WORKLOAD	137.5

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO8-B-1</i>	<i>0.5</i>	<i>IT</i>	<i>T8a- Computer basics, operating systems, e-mail and communicating programs, web and office suite for VIP</i>
<i>LO8-B-2</i>	<i>0.5</i>	<i>Ergotherapy</i>	<i>T8b- Digital accessibility issues for VIPs and ergonomics</i>
<i>LO8-C-1</i>	<i>1</i>	<i>IT</i>	<i>T8c- The main computer based assistive programs for VIP</i>
<i>LO8-C-2</i>	<i>0.5</i>	<i>IT</i>	<i>T8d- Laws for the acquisition of assistive computer programs, technologies and devices</i>
<i>LO8-D-1</i>	<i>1</i>	<i>Special pedagogy</i>	<i>T8e- Braille basics</i>
<i>LO8-E-F-1</i>	<i>1.5</i>	<i>Ergotherapy</i>	<i>T8f- Assistive technologies and devices for VIP</i>
<i>LO12-E-3</i>	<i>0.5</i>	<i>IT</i>	<i>T8g- Digital technologies and communication</i>

2.9 MODULE 9

TITLE	Sensorimotor training, Orientation and Mobility
ASSIGNED ECTS	14.25
STUDENTS WORKLOAD	356.25

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO3-D-E-1	0.5	Psychology	T9a- Neuro-psychomotor development in childhood
		Ergotherapy	T9b- Sensory experience in childhood
LO3-D-E-2	0.25	Psychology	T9c- Promotion of confidence and interests in VIS
		Ergotherapy	T9d- Hand skills training in VIC
		Physiotherapy	T9e- Exercises to improve coordination of VIC
LO4-A-1	1	Ergotherapy	T9f- Assessment of mobility opportunities and goals
		Ophthalmology	T9g- Visual function and mobility
LO4-A-2	1	O&M	T9h- O&M techniques for indoors
		O&M	T9i- O&M techniques for outdoors
		Physiotherapy	T9j- Exercises to improve physical activity
LO4-B-1	1	O&M	T9k- Basics of spatial cognition, mental representation and topography in orientation
LO4-B-2	0.5	O&M	T9l- Mobility in the city

<i>LO4-B-3</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T9m- Verbalisation of the environment</i>
<i>LO4-C-J-1</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T9n- Principles of accessibility and ergonomics in living environment</i>
<i>LO4-D-1</i>	<i>1</i>	<i>O&M</i>	<i>T9o- The main conducting techniques for VIPs</i>
<i>LO4-E-1</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T9p- Body awareness techniques</i>
		<i>Physiotherapy</i>	<i>T9q- Exercises for appropriate body posture</i>
<i>LO4-E-2</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T9r- Sensory stimulation exercises</i>
<i>LO4-F-1</i>	<i>1</i>	<i>O&M</i>	<i>T9s- White cane models and techniques of use</i>
<i>LO4-G-I-1</i>	<i>1</i>	<i>O&M</i>	<i>T9t- Mobility aids for VIP</i>
<i>LO4-H-K-J-1</i>	<i>1</i>	<i>O&M</i>	<i>T9u- Environmental scanning and indoor/outdoor exploration.</i>
<i>LO4-L-1</i>	<i>1</i>	<i>O&M</i>	<i>T9v- Use of public transport</i>
<i>LO16-A-1</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T9w- Basics of safety issues for VIP in daily life</i>

2.10 MODULE 10

TITLE	Rehabilitation and occupational therapy for visually impaired children and adults
ASSIGNED ECTS	9
STUDENTS WORKLOAD	180 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO2-A-B-C-D-1</i>	<i>1.5</i>	<i>Rehabilitation</i>	<i>T10a- Basic multidisciplinary activities of a vision rehabilitation program</i>
<i>LO2-A-B-C-D-2</i>	<i>1.5</i>	<i>Rehabilitation</i>	<i>T10b- Development of IRP</i>
<i>LO3-B-1</i>	<i>1</i>	<i>Rehabilitation</i>	<i>T10c- Development of multisensory rehabilitation program in VIC</i>
<i>LO3-F-1</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T10d- Principles of ergonomics in living environment of VIC</i>
<i>LO5-A-C-F-1</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T10e- Basic principles of personal care, eating and clothing</i>
<i>LO5-G-1</i>	<i>1.5</i>	<i>Ergotherapy</i>	<i>T10f- Housekeeping techniques and activities</i>
<i>LO5-H-1</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T10g- Techniques for cooking and shopping</i>
<i>LO13-A-C-1</i>	<i>0.5</i>	<i>Rehabilitation</i>	<i>T10h- Functions and roles of the MDT</i>

3. PART B - EXAMPLES OF TEACHING PROGRAMS

3.1 Detailed Plan of T1a

TEACHING CODE	<i>T1a</i>
TEACHING TITLE	<i>Anatomy of the eye</i>
REFERENCE TEACHER	<i>Agnė Kručaitė</i>
TARGETED LEARNING OUTCOMES	<i>LO1-A1</i>
REFERENCE MODULES	<i>Module 1</i>

A. LIST of CONTENTS:

The aim of this teaching is to acquire a basic knowledge of the anatomy of the eye, which would allow students to understand the causes and prognosis of vision impairment in children and adults and interpret referral information. Students will gain new knowledge in the following areas:

- Anatomy of the orbit and eyelids
- Anatomy of the conjunctiva, cornea and sclera
- Anatomy of the vascular cover and retina
- Anatomy of the lens and vitreous
- Anatomy of the optic nerve and deeper optic pathways

Students must be able to evaluate the anatomy of the eye and distinguish between normal and pathological conditions.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

The teaching strategy will be implemented through lectures, group activities (problem-based learning, case study), simulations, interpretation, discussion, analysis of literary sources, modelling of real-life situations.

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information

Lab

Analysis of medical records of patients with visual impairment due to various ocular pathologies.

Online learning (asynchronous):

Educational Materials on Moodle

Lecture slides, video of the ocular anatomy, interactive ophthalmic figures for training

Educational Materials on local e-learning platforms

Online Group work

Other (specify) _____

Additional information:

Work Based Learning

Students attend and observe ophthalmology consultations. The anatomy of the eye is fundamental to understanding the physiology of the eye and the principles of optics, which are covered in Module 2.

C. REFERENCE MATERIALS:

1. Žemaitienė, Reda; Žaliūnienė, Dalia; Janulevičienė, Ingrida; Kuzmienė, Loreta; Gelžinis, Arvydas; Stanislovaitienė, Daiva; Miniauskienė, Goda; Puodžiuvienė, Edita. Oftalmologijos pagrindai:vadovėlis.2021.
2. Blužienė A., Jašinskas V. Akių ligų vadovas. Šiauliai:A.Narbuto leidykla, 2005.
3. Brad Bowling. Kanski's Clinical Ophthalmology. Clinical Ophthalmology. A systematic approach. 9th edition. Elsevier. 2019
4. Batterbury M, Bowling B, Murphy C. Oftalmologija. Vilnius. 2012.

D. ASSESSMENT:

The final assessment consists of 3 parts: WE, OE and A-WBL. The written and oral examinations are f2f assessments in the classroom. A-WBL is based on the analysis of a given clinical situation during the ophthalmologist consultation. WE is a multiple-choice test of 20 questions. OE consists of 5 clinical situations in which the affected structure of the eye must be identified.

3.2 Detailed Plan of T3h

TEACHING CODE	<i>T3h</i>
TEACHING TITLE	<i>Motivational techniques and empowerment approaches</i>
REFERENCE TEACHER	<i>Dr. Raimonda Petroliené</i>
TARGETED LEARNING OUTCOMES	<i>LO9-B-C-D-1</i>
REFERENCE MODULES	<i>Module 3</i>

A. LIST of CONTENTS:

1. The role of motivational interviewing in changing a patient's behaviour.
2. Employing motivational interviewing for strengthening patients' motivation.
3. Motivational interviewing structure.
4. Basic skills of motivational interviewing

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

The learning methods will be implemented through interactive lectures, combined with group work (problem-based learning, case study), lab sessions and WBL. Students should spend part time on individual study (theoretical material, books, video material online).

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify)

Additional information

Lab

Role-play counselling exercise.

Online learning (asynchronous)

- Educational Materials on Moodle
Lecture slides, video of the motivational interviewing sessions, book for additional learning
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information

Work Based Learning

Students will have to consult each other, make video recordings and then write a reflection.

C. REFERENCE MATERIALS:

1. Rollnick, S., Miller, W. R., Butler, Ch. Motivational Interviewing in Health Care. 2nd edition. Guilford Press. 2022.

D. ASSESSMENT:

OE and WE will be held to assess the ability to work individually and in teams. The oral assessment is based on solving a complex case study. The written part of the assessment is based on the result of WBL, which requires a written reflection on counselling practices conducted in pairs.



