

## Module Specification

### Module Summary Information

<b>1</b>	<b>Module Title</b>	Orientation and Mobility Theory and Practice
<b>2</b>	<b>Module Credits</b>	40
<b>3</b>	<b>Module Level</b>	4
<b>4</b>	<b>Module Code</b>	SPR4041

<b>5</b>	<b>Module Overview</b>
<p>This core module is a key part of the FdSc Rehabilitation Work (Visual Impairment) Programme. Many people who are living with a visual impairment have difficulties with their orientation and mobility. Some people may have lost their confidence to travel independently. Others may be at significant risk even in familiar environments. This module aims to introduce you to the skills and procedures used to teach orientation and mobility to people with visual impairment. It presents the essential techniques and a body of knowledge constituting the orientation and mobility discipline. Orientation and mobility instruction is individualised and the techniques and procedures can and should be adapted to meet the needs of each individual.</p> <p><b>Alignment with Programme Philosophy and Aims</b></p> <p>In line with the programme aims and philosophy, competence in teaching orientation and mobility to a diverse range of people who are totally blind or have severe visual impairments is fundamental to the role of the rehabilitation worker. It is essential for the well-being of individuals with vision impairment that they are able to travel as safely and independently as possible in their environment. This module aims to support you in achieving professional competence in this specialist area of practice. In year one you will learn how to teach a wide range of specific skills. Techniques will be underpinned by academic theory and you will have frequent opportunities for experiential practical learning sessions. Research from America, Canada and Germany, as well as the U.K, is threaded throughout this module. You will learn about the issues associated with practice on a global scale.</p> <p>Orientation and mobility training requires the ability to problem solve, reflect, adapt and question whilst putting the person at the centre of the process. You will need to consider the individual's needs and not just impairment. As part of your work based learning you will shadow a range of professionals, for example, occupational therapists and physiotherapists. This will enable you to gain first-hand experience of inter-professional team working with a person centred focus. Through engagement with practical teaching sessions, global rehabilitation perspectives and the underpinning theory of orientation and mobility, you should be learning to practice effectively with due consideration of individual needs and those of the wider health and social care community.</p> <p><b>How this module will be taught</b></p> <p>You will be introduced to specific knowledge and approaches related to teaching orientation and mobility skills and techniques. Your module study will be based around your participation in introductory group face-to-face teaching sessions. In addition, you will then be put into pairs to undertake directed teaching activities to support your learning during practical sessions. You will receive on-going individual feedback from lecturers and peers.</p>	

The module Moodle site is a key resource and includes introductory and refresher online learning materials that you should access throughout the module. In addition, you will need to complete pre-learning and post-learning activities for each session.

In this module you can expect to engage with an assortment of blended learning opportunities. There will be pre- and post- session activities to help deepen your knowledge around the topics covered in teaching sessions. These activities might include reading academic resources on the topics, engaging with quizzes and writing skill sheets/lesson plans to create your own orientation and mobility resource pack.

Sessions will make full use of the University Seacole Building (initially indoors but outdoors towards the end of year one). You will be actively involved in role play scenarios to experience teaching skills as the rehabilitation worker and learning techniques as the person with a visual impairment. This approach allows you to learn by doing whilst reflecting upon key strategies to teach people orientation and mobility skills, safely and efficiently.

Within this module you will also have the opportunity to work with interdisciplinary teams. You will observe and learn from a wide range of specialist professionals, for example, Social Workers and Occupational Therapists.

6	Indicative Content
	<ul style="list-style-type: none"> <li>• What is Orientation &amp; Mobility?</li> <li>• Guiding skills</li> <li>• Pre-cane Skills</li> <li>• Lesson planning</li> <li>• Choosing an appropriate training areas</li> <li>• Cognitive Mapping and directional strategies</li> <li>• Introduction to canes and Diagonal Cane Technique</li> <li>• Types of canes, measuring size and tips</li> <li>• Measuring a long cane</li> <li>• Guiding with a cane</li> <li>• Diagonal cane technique</li> <li>• Doors</li> <li>• Travelling up and down stairs using the long cane</li> <li>• Basic routes</li> <li>• Introduction to Two Point Touch and Constant Contact techniques</li> <li>• Access Audits</li> <li>• Two Point Touch and Constant Contact</li> <li>• Introduction to complex indoor routes</li> <li>• Transition to Outdoor travel</li> <li>• Introduction to outdoor block routes</li> <li>• Functional mobility assessment</li> <li>• Shared surfaces</li> <li>• Introduction to echolocation</li> </ul>

<b>7</b>	<b>Module Learning Outcomes</b>	
	<b>On successful completion of the module, students will be able to:</b>	
	<b>1</b>	Demonstrate competence in teaching indoor orientation and mobility techniques to people who have a visual impairment.
	<b>2</b>	Demonstrate knowledge when discussing a range of orientation and mobility techniques and practice related issues.
	<b>3</b>	Problem solve a range of indoor orientation and mobility situations.

<b>8</b>	<b>Module Assessment</b>		
<b>Learning Outcome</b>			
	<b>Coursework</b>	<b>Exam</b>	<b>In-Person</b>
<b>1-3</b>			<b>X</b>

<b>9</b>	<b>Breakdown Learning and Teaching Activities</b>	
<b>Learning Activities</b>		<b>Hours</b>
<b>Scheduled Learning (SL)</b> includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		55
<b>Directed Learning (DL)</b> includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		175
<b>Private Study (PS)</b> includes preparation for exams		170
<b>Total Study Hours:</b>		400