Course Syllabus UNIGE



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INTRODUCTION

The purpose of this template is to collect and formalise the main design elements of oMERO's pilot courses. It consists of two main parts:

- PART A: this part concerns general information about the course and the specific modules, which can be defined at a macro-design level in the framework of IO3.
- PART B: this part is focused on providing precise details about the TEACHINGS. The content of this section will be determined by the teachers who will be hired to implement the courses.

1. PART A - GENERAL INFORMATION ABOUT THE COURSE

COURSE TITLE	<i>“Master di 1° livello per Riabilitatore Visivo (VDR)” English translation: First Level Master for Visual Disability Rehabilitators (VDR)</i>
QUALIFICATION CONFERRED	<i>Specialisation in Visual Disability Rehabilitator</i>
ECTS ASSIGNED	<i>60</i>
TOTAL STUDENT WORKLOAD DUTY	<i>1500 hours</i>
LEVEL OF QUALIFICATION (EQF)	<i>EQF7</i>
EQF ACCESS REQUIREMENTS	<i>EQF6 – Bachelor’s degree, health care professions (L/SNT2) Bachelor’s degree as: physiotherapist, speech therapist, orthoptist and ophthalmology assistant, neuro and developmental psychomotricity, occupational therapist, professional educator, general practitioner in medicine, psychologist.</i>
NAME AND STATUS OF AWARDING INSTITUTION	<i>Università degli studi di Genova - University of Genoa</i>
LANGUAGE(S) OF INSTRUCTION/EXAMINATION	<i>Italian</i>
MODE OF STUDY	<i>Full-time attendance</i>

COURSE COORDINATOR	<i>Prof. Carlo Enrico Traverso</i>
MAIN ADDRESS OF THE INSTITUTION	<i>Dipartimento di Neuroscienze, riabilitazione, oftalmologia, genetica e scienze materno-infantili (DINOEMI) dell’Università degli Studi di Genova Largo Paolo Daneo, 3, 16132 Genova GE</i>
MAIN CONTACTS	<i>010 353 7040</i>

1.1 SHORT COURSE DESCRIPTION

The objective of the Master's program is to train professionals who can collaborate within a multidisciplinary team and effectively carry out the rehabilitation of individuals with visual impairments.

The Visual Disability Rehabilitator (VDR), as a professional figure, is responsible for developing, executing, and overseeing comprehensive rehabilitation plans for individuals with visual impairments, with or without other impairments. The primary objective is to ensure an optimal quality of life and level of independence, including factors such as well-being, empowerment, communication, learning, mobility, orientation, and daily living skills.

As part of their professional competencies, the VDR ensures the continuous development of personal abilities from childhood to adulthood and supports individuals with disabilities in areas where they may be struggling, using a biopsychosocial approach. The ultimate goal of their intervention is to facilitate the person's inclusion in school, work, and social life.

1.2 ATTENDANCE POLICY

Attendance is full-time, the master's program requires an average attendance of 6 hours a day for 4 days a week.

The organisation of the timetable may vary according to educational needs.

20% absences are allowed for unemployed students and 30% for employed students.

Internship: Upon completion of the classroom activities, internships will be arranged at institutes and centres located throughout the country. These internships will be offered to participants who have not yet entered the workforce, as part of the project's efforts to support their professional development.

2. PART A - MODULES PROGRAM

2.1 MODULE 1

TITLE	Clinical Scenario
ASSIGNED ECTS	9
STUDENTS WORKLOAD	225 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO1-A-1</i>	<i>1</i>	<i>Physiology and Physiopathology of vision</i>	<i>T1a-</i> <i>Physiology of the eye and vision</i>
<i>LO8-A-1</i>	<i>1</i>		<i>T1b-</i> <i>Pathophysiological perspective applied in VIP rehabilitation</i>
<i>LO1-C-D-E-1</i>	<i>1</i>		<i>T1c-</i> <i>Anamnesis and case history</i>
<i>LO1-E-G-1</i>	<i>1</i>	<i>Psychology of disability</i>	<i>T1d-</i> <i>Psychosocial and biological aspects of disability</i>
<i>LO3-A-1</i>	<i>1</i>	<i>Child neuropsychiatry</i>	<i>T1e-</i> <i>Evaluation of the VIC</i>
<i>LO3-C-1</i>	<i>1</i>		
<i>LO10-A-1 / LO11-C-1</i>	<i>1</i>	<i>Health law</i>	<i>T1f-</i> <i>Labour law and administrative law in healthcare</i>
<i>LO10-B-1</i>	<i>1</i>		
<i>LO15-A-1</i>	<i>1</i>	<i>Health sciences</i>	<i>T1g-</i> <i>Theory and practice (evidence-based) of health sciences</i>

2.2 MODULE 2

TITLE	Projecting rehabilitation for adults
ASSIGNED ECTS	3
STUDENTS WORKLOAD	75 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO2-A-B-C-D-1</i>	<i>1</i>	<i>Multidisciplinary specialist medical sciences</i>	T2a- <i>Multidisciplinary activities in vision rehabilitation</i>
<i>LO2-A-B-C-D-2</i>	<i>1</i>	<i>Personalisation of care</i>	T2b- <i>Individual goals adapted to the needs of the VIP</i>
<i>LO16-A-1</i>	<i>1</i>	<i>Education in care and caring</i>	T2c- <i>Care education for users and informal caregivers</i>

2.3 MODULE 3

TITLE	Projecting rehabilitation for children
ASSIGNED ECTS	8
STUDENTS WORKLOAD	225 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO3-B-1</i>	<i>2</i>	<i>Rehabilitation in developmental age</i>	T3a- <i>Rehabilitation in developmental age and comorbidities</i>
<i>LO3-D-E-1</i>	<i>1</i>	<i>Developmental neuro and psychomotricity therapy</i>	T3b- <i>Neuro-psychomotor development and multidisciplinary techniques</i>
<i>LO3-D-E-2</i>	<i>0.5</i>	<i>Psychology</i>	T3c- <i>Introduction to general Psychology</i>
<i>LO3-F-1</i>	<i>1</i>	<i>Posturology</i>	T3d- <i>Ergonomics</i>
<i>LO6-A-1</i>	<i>1</i>	<i>Methodologies and tutorials</i>	T3e- <i>Educational psychology</i>
<i>LO6-B-1</i>	<i>1</i>		
<i>LO6-C-D-E-1</i>	<i>1</i>		
<i>LO6-C-D-E-2</i>	<i>0.5</i>		

2.4 MODULE 4

TITLE	Technics of rehabilitation in orientation and mobility
ASSIGNED ECTS	16
STUDENTS WORKLOAD	400 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO4-A-1	2	O&M	T4a- Aids and techniques for O&M
LO4-A-2	2		
LO4-F-1	1		
LO4-G-I-1	1		
LO4-B-3	1		
LO4-B-1	2		T4b- Multisensory prerequisites for O&M
LO4-E-1	1		T4c- Context and environmental adaptation for O&M
LO4-E-2	1		
LO4-B-2	1		
LO4-C-J-1	1		
LO4-D-1	1		
LO4-H-K-J-1	1		
LO4-L-1	1		

2.5 MODULE 5

TITLE	Techniques in personal autonomy
ASSIGNED ECTS	3.5
STUDENTS WORKLOAD	87.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO5-B-D-E-J-1</i>	<i>1</i>	<i>Psychology and occupational therapy</i>	<i>T5a- Personal autonomies assessment</i>
<i>LO5-B-D-E-J-2</i>	<i>0.5</i>	<i>Psychology and occupational therapy</i>	<i>T5b- Teach and support skills related to autonomy, independence, social participation</i>
<i>LO5-A-C-F-1</i>	<i>1</i>	<i>Ergotherapy</i>	<i>T5c- Ergotherapy and personal autonomy techniques for VIP</i>
<i>LO5-G-1</i>	<i>0.5</i>		
<i>LO5-H-1</i>	<i>0.5</i>		

2.6 MODULE 6

TITLE	Using aides for integration
ASSIGNED ECTS	5
STUDENTS WORKLOAD	125 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO8-A-2</i>	<i>1</i>	<i>Orthoptics</i>	<i>T6a-</i> Train the use of optical technical aids and devices, light setting, focus distance and fixation strategies
<i>LO8-D-1</i>	<i>1</i>	<i>Braille</i>	<i>T6b-</i> Braille basics and instruction
<i>LO8-B-2</i>	<i>1</i>	<i>Computer based and assistive technology</i>	<i>T6c-</i> Digital accessibility issues for VIPs and ergonomics
<i>LO8-C-1</i>	<i>1</i>		<i>T6d-</i> Computer based assistive programs for VIP
<i>LO8-E-F-1</i>	<i>1</i>		<i>T6e-</i> Assistive technologies and devices for VIPs and research trends

2.7 MODULE 7

TITLE	Psychological dimension
ASSIGNED ECTS	8
STUDENTS WORKLOAD	200 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO3-G-1</i>	<i>1</i>	<i>Support in rehabilitation</i>	<i>T7a-</i> <i>Improvement of coping attitudes with the involvement of parents and relatives</i>
<i>LO7-A-2</i>	<i>1</i>	<i>Psychology of workplace and organisation</i>	<i>T7b-</i> <i>Occupational sustainability for VIPs</i>
<i>LO7-D-1</i>	<i>1</i>		<i>T7c-</i> <i>Advancement of the VIP in one's professional context</i>
<i>LO9-B-C-D-1</i>	<i>1</i>	<i>Special Pedagogy</i>	<i>T7d-</i> <i>Motivational techniques and empowerment approaches for individual growth and self-determination</i>
<i>LO9-E-1</i>	<i>1</i>		<i>T7e-</i> <i>Mental health in disability and visual impairment</i>
<i>LO12-A-1</i>	<i>1</i>		<i>T7f-</i> <i>Individuals and groups training in special education for VIPs and vision rehabilitation</i>
<i>LO12-A-H-I-1</i>	<i>1</i>	<i>Prevention and assistance in rehabilitation</i>	<i>T7g-</i> <i>Vision health: vision functioning, risks for poor vision health, degenerative processes of visual conditions, risk factors, comorbidities and remediation potential</i>

<i>LO12-B-F-1</i>	<i>1</i>	<i>Special education for VIPs</i>	T7h- <i>Counselling and communication in education</i>
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2.8 MODULE 8

TITLE	Social dimension and context
ASSIGNED ECTS	7.5
STUDENTS WORKLOAD	200 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO6-F-1</i>	<i>0.5</i>	<i>Educational psychology</i>	<i>T8a-</i> Educate the VIC in appropriate behaviour in formal educational contexts
<i>LO7-A-1</i>	<i>1</i>	<i>Psychology of workplace and organisation</i>	<i>T8b-</i> Basics of ergonomics related to visually impaired people applied in daily work
<i>LO7-B-C-1</i>	<i>1</i>		<i>T8c-</i> Improve personal efficacy in the workplace
<i>LO13-A-C-1</i>	<i>0.5</i>		
<i>LO11-E-F-1</i>	<i>1</i>	<i>Health law</i>	<i>T8d-</i> Intercultural approach: inclusion, equity and diversity
<i>LO11-A-D-1</i>	<i>1</i>		<i>T8e-</i> Health and social care organisations
<i>LO11-B-1</i>	<i>1</i>		
<i>LO13-B-1</i>	<i>0.5</i>	<i>Psychology</i>	<i>T8f-</i> Therapeutic relationship
<i>LO16-D-1</i>	<i>1</i>	<i>Bioethics</i>	<i>T8g-</i> Ophthalmological bioethics: ethical issues involved in the rehabilitation program with a VIP

3. PART B - EXAMPLES OF TEACHING PROGRAMS

3.1 Detailed Plan of T1a

TEACHING CODE	<i>T1a</i>
TEACHING TITLE	<i>Physiology and physiopathology of vision</i>
REFERENCE TEACHER	<i>Aldo Vagge</i>
TARGETED LEARNING OUTCOMES	<i>LO1-A-1</i>
REFERENCE MODULES	<i>Module 1</i>

A. LIST of CONTENTS:

The course provides students the physiological basis for understanding single vision while perceiving with two eyes and the ability to develop a sense of stereopsis and the interpretation of the environment around us.

The course aims to introduce students to:

- Understand the specific mechanisms of the physiology of binocular vision, ocular motility to recognise alterations of binocular vision and ocular motility
- Being able to use the most suitable orthoptic instruments to perform the orthoptic assessment based on the patient's age and cognitive abilities
- Describe the extraocular muscles, their functioning and the resulting eye movement
- Ocular kinetics according to precise rules and learn to diagnose the deficit of individual muscles

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

The course includes frontal lessons.

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information.....

Lab

Online learning (asynchronous)

- Educational Materials on Moodle
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information

The course will provide, as possible, a case-based approach.

 Work Based Learning

Clinical case discussion

C. REFERENCE MATERIALS:

1. Basic and Clinical Science Course American Academy of Ophthalmology. Section 6: Paediatric Ophthalmology and Strabismus.
2. Binocular Vision and Ocular Motility: Theory and Management of Strabismus. Gunter K. von Noorden MD, Emilio C. Campos MD

D. ASSESSMENT:

The course aims to evaluate the ability to study in depth, the use of correct terminology and the ability to explain the discipline clearly, so that the VIP can understand its meaning. In order to assure this an OE will be implemented. It consists of 5 clinical cases for the discussion.

3.2 Detailed Plan of T6a

TEACHING CODE	<i>T6a</i>
TEACHING TITLE	<i>Train the use of optical technical aids and devices, light setting, focus distance and fixation strategies</i>
REFERENCE TEACHER	<i>Michele lester</i>
TARGETED LEARNING OUTCOMES	<i>LO8-A-2</i>
REFERENCE MODULES	<i>Module 6</i>

A. LIST of CONTENTS:

- Optical technical aids and devices: overview of the different types of optical devices and their functions, including hand-held magnifiers, strong magnifying reading glasses, loupes and small telescopes.
- Light setting: techniques for creating an optimal lighting environment for low vision patients, including the use of natural light, task lighting and ambient lighting.
- Focus distance: understanding the importance of focus distance and techniques for adjusting focus.
- Fixation strategies: techniques for maintaining stability and reducing hand tremors, proper holding techniques.
- Assisting low vision patients: techniques for assisting low vision patients in using optical devices, including demonstration, verbal instruction and physical guidance.
- Safety considerations: understanding the safety risks associated with the use of optical devices, including the importance of eye protection, proper storage and maintenance.
- Enhancing daily living skills: techniques for promoting independence and self-sufficiency for low vision patients, including the use of adaptive technology and other assistive devices.

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

The teaching method adopted in this teaching involves a combination of hands-on practical experience and theoretical knowledge. In the practical component, students will learn how to handle and use various optical aids and devices, such as magnifiers, telescopes, microscopes and binoculars. They will also learn how to adjust the light and focus settings, as well as develop effective fixation strategies to ensure clear and stable images.

In the theoretical component, students will learn about the principles of optics, including the behaviour of light, the properties of lenses and the mechanics of focus. This will give them a deeper understanding of how the optical aids and devices they are using actually work and help them to troubleshoot any issues they may encounter.

Overall, the aim of the training is to equip students with the skills and knowledge they need to effectively use optical aids and devices in real-world settings. By the end of the teaching, students should have a solid foundation in the use of optical technical aids and be able to apply their knowledge to educate and help visually impaired people or other caregivers.

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information **Lab** **Online learning (asynchronous)**

- Educational Materials on Moodle
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information **Work Based Learning****C. REFERENCE MATERIALS:**

Stephen G. Whittaker et al. Low Vision Rehabilitation: A Practical Guide for Occupational Therapists. Second edition. Slack Incorporated; 2015.

D. ASSESSMENT:

The assessment for the teaching is implemented in two ways:

- Practical exam (A-WBL): the students are assessed on their ability to use optical aids and devices, set up light, adjust focus distance and fixation strategies. This is typically done through hands-on demonstrations. Then, the student is asked to perform a simulation to educate a VIP to use a visual aid.
- OE: the students are tested on their knowledge of the concepts and principles involved in using optical aids and devices, light setting, focus distance, and fixation strategies.



Course Syllabus CHU NICE



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INTRODUCTION

The purpose of this template is to collect and formalise the main design elements of oMERO's pilot courses. It consists of two main parts:

- PART A: this part concerns general information about the course and the specific modules, which can be defined at a macro-design level in the framework of IO3.
- PART B: this part is focused on providing precise details about the TEACHINGS. The content of this section will be determined by the teachers who will be hired to implement the courses.

1. PART A - GENERAL INFORMATION ABOUT THE COURSE

COURSE TITLE	<i>First Level Master for Visual Disability Rehabilitators (VDR)</i>
QUALIFICATION CONFERRED	<i>Specialisation in Rehabilitation of the Visually Impaired</i>
ECTS ASSIGNED	<i>60</i>
TOTAL STUDENT WORKLOAD DUTY	<i>1500 hours</i>
LEVEL OF QUALIFICATION (EQF)	<i>EQF7</i>
EQF ACCESS REQUIREMENTS	<i>EQF6 – Bachelor’s degree</i>
NAME AND STATUS OF AWARDING INSTITUTION	<i>University of Côte d’Azur</i>
LANGUAGE(S) OF INSTRUCTION/EXAMINATION	<i>French</i>
MODE OF STUDY	<i>Between 6 months and 2 years - curriculum adapted to the students' schedule (from full time to part time).</i>
COURSE COORDINATOR	<i>Prof. Stephanie Baillif</i>
MAIN ADDRESS OF THE INSTITUTION	<i>38 Av. Emile Henriot, 06000 Nice, France</i>
MAIN CONTACTS	<i>bailiff.s@chu-nice.fr</i>

1.1 SHORT COURSE DESCRIPTION

The university diploma offered by the Université Côte d'Azur in partnership with Mutualité française PACA SSAM is a training program that aligns with the duties and responsibilities of professionals responsible for providing comprehensive and personalised rehabilitation to visually impaired individuals with or without other associated conditions. This program is aimed at professionals working in medico-social institutions or providing home care, and it takes a multidisciplinary approach. The course has been developed in close collaboration with ERASMUS program, European academics, medical and social service providers.

1.2 ATTENDANCE POLICY

Request for exemption from attendance

You can request an exemption from attendance to the courses, seminars and practical work of your university course by indicating the reason for the request.

This request must be made at the beginning of the year (before 30/09 for bachelor's degrees and 31/10 for master's degrees) or at the beginning of the semester (before 31/01 for even-numbered semesters).

The course director and the director of the component will assess the request and decide accordingly.

Upon approval, you will not be required to attend classroom courses or participate in TD exams. The final exam results will be the sole basis for evaluation, and any continuous assessment results will not be taken into account

Acquiring the knowledge and skills related to your course remains your responsibility even if you are exempt from attending. This will require an investment of time and effort on your part, along with good organisation and personal commitment.

The Law

Article 1

In compliance with the national framework defined by the present decree and without prejudice to the powers provided for in articles L. 712-2 to L. 712-6-1 of the Education Code, the president or director of the establishments under the authority or control of the ministry responsible for higher education determines the conditions of attendance and schooling applicable to students enrolled in their courses.

The conditions of enrolment and attendance include the obligation for each student to enrol in the program in accordance with the regulations governing enrolment and studies. They also specify the facts that characterise the failure to comply with the attendance obligation, by course or type of course, for:

- face-to-face teaching, in particular lectures, tutorials and practical work
- distance learning;
- courses using digital tools;
- observation or work experience sessions;
- individual or group projects that promote the perspective of several disciplines and skills on the same subject of study.

Article 5

Students receiving a higher education grant based on social criteria or an annual allowance granted within the framework of the Ministry of Higher Education's specific aid scheme must meet the general conditions of schooling and attendance to which this right is subject, in accordance with the provisions of articles D. 821-1 and D. 821-4 of the Education Code.

2. PART A - MODULES PROGRAM

2.1 MODULE 1

TITLE	Anatomy, physiology, visual perception and function
ASSIGNED ECTS	7
STUDENTS WORKLOAD	175 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO1-A-1</i>	<i>1.5</i>	<i>Anatomy</i>	T1a- <i>Anatomy of the eye</i>
<i>LO1-C-D-E-1</i>	<i>1</i>	<i>Anamnesis VDR</i>	T1b- <i>Anamnesis and history case of the VIP</i>
<i>LO1-E-G-1</i>	<i>1.5</i>	<i>Biopsychosocial approach</i>	T1c- <i>An individualised global support program</i>
<i>LO2-A-B-C-D-1</i>	<i>1.5</i>	<i>Vision rehabilitation program</i>	T1d- <i>Basic multidisciplinary activities of a vision rehabilitation program</i>
<i>LO2-A-B-C-D-2</i>	<i>1.5</i>	<i>Rehabilitation approaches</i>	T1e- <i>Define VDR rehabilitation goals</i>

2.2 MODULE 2

TITLE	Children
ASSIGNED ECTS	8.75
STUDENTS WORKLOAD	218.75 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO3-A-1</i>	<i>0.5</i>	<i>Developmental stage</i>	T2a- <i>Developmental stage and related individual capabilities of the VIC</i>
<i>LO3-B-1</i>	<i>1</i>	<i>IRP</i>	T2b- <i>A visual, multisensory rehabilitation program (IRP) for VIC</i>
<i>LO3-C-1</i>	<i>1</i>	<i>Normo-typical child</i>	T2c- <i>The impact of vision impairment on the developmental stages of the normo-typical child</i>
<i>LO3-D-E-1</i>	<i>0.5</i>	<i>Neuro-psychomotor</i>	T2d- <i>Neuro-psychomotor development and sensory experience adapted to the child's visual and global profile</i>
<i>LO3-D-E-2</i>	<i>0.25</i>	<i>Educational context</i>	T2e- <i>Fostering confidence, interests, abilities, hand skills, and coordination of VIC in an educational setting</i>
<i>LO3-F-1</i>	<i>1</i>	<i>Living environment</i>	T2f- <i>The principles of an ergonomic living environment</i>
<i>LO3-G-1</i>	<i>0.25</i>	<i>Parent-child relationship</i>	T2g- <i>The involvement of parents (and relatives) in the IRP of a VIC</i>
<i>LO3-H-1</i>	<i>0.25</i>	<i>Psychopathological risks</i>	T2h- <i>The psychopathological risks in childhood development in the context of vision impairment</i>
<i>LO6-A-1</i>	<i>1</i>	<i>Educational needs within the MDT</i>	T2i- <i>The impact of educational needs within the MDT, according to level and type of visual impairment and personal circumstances</i>
<i>LO6-B-1</i>	<i>1</i>	<i>Personal and environmental factors</i>	T2j- <i>Enhancing participation and learning opportunities by considering personal and environmental factors - guidance for teachers and principals</i>

<i>LO6-C-D-E-1</i>	<i>1</i>	<i>Learning process</i>	<i>T2k-</i> <i>The management of tools, activities and environment and implementing specialised learning activities and educational materials</i>
<i>LO6-C-D-E-2</i>	<i>0.5</i>	<i>VIC</i>	<i>T2l-</i> <i>The specific resources and aids for didactic purposes</i>
<i>LO6-F-1</i>	<i>0.25</i>	<i>VIC</i>	<i>T2m-</i> <i>The appropriate behaviour related to activities and relationships expected in formal educational contexts</i>
<i>LO6-G-H-1</i>	<i>0.25</i>	<i>Peer</i>	<i>T2n-</i> <i>How to relate with a visually impaired peer</i>

2.3 MODULE 3

TITLE	Orientation and Mobility & Activities of Daily Living
ASSIGNED ECTS	17
STUDENTS WORKLOAD	425 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO4-A-1	1	Mobility capabilities and goals	T3a- Factors influencing the skills and mobility goals of individuals with visual impairment or blindness
LO4-A-2	1	O&M	T3b- Indoor and outdoor navigation techniques for O&M
LO4-B-1	1	Spatial cognition and mental representation	T3c- Fundamentals of spatial cognition, mental representation, and topography for orientation
LO4-B-2	0.5	Traffic laws and urban mobility	T3d- Urban mobility principles, traffic regulations, and seasonal route planning
LO4-B-3	1	Verbalising the environment	T3e- Individualising environmental verbalisation and instruction for VIPs
LO4-C-J-1	1	Accessibility	T3f- Assessing living environments for enhanced accessibility using ergonomic and accessibility principles
LO4-D-1	1	Conducting techniques	T3g- Establishing and teaching the main conducting techniques for VIPs' relatives and caregivers
LO4-E-1	1	Body perceptions and posture	T3h- Body perception, posture, and techniques for improving body awareness
LO4-E-2	1	Sensoriality	T3i- Key sensory exercises
LO4-F-1	1	White cane	T3j- White canes for indoor and outdoor use - techniques and model variations
LO4-G-I-1	1	Mobility aids	T3k- Characteristics of main mobility aids, including technological solutions

<i>LO4-H-K-J-1</i>	<i>1</i>	<i>Environmental scanning</i>	<i>T3l-</i> <i>Environmental scanning and indoor/outdoor exploration principles and strategies for VIPs</i>
<i>LO4-L-1</i>	<i>1</i>	<i>Public transport</i>	<i>T3m-</i> <i>Adapting public transport use to personal abilities and goals</i>
<i>LO5-A-C-F-1</i>	<i>1</i>	<i>Ergotherapy techniques</i>	<i>T3n-</i> <i>Techniques, strategies, and assistive devices for personal care, eating, and dressing for VIPs</i>
<i>LO5-B-D-E-J-1</i>	<i>1</i>	<i>Autonomy and independence</i>	<i>T3o-</i> <i>Assessing and evaluating personal goals for autonomy and independence</i>
<i>LO5-B-D-E-J-2</i>	<i>1</i>	<i>Autonomy and independence (2)</i>	<i>T3p-</i> <i>Rehabilitation techniques for managing finances, documents, social participation, hobbies, and leisure activities</i>
<i>LO5-G-1</i>	<i>0.5</i>	<i>Housekeeping</i>	<i>T3q-</i> <i>Housekeeping techniques and activities</i>
<i>LO5-H-1</i>	<i>1</i>	<i>Food field</i>	<i>T3r-</i> <i>Strategies for grocery shopping, food storage, and cooking techniques</i>

2.4 MODULE 4

TITLE	Information and advice in vision health
ASSIGNED ECTS	4.5
STUDENTS WORKLOAD	112.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO12-A-1	1.5	Special education	T4a- Fundamental techniques and methods for training individuals and groups in special education and vision rehabilitation for VIPs
LO12-A-H-I-1	0.5	Vision health-related	T4b- Understanding vision functioning, risk factors for poor vision health, and potential for remediation in degenerative visual conditions and comorbidities
LO12-B-F-1	1	Counselling and communication in the special education	T4c- Fundamentals of counselling and communication techniques in special education for VIPs
LO12-C-1	0.25	Educational system	T4d- Improving communication and collaboration with educators and teachers
LO12-E-2	0.25	Use of data	T4e- Data, information and digital content
LO12-E-3	0.25	Digital communication	T4f- Utilising diverse digital technologies for interaction, sharing, and collaboration: selecting suitable digital communication methods
LO12-F-1	0.25	Relatives and informal careers	T4g- Educating on the needs and realistic goals of visual impairment according to a child's developmental age
LO12-F-2	0.25	Legal framework and stakeholders	T4h- Keeping caregivers informed about legal framework (national and regional laws) and stakeholders in VIP care
LO12-D-G-1	0.25	Listening and empathy	T4i- Fundamentals of active listening and empathy

2.5 MODULE 5

TITLE	Research and ethics
ASSIGNED ECTS	6
STUDENTS WORKLOAD	150 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO9-B-C-D-1</i>	<i>1</i>	<i>Motivational techniques and empowerment approaches</i>	<i>T5a- Motivation and empowerment techniques tailored to individual needs and health status</i>
<i>LO9-B-C-D-2</i>	<i>0.25</i>	<i>Social, cultural and sports activities</i>	<i>T5b- Connecting visually impaired individuals to social, cultural, and sports networks</i>
<i>LO9-B-C-D-3</i>	<i>0.25</i>	<i>Self-monitoring</i>	<i>T5c- Developing an effective self-monitoring approach and recognising progress for VIPs</i>
<i>LO9-E-1</i>	<i>0.5</i>	<i>Mental health</i>	<i>T5d- The mental health 'red flags' related to visual impairment and disability</i>
<i>LO15-A-1</i>	<i>1</i>	<i>Evidence-based approach</i>	<i>T5e- Fundamental principles of evidence-based health sciences disciplines</i>
<i>LO15-C-1</i>	<i>0.25</i>	<i>Habilitation & rehabilitation area</i>	<i>T5f- The contribution of VDR subject area in habilitation and rehabilitation</i>
<i>LO15-B-D-1</i>	<i>0.25</i>	<i>Research</i>	<i>T5g- Fundamentals of research design and methodology, project planning and research ethics</i>
<i>LO15-B-D-2</i>	<i>0.25</i>	<i>Quantitative analysis</i>	<i>T5h- Fundamentals of quantitative analysis applied to health sciences</i>
<i>LO15-B-D-3</i>	<i>0.25</i>	<i>Qualitative research</i>	<i>T5i- The main characteristics of qualitative research approaches</i>
<i>LO16-A-1</i>	<i>1</i>	<i>Safety</i>	<i>T5j- Fundamental safety considerations for visually impaired individuals in daily activities and environments, with practical applications in the workplace</i>

<i>LO16-B-1</i>	<i>0.25</i>	<i>Continuous and permanent learning</i>	<i>T5k</i> - <i>The importance of continuous, lifelong learning for VDR professionals</i>
<i>LO16-C-1</i>	<i>0.25</i>	<i>First aid</i>	<i>T5l</i> - <i>The principles of first aid</i>
<i>LO16-D-1</i>	<i>0.25</i>	<i>Ethical issues</i>	<i>T5m</i> - <i>Exploring the ethical considerations in VIP rehabilitation programs</i>
<i>LO16-E-1</i>	<i>0.25</i>	<i>Critical thinking</i>	<i>T5n</i> - <i>The fundamentals of critical thinking</i>

2.6 MODULE 6

TITLE	Work: professional inclusion
ASSIGNED ECTS	3.75
STUDENTS WORKLOAD	93.75 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO7-A-1</i>	<i>1</i>	<i>Ergonomics</i>	<i>T6a-</i> <i>Applied basis of ergonomics for VIP in potential workplace</i>
<i>LO7-A-2</i>	<i>1</i>	<i>Work organization</i>	<i>T6b-</i> <i>Assess the possible transformation in a working environment and how it can be done</i>
<i>LO7-B-C-1</i>	<i>1</i>	<i>Measuring and improving efficiency</i>	<i>T6c-</i> <i>Use client centred approach to evaluate of work environment in order to advice and suggest tools to improve efficiency</i>
<i>LO7-D-1</i>	<i>0.25</i>	<i>Safety measure regulations in workplace</i>	<i>T6d-</i> <i>Analyse of the working environment and possible risks or needs</i>
<i>LO7-D-1</i>	<i>0.25</i>	<i>Empowerment</i>	<i>T6e-</i> <i>Understand and apply the concept of empowerment in workplace</i>
<i>LO7-E-1</i>	<i>0.25</i>	<i>Inclusion in workplace</i>	<i>T6f-</i> <i>Involve the different actor of working place in order to transform the workplace</i>

2.7 MODULE 7

TITLE	Health and social support system
ASSIGNED ECTS	3.25
STUDENTS WORKLOAD	81.25 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO10-A-1 / LO11-C-1</i>	<i>1</i>	<i>Clinical guidelines</i>	T7a- <i>Clinical guidelines related to general health and concurrent health concerns</i>
<i>LO10-A-2</i>	<i>0.25</i>	<i>Health care procedures, treatment and rehabilitation strategies</i>	T7b- <i>Prevalence, treatment, rehabilitation, prognosis and management of loss of function after stroke and other diseases</i>
<i>LO10-B-1</i>	<i>0.5</i>	<i>Wider healthcare system</i>	T7c- <i>Referral pathways within the broader healthcare system</i>
<i>LO10-C-1</i>	<i>0.25</i>	<i>Impact of stroke and other diseases</i>	T7d- <i>The principles of systematic vision training with users affected by stroke and other diseases which have an impact on vision</i>
<i>LO11-A-D-1</i>	<i>0.5</i>	<i>National policies, guidelines and protocols</i>	T7e- <i>National policies, guidelines and protocols in the healthcare system regarding visual impairment</i>
<i>LO11-B-1</i>	<i>0.25</i>	<i>Health and social care organizations</i>	T7f- <i>Health and social care organisations involved in visual impairment treatment</i>
<i>LO11-E-F-1</i>	<i>0.25</i>	<i>Cultural, religious and communication issues</i>	T7g- <i>Addressing cultural, religious, and communication-related special needs of VIPs</i>
<i>LO11-G-1</i>	<i>0.25</i>	<i>ICTs for health monitoring and rehabilitation</i>	T7h- <i>ICTs for health monitoring and rehabilitation at national, regional and local level for VIPs</i>

2.8 MODULE 8

TITLE	Multidisciplinary cooperation
ASSIGNED ECTS	2.25
STUDENTS WORKLOAD	56.25 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO13-A-C-1</i>	<i>0.5</i>	<i>MDT</i>	<i>T8a- The main roles and responsibilities of the social and health care professionals involved in the VIP rehabilitation path</i>
<i>LO13-A-C-2</i>	<i>0.25</i>	<i>Team working</i>	<i>T8b- Principles of Effective Teamwork in Daily Work for VDR Professionals</i>
<i>LO13-A-C-3</i>	<i>0.25</i>	<i>Network of caregivers and stakeholders</i>	<i>T8c- The network of caregivers and stakeholders (formal and informal) involved in the VIP's rehabilitation program</i>
<i>LO13-B-1</i>	<i>1</i>	<i>Therapeutic relationship</i>	<i>T8d- A collaborative therapeutic relationship with VIPs</i>
<i>LO14-A-B-D-1</i>	<i>0.25</i>	<i>Clinical records</i>	<i>T8e- Professional standards for clinical record keeping</i>
			<i>T8f- Recording Tools at National, Regional, and Local Levels</i>

2.9 MODULE 9

TITLE	Assistive technologies for VIP
ASSIGNED ECTS	7.5
STUDENTS WORKLOAD	187.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO8-A-1</i>	<i>1.5</i>	<i>Clinical optics principles</i>	T9a- <i>Fundamentals of clinical optics and their application</i>
<i>LO8-A-2</i>	<i>1.5</i>	<i>Optical aids and devices</i>	T9b- <i>Gain knowledge on optical materials and develop the ability to train others</i>
<i>LO8-B-1</i>	<i>0.5</i>	<i>Computer accessibility</i>	T9c- <i>Basic Computer Accessibility Training for VIPs</i>
<i>LO8-B-2</i>	<i>0.5</i>	<i>Digital accessibility</i>	T9d- <i>Understanding the digital accessibility standards</i>
<i>LO8-C-1</i>	<i>1</i>	<i>Assistive programs</i>	T9e- <i>Teach and learn about the assistive programs for VIP</i>
<i>LO8-C-2</i>	<i>0.25</i>	<i>Technology regulations</i>	T9f- <i>Laws and procedures for acquisition and use of assistive programs for VIP</i>
<i>LO8-D-1</i>	<i>1</i>	<i>Braille</i>	T9g- <i>Fundamentals of Braille</i>
<i>LO8-E-F-1</i>	<i>1.25</i>	<i>Professional monitoring</i>	T9h- <i>Collaborative update on assistive technology and devices with MDT for VIPs</i>

3. PART B - EXAMPLES OF TEACHING PROGRAMS

3.1 Detailed Plan of T3r

TEACHING CODE	<i>T3r</i>
TEACHING TITLE	<i>Grocery shopping strategies, food maintenance and techniques for cooking</i>
REFERENCE TEACHER	<i>Cécile TERRIER DE LA CHAISE</i>
TARGETED LEARNING OUTCOMES	<i>LO5-H-1</i>
REFERENCE MODULES	<i>Module 3</i>

A. LIST of CONTENTS:

The teaching will be divided into three parts to provide a clearer focus on the teaching contents:

Part 1: Grocery shopping strategies:

- Walking in stores (will be carried out with an O&M specialist)
- Paying: Using coins, banknotes and a credit card
- Ordering online

Part 2: Food maintenance:

- Organisation in the kitchen (food labelling, etc)
- Organisation in the freezer
- Checking expiry dates (labels, use of assistive devices, etc)

Part 3: Techniques for cooking:

- Discovery of a kitchen and installation (food, installation of dots in kitchen devices if needed)
- Attention on the adaptation of the environment (light, contrast, etc.)
- Cutting food techniques
- Peeling techniques and useful devices
- Understanding the use of electronic devices and their proper connection
- Cooking techniques (placing the saucepan, knowing when water is boiling, draining, cooking meat, flipping over the food, etc.)
- Reminder of competences needed to complete this activity (in term of motricity, sensory capacities, cognitive functions, etc.)

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

The teaching strategies used in this teaching are primarily based on face-to-face techniques (group work, Lab). In addition, online group work is used to adapt the course to new forms of teaching.

Face-to-Face Class and webinars:

- Lecture

- Group Work
- Simulation
- Other (specify): creation of a video by the students.

Additional information

- Lab:** use of a kitchen

 Online learning (asynchronous)

- Educational Materials on Moodle
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify): webinar

Additional information **Work Based Learning**

Observation of occupational therapist work with the VIP in the kitchen.

C. REFERENCE MATERIALS:

1. Blind Cooking Tips and Tricks:
<https://www.youtube.com/watch?v=o1Al7Ogx8H8> How Does a Blind Person
2. Cook? Blind Cooking Tips, Tricks & Hacks:
https://www.youtube.com/watch?v=oPVGmmlwZ_s
3. Stephen G.; Scheiman OD, Mitchell; Sokol-McKay, Debra A. Low Vision Rehabilitation: A Practical Guide for Occupational Therapists. (2016)
4. Maureen A. Duffy. Making Life More Livable: Simple Adaptations for Living at Home After Vision Loss. Third Edition (2016)
5. Online material: <https://www.perkins.org/resource/eight-cooking-tips-for-people-who-are-visually-impaired/>

D. ASSESSMENT:

The assessment comprises three parts: analysis of a case study in OE, a report on the rehabilitation program to be followed with VIP in A-WBL, and recording of the students' kitchen lab work on video to evaluate their ability to provide instructions to VIPs and organise a session.



Course Syllabus UNIGOT



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INTRODUCTION

The purpose of this template is to collect and formalise the main design elements of oMERO's pilot courses. It consists of two main parts:

- PART A: this part concerns general information about the course and the specific modules, which can be defined at a macro-design level in the framework of IO3.
- PART B: this part is focused on providing precise details about the TEACHINGS. The content of this section will be determined by the teachers who will be hired to implement the courses.

1. PART A - GENERAL INFORMATION ABOUT THE COURSE

COURSE TITLE	<i>Synpedagogik och synrehabilitering</i> <i>English translation: First Level Master for Visual Disability Rehabilitators (VDR)</i>
QUALIFICATION CONFERRED	<i>Specialisation in Visual Disability Rehabilitator</i> <i>(Swedish translation: synpedagog)</i>
ECTS ASSIGNED	<i>60</i>
TOTAL STUDENT WORKLOAD DUTY	<i>1500 hours</i>
LEVEL OF QUALIFICATION (EQF)	<i>EQF7</i>
EQF ACCESS REQUIREMENTS	<i>EQF6 – Bachelor's degree</i> <i>Bachelor's degree in occupational therapy, physiotherapy, optometry, special education or education, psychology, social work, health sciences or adjacent fields.</i>
NAME AND STATUS OF AWARDING INSTITUTION	<i>University of Gothenburg</i>
LANGUAGE(S) OF INSTRUCTION/EXAMINATION	<i>Swedish</i>
MODE OF STUDY	<i>Part-time attendance/blended learning</i>
COURSE COORDINATOR	<i>Associate professor Inger Berndtsson</i>
MAIN ADDRESS OF THE INSTITUTION	<i>Department of Education and Special Education, University of Gothenburg, Box 300 SE-405 30 GOTHENBURG, Sweden</i>
MAIN CONTACTS	<i>Malin Eliasson, Director of Studies</i>

1.1 SHORT COURSE DESCRIPTION

The curriculum consists of four course modules of each 15 ECTS Second Cycle. The oMERO modules M1-M10 are integrated in the course modules, which are:

- Basics of vision rehabilitation (module 1-4)
- Orientation and mobility: techniques and teaching (module 5)
- Assistive devices and technologies for reading and writing (module 6-8)
- Inclusion and rehabilitation in school and society (module 9-10)

The aim of this course is to equip individuals to work in the fields of vision (re)habilitation, special or inclusive education, the labour market, or related areas, focusing on people of all ages who have visual impairment or blindness.

1.2 ATTENDANCE POLICY

All examination elements require compulsory attendance.

2. PART A - MODULES PROGRAM

2.1 MODULE 1

TITLE	Visual anatomy, visual function and biopsychosocial approach
ASSIGNED ECTS	5.5
STUDENTS WORKLOAD	137.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO1-A-1	2.5	Ophthalmology Optometry	T1a- The anatomy and physiology of the eye
			T1b- Eye diseases of all ages
			T1c- Visual function and visual acuity
			T1d- Basic optics
LO1-C-D-E-1	1.5	Ophthalmology Special Education	T1e- Taking anamnesis
			T1f- Interviewing techniques
LO1-E-G-1	1	Ophthalmology Rehabilitation	T1g- Individualised support program and the role of MDT
			T1h- Biopsychosocial approach and ICF
LO10-B-1	0.5	Ophthalmology	T1i- Referrals from healthcare systems and health profile

2.2 MODULE 2

TITLE	Psychological and social dimensions of visual impairment
ASSIGNED ECTS	2.5
STUDENTS WORKLOAD	62.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
<i>LO9-B-C-D-1</i>	<i>1</i>	<i>Psychology</i>	<i>T2a-</i> <i>Motivation and empowerment: theory and techniques</i>
<i>LO9-B-C-D-3</i>	<i>0.5</i>	<i>Psychology</i> <i>Special Education</i>	<i>T2b-</i> <i>Psychological and social dimensions of visual impairment and blindness</i>
			<i>T2c-</i> <i>The role of “expert-VIP“ in rehabilitation</i>
<i>LO9-E-1</i>	<i>0.5</i>	<i>Psychology</i>	<i>T2d-</i> <i>Mental health related to visual impairment and disability</i>
<i>LO12-D-G-1</i>	<i>0.5</i>	<i>Special Education</i>	<i>T3e-</i> <i>Active listening skills and empathy</i>
			<i>T3f-</i> <i>The role of MDT for identify mental health issues</i>

2.3 MODULE 3

TITLE	Governance structures of health care organisations
ASSIGNED ECTS	2.5
STUDENTS WORKLOAD	62.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO10-A-1	1	Rehabilitation	T4a- Clinical guidelines and international, national, regional and local policies within health care and rehabilitation
			T3b- History of the concept of disability
LO11-A-D-1	0.5	Rehabilitation	T3c- National policies and laws in the healthcare system and social-health care concerning VIP, post-stroke and similar conditions
LO11-B-1	0.5	Rehabilitation	T3d- Health and social care organisations and stakeholders involved in VIP treatment and care
LO11-E-F-1	0.5	Rehabilitation Special education	T3e- Cultural, religious and communication issues related to blindness

2.4 MODULE 4

TITLE	Support and independence in everyday activities
ASSIGNED ECTS	4.5
STUDENTS WORKLOAD	112.5 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO3-F-1	0.5	Occupational therapy Special education	T4a- Principles of ergonomics in living environments for VIP and VIC
			T4b- Instruct parents to support VIC autonomy in everyday life
LO5-A-C-F-1	1	Occupational therapy	T4c- Independent living techniques; personal care, eating and clothing
			T4d- Assistive devices for daily life activities
LO5-B-D-E-J-1	0.5	Psychology Occupational therapy	T4e- Personal goals regarding autonomy and independence
			T4f- Rehabilitation program for personal independence in collaboration with the MDT
LO5-B-D-E-J-2	0.5	Occupational therapy	T4g- Teach and support independent living techniques and assistive devices
			T4h- Adopt a person-centered approach
LO5-G-1	0.5	Occupational therapy Special education	T4i- Housekeeping techniques and activities of daily living
			T4j- Existential, perceptual, social and cultural parameters for activity performance
LO5-H-1	0.5	Occupational therapy	T4k- Grocery shopping strategies and techniques for cooking
LO10-C-1	0.5	Occupational therapy Optometry	T4l- The impact of stroke and other (eye) diseases on the performance of daily living skills
			T4m- Principles of systematic vision training

LO16-A-1	0.5	Occupational therapy	T4n- Safety issues related to everyday activities
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2.5 MODULE 5

TITLE	Orientation and mobility: techniques and teaching
ASSIGNED ECTS	15
STUDENTS WORKLOAD	375 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO4-A-1	1.5	Special education	T5a- Assess and analyse mobility capabilities and goals in visually impaired or blind people (VIP and VIC)
LO4-A-2	2.5	Special education	T5b- Implement O&M techniques indoors
			T5c- Implement O&M techniques outdoors
			T5d- Select and teach O&M routes
			T5e- Monitor and document the progression of learning
LO4-B-1	1	Psychology	T5f- Basics of spatial cognition and mental representations
		Special education	T5g- Instruct the use of maps and environmental representations
LO4-B-2	0.5	Special education	T5h- Teach traffic laws and urban mobility principles
			T5i- Consider seasonal variation for outdoor travel
LO4-B-3	1	Special education	T5j- Verbalise the environment according to the user's needs
LO4-C-J-1	1	Special education	T5k- Accessibility: principles and regulations in environmental settings

		Architecture Traffic planning	T5l- Environmental Adaptations for Individuals for VIPs
LO4-D-1	1	Special education	T5m- Guiding techniques for VIPs
LO4-E-1	1	Special education Psychology	T5n- Body awareness techniques
			T5o- Perception and the impact of vicarious sense in navigating the physical environment
LO4-E-2	1	Physiotherapy	T5p- Sensory stimulation: kinaesthetic, proprioceptive, auditory and tactile
LO4-F-1	1	Special education	T4q- Different white cane models
			T5r- O&M cane techniques for indoor and outdoor travel: training for VIPs and their relatives
			T5s- Implementing safety measures in O&M training
LO4-G-I-1	1	Special education Optometry	T5t- Navigating with mobility aids: instruction on technological and optical devices, and guide dogs
LO4-H-K-J-1	1	Special education	T5u- Indoor and outdoor navigation strategies for VIPs: principles and techniques
			T5v- Raising awareness of compensatory senses and techniques
LO4-L-1	1	Special education	T5w- Personalised strategies for safe and independent public transportation
			T5x- Navigating large public spaces: techniques for VIPs in train and subway stations
LO13-B-1	0.5	Special education Psychology	T5y- Developing trust and respect
			T5z- Effective collaboration with MDTs

2.6 MODULE 6

TITLE	Assistive technologies; ICT, braille and optical devices
ASSIGNED ECTS	10
STUDENTS WORKLOAD	250 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO8-A-1	1.5	Optometry	T6a- Principles of refractive and clinical optics
			T6b- Binocular vision and ocular motility, fixation and accommodation and their application in VIP rehabilitation
LO8-A-2	2	Optometry Special education	T6c- Optical devices for enhanced vision: techniques and training
			T6d- Evaluating environmental and light settings
			T6e- Fundamental pedagogical theories of reading and writing
LO8-B-2	1	Special education Rehabilitation	T6f- Standards related to digital VIP accessibility and ergonomics issues
			T6g- Evaluation of websites and devices according to standards about accessibility and ergonomics for VIPs
LO8-C-1	1.5	Special education Rehabilitation	T6h- Instruction on utilising primary computer-assisted tools and software for VIPs
			T6i- Tailoring computer assistance to the needs of VIPs: choosing appropriate aids for speech, enlarged text, or braille.
			T6j- Operating smartphones and tablets
LO8-C-2	0.5	Rehabilitation	T6k- The procedures, rules and laws for the acquisition of assistive technologies and devices

LO8-D-1	2.5	Special education Rehabilitation	T6l- The fundamentals of braille and the braille alphabet
			T6m- Enhancing braille reading and writing skills
			T6n- Strategies to increase speed and accuracy in recognising braille characters and texts
			T6o- Encouraging practical application of braille in daily life to promote literacy and independence
LO8-E-F-1	1	Special education Rehabilitation	T6p- Up-to-date assistive technologies and devices for VIPs and research trends

2.7 MODULE 7

TITLE	Communication and education in rehabilitation
ASSIGNED ECTS	3
STUDENTS WORKLOAD	75 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO12-A-1	1.5	Special education Rehabilitation	T7a- Describe and apply basic methods and techniques for individual training in special education and vision rehabilitation
			T7b- Describe and apply basic methods and techniques for groups training in special education and vision rehabilitation
			T7c- Key elements of adult learning theory
LO12-A-H-I-1	0.5	Special education Rehabilitation	T7d- Information and advice on vision functioning and risks for poor vision health
			T7e- Strategies for patient education
LO12-B-F-1	1	Special education	T7f- Basic theories and techniques of counselling and communication for VIPs
			T7g- Carrying out counselling sessions with individuals and in groups

2.8 MODULE 8

TITLE	Interdisciplinary collaboration and professional development
ASSIGNED ECTS	2
STUDENTS WORKLOAD	50 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO13-A-C-1	1	Special education Rehabilitation Ophthalmology Optometry	T8a- The roles and responsibilities of team members in MDT
			T8b- Exploring opportunities for interdisciplinary development, research, and collaboration
LO15-A-1	1	Special education Rehabilitation Ophthalmology Optometry	T8c- Principles of evidence-based health sciences disciplines
			T8d- The primary databases and search strategies

2.9 MODULE 9

TITLE	Rehabilitation programs for children and adults
ASSIGNED ECTS	7
STUDENTS WORKLOAD	175 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO2-A-B-C-D-1	1.5	Rehabilitation Special education	T9a- Basic multidisciplinary activities of a vision rehabilitation program
			T9b- Implementation and assessment of a vision rehabilitation program in collaboration with the MDT
LO2-A-B-C-D-2	1.5	Rehabilitation Special education	T9c- Personalised goal-setting and activity planning for VIPs
			T9d- Implementing IRP and adapting rehabilitation approaches in collaboration with the MDT
LO3-A-1	0.5	Special education	T9e- Assessing VIPs' developmental stages and individual capabilities
LO3-B-1	1	Special education	T9f- Creating a developmentally appropriate multisensory rehabilitation program for VIC
LO3-C-1	1	Special education	T9g- Contextualizing the impact of vision impairment on the developmental stages of the normo-typical child
LO3-D-E-1	0.5	Special education	T9h- Promoting neuro-psychomotor development and sensory experience
			T9i- Collaborating with the MDT to implement activities tailored to the child's visual and global profile
LO3-D-E-2	0.2	Special education	T9j- Enhancing hand skills, abilities, and self-confidence in VIC
LO3-G-1	0.3	Special education	T9k- Engaging parents in the individual rehabilitation plan of a VIC

LO16-D-1	0.2	Rehabilitation Special education	T9l- Ethical issues involved in the rehabilitation program of a VIP
LO16-E-1	0.3	Rehabilitation Special education	T9m- Developing a critical thinking mindset in daily work

2.10 MODULE 10

TITLE	Inclusion in formal education and professional activities
ASSIGNED ECTS	8
STUDENTS WORKLOAD	200 hours

LO CODE	ECTS	Discipline Sector / Branch of Knowledge	Teaching code, name
LO6-A-1	1	Special education	T10a- Identifying educational needs in VIC: accounting for personal and contextual factors
			T10b- Methods and tools for assessing educational needs of VIPs
LO6-B-1	1	Special education	T10c- Enhancing participation and learning opportunities: considering personal and environmental factors
			T10d- Providing guidance to teachers and principals on learning opportunities for VIC
LO6-C-D-E-1	1	Special education	T10e- Providing guidance to teachers on the learning process of VIC
			T10f- Specialised learning activities and educational material for VIC in formal learning contexts
LO6-C-D-E-2	0.5	Special education	T10g- Teaching VIC to use specific resources and aids for didactic purposes

<i>LO6-F-1</i>	<i>0.2</i>	<i>Special education</i>	<i>T10h-</i> <i>Increasing awareness and teaching children expected social skills in formal educational contexts</i>
<i>LO6-G-H-1</i>	<i>0.3</i>	<i>Special education</i>	<i>T10i-</i> <i>Increasing awareness and instructing students on how to interact with visually impaired peers</i>
<i>LO7-A-1</i>	<i>1</i>	<i>Rehabilitation Special education</i>	<i>T10j-</i> <i>Assessing work processes, activities, tools and occupational settings in relation to visual disability and personal conditions</i>
			<i>T10k-</i> <i>Identifying psychosocial risks associated with disability in the workplace</i>
<i>LO7-A-2</i>	<i>1</i>	<i>Rehabilitation</i>	<i>T10l-</i> <i>Assessing occupational sustainability for VIPs in accordance with the individual rehabilitation plan</i>
<i>LO7-B-C-1</i>	<i>1</i>	<i>Rehabilitation</i>	<i>T10m-</i> <i>Recommending tools and operating solutions to enhance personal efficacy in the work process</i>
<i>LO7-D-1</i>	<i>0.5</i>	<i>Rehabilitation Special education</i>	<i>T10n-</i> <i>Supporting and empowering VIPs to progress in their occupational context</i>
<i>LO7-E-1</i>	<i>0.5</i>	<i>Special education</i>	<i>T10o-</i> <i>Raising awareness among work colleagues and management about visual disability</i>

3. PART B - EXAMPLES OF TEACHINGS PROGRAMS

3.1 Detailed Plan of T5b

TEACHING CODE	<i>T5b</i>
TEACHING TITLE	<i>Implementing O&M techniques indoors</i>
REFERENCE TEACHER	<i>Inger Berndtsson, Associate professor, O&M specialist</i>
TARGETED LEARNING OUTCOMES	<i>LO4-A-2 Also relevant for LO4-F-1</i>
REFERENCE MODULES	<i>Module 5</i>

A. LIST of CONTENTS:

The teaching of the O&M techniques indoors contains a variation of techniques, both with and without a long cane. For the implementation of O&M techniques both practical and theoretical knowledge is needed. The practical exercises and skills are divided into three parts:

- Part I: O&M techniques without a long cane
 - self-protection techniques
 - following sounds when walking
 - changing tempo when walking
 - walking in a straight line starting from a wall
 - rotate halfway, a quarter, and full turn
 - walking routes: walk as a square, a triangle, etc.
 - identifying patterns while being guided in a specific setting
 - walking in a corridor and identifying openings/open doors
- Part II: O&M techniques with a long cane on flat surfaces
 - A. diagonal cane techniques
 - types of grasps
 - walking in open spaces and corridors
 - trailing a wall
 - adaptation of techniques and ergonomics
 - B. Two-point touch technique
 - types of grasps
 - practicing the technique while stationary
 - walking in open spaces and corridors
 - adaptation of techniques and ergonomics
 - various canes and cane tips
 - identifying signals and information from the cane/cane tip
 - C. Constant-contact technique
 - walking in open spaces and corridors
 - identifying stairs and differences in levels
 - adaptation of techniques and ergonomics
 - identifying signals and information from the cane/cane tip

- Part III: O&M techniques with a long cane in stairs
 - ascending stairs with handrails
 - descending stairs with handrails
 - ascending stairs without handrails
 - descending stairs without handrails
 - adaptation of techniques and ergonomics

Theoretical knowledge is dealt with in lectures with a focus on the learning process of VIPs. The following content is presented:

- embodiment in relation to long cane techniques
- the white cane as a symbol and stigma
- O&M techniques in relation to learning and rehabilitation processes
- implementation and use of O&M skills in everyday life
- didactics of teaching O&M techniques and skills indoors

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

The teaching approach is based on the premise that personal experience in practicing and using Orientation and Mobility (O&M) techniques, including the long cane, is crucial for a visually impaired person (VIP). Therefore, the course incorporates blindfolded exercises where students practice their own O&M techniques. The teacher introduces the exercises, which are then carried out in pairs. One student is blindfolded while the other provides instructions and ensures safety. The students take turns being blindfolded, while the teacher provides guidance and corrects any errors in technique. After each session, the teacher leads a group discussion to reflect on the experience. Ideally, access to a gymnasium is required for indoor O&M practice

The lectures are scheduled to coincide with the O&M techniques, but they may also be conducted online depending on the needs and preferences of the student group.

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information

Blindfolds are used when practicing O&M techniques indoors in pairs.

Lab

All the O&M technique sessions are implemented as practical sessions in pairs using blindfolds.

Online learning (asynchronous)

- Educational Materials on Moodle
PowerPoints from lectures
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information

Work Based Learning

If possible, the students could observe O&M specialists at a rehabilitation clinic when they teach O&M techniques to VIPs.

After the students have attained proficiency in basic O&M long cane techniques, they may be given the opportunity to practice teaching these techniques to a VIP. This activity is linked to and builds upon LO4-F-1, where the students are expected to be able to teach indoor O&M techniques to VIPs in various environments while taking into account safety considerations.

C. REFERENCE MATERIALS:

1. Jacobson, W. H. (2013). The art and science of teaching orientation and mobility to persons with visual impairments (Second Edition). AFB Press.
2. Berndtsson, I. C. (2018). Considering the concepts of the lived body and the lifeworld as tools for better understanding the meaning of assistive technology in everyday life. ALTER, European Journal of Disability Research, 12(140–152).

D. ASSESSMENT:

The O&M techniques are assessed by SSK. For this LO, each student will be asked individually to demonstrate the use of some of the indoor long cane techniques while using blindfold.

Another assessment involves conducting a one-on-one interview with a visually impaired person (VIP) who is proficient in performing both indoor and outdoor O&M techniques. The interview should focus on essential aspects related to using the long cane in daily activities. The interview should be recorded, and preferably transcribed. In this WE/case study, the VIP's situation should be analysed in relation to relevant theories, research, and factors presented in the lectures that are pertinent to independent use of O&M techniques

3.2 Detailed Plan of T5o

TEACHING CODE	<i>T5o</i>
TEACHING TITLE	<i>Perception and the impact of vicarious senses for the ability to understand and move in the physical environment</i>
REFERENCE TEACHER	<i>Bo Schenkman, Associate professor Leif Sunesson, MA Inger Berndtsson, Associate professor</i>
TARGETED LEARNING OUTCOMES	<i>LO4-E-1 Also relevant for LO4-H-K-J-1</i>
REFERENCE MODULES	<i>Module 5</i>

A. LIST of CONTENTS:

This learning objective encompasses the skill and knowledge of human echolocation. Echolocation is defined as the distinction between direct sound and reflected sound, which is influenced by the distance to the object being detected. Echolocation is commonly associated with the navigation technique used by bats. However, other animals, such as dolphins and porpoises, also utilise echolocation.

The explanation and subjective experience of echolocation are highly individualized. However, a typical way of describing echolocation is to state that objects are sensed in front of or on different parts of the body, depending on their location.

The course curriculum includes both theoretical and practical approaches to echolocation, along with opportunities for students to practice it. Initially, the lectures cover topics such as hearing and echolocation. In the second part, a skilled echolocator demonstrates and gives examples from their personal experience of using echolocation in everyday situations. Finally, students are provided with blindfolds to experience echolocation first-hand.

Part I: Theory and research about echolocation

- theory of hearing
- theory of perception
- history of echolocation
- research about human echolocation

Part II: Lived experiences of using echolocation

- hearing in everyday life
- narratives of how to develop echolocation
- echolocation in everyday life
- echolocation and other people
- echolocation in O&M techniques indoors and outdoors
- echolocation in various weather conditions

Part III: Practicing echolocation

- self-practice of echolocation
- strategies for learning echolocation

- strategies for teaching echolocation

B. IMPLEMENTED EDUCATIONAL STRATEGIES:

In Part I, Schenkman delivers a series of in-person lectures. Part II consists of Sunesson sharing his personal experiences with hearing and echolocation in daily life, as well as demonstrating how he has honed this ability. A film will illustrate the use of echolocation in outdoor O&M techniques. Finally, Part III allows students to practice echolocation while blindfolded under the guidance of Berndtsson and Sunesson.

Face-to-Face Class and webinars:

- Lecture
- Group Work
- Simulation
- Other (specify) _____

Additional information

Lab

Practical sessions where the students practice and learn echolocation by using blindfold.

Online learning (asynchronous)

- Educational Materials on Moodle
PowerPoints from lectures in Part I.
- Educational Materials on local e-learning platforms
- Online Group work
- Other (specify) _____

Additional information

Work Based Learning

Where possible, students should be given the opportunity to observe the teaching of echolocation skills and strategies, practiced by an O&M instructor/specialist.

C. REFERENCE MATERIALS:

1. Berndtsson, I.C. & Sunesson, L. (2012) Introducing echolocation into O&M university courses for professionals. *International Journal of Orientation & Mobility*, 5(1), 34–39. DOI: 10.21307/ijom-2012-006
2. Schenkman, B. N., & Nilsson, M. (2010). Human echolocation: Blind and sighted persons' ability to detect sounds recorded in the presence of a reflecting object. *Perception*, 39, 483-501.
3. Schenkman, B. N., & Nilsson, M. E. (2011). Human echolocation: Pitch versus loudness information. *Perception*, 40, 840–852.
4. Daniel Kish's web page: <https://visioneers.org/>

D. ASSESSMENT:

As part of their assessment, students must select a path in their local area, such as walking from their residence to the nearest bus stop or store, or from a bus stop to their workplace. While traversing the route, they must identify how echolocation could be used to navigate and arrive at their destination. To complete this task, students must prepare a PowerPoint presentation with images of clues that can be identified using echolocation. The presentation will be shared and discussed during class and is classified as an alternative assessment.