

Module Specification

Module Summary Information

1	Module Title	Orientation and Mobility for Complex Environments
2	Module Credits	40
3	Module Level	5
4	Module Code	SPR5041

5	Module Overview
<p>Module Rationale</p> <p>This module is a key part of the FdSc Rehabilitation Work (Visual Impairment) Programme. You will build upon the foundation skills that you have already learnt in year one. This module aims to introduce you to skills and procedures used to teach advanced orientation and mobility to people with visual impairment. Outdoor travel will incorporate the teaching of controlled and uncontrolled road crossings. You will be learning skills and techniques to minimise safety for bus and train travel. We will use complex town and city centre routes that will involve problem solving and creative route planning. You will learn how to incorporate specialist and everyday technology into the day to day travel for a person with a visual impairment. There will also be sessions dedicated to wheelchair mobility and orientation for individuals who are Deaf blind.</p> <p>Alignment with Programme Philosophy and Aims</p> <p>In line with the programme aims and philosophy, competence in teaching orientation and mobility to persons who are totally blind or have severe visual impairments is fundamental to the role of the Rehabilitation Worker. The module aims to support you in achieving professional competence in this specialist area of practice and to be able to work with a diverse range of individuals. The module will prepare you for the practical skills and academic theory required to design, practice, deliver and evaluate orientation and mobility programmes in complex environments. As a teacher of orientation and mobility there will be cases where you will work in partnership with other professionals, for example, Occupational Therapists. The role of the Rehabilitation Worker can often include teaching skills to your client's family members. There may be the need to teach skills to small groups and groups of specialists. To support you with this there will be teaching in relation to working with groups and family members/carers.</p> <p>Orientation and mobility is a core skill for a rehabilitation worker. In relation to employability, you may wish to specialise in this field. Successful completion of the mobility modules/course can enable you to seek employment as a full time mobility instructor. You will research aspects and issues relating to orientation and mobility in different countries, for example, American cities incorporate logical 'block' systems whereas some European cities can have sprawling networks of poorly paved streets and lanes. You will access international texts and journals to gain an appreciation of the challenges and issues that can face instructors and learners in other countries.</p> <p>Most individuals with a visual impairment have some residual vision. The use of low vision 'seeing' strategies and distance vision aids will be threaded throughout this module. You will work on how you will introduce these techniques and assess the potential benefits and flaws. You will also introduce various technologies as part of your teaching sessions. This might include specialist products or fee downloadable Apps. We will look at how these can support a range of diverse travellers with a visual impairment.</p>	

With all service users you will need to learn how to gradually reduce your support to enable them to become fully independent travellers. This in itself is challenging and you will need to demonstrate your assessment and judgement skills on the course and on placement. Reflective and analytical skills will be crucial to demonstrate the competence required to become an excellent teacher of orientation and mobility. The ability to demonstrate that you are a competent problem solver and you can pass on the skills to enable your traveller to make appropriate and timely decisions.

How this module will be taught

You will be introduced to specific knowledge and approaches related to teaching orientation and mobility skills and techniques. 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.

There will be less classroom based activity in year two. To maximise your time we will travel to a wide range of areas that provide you with the required experiences and challenges. Generally you will work in pairs. There will be the opportunity to work with your peers to initially problem solve situations. You will practice and experiment in different situations. You will then teach an individual who has no knowledge of the route and there will be the need to be able to teach people with no vision. You will also work with a range of simulation glasses which are designed to recreate the effects of different sight conditions. Using your knowledge and your assessment of what the person can functionally see and do, you will adapt your approaches and design bespoke lessons. Teaching sessions will make full use of a range of outdoor complex environments. These will include areas near to the University, Walsall town centre and Birmingham city centre. You will be teaching your peers how to travel independently on buses and trains. You will be actively involved in role play scenarios to experience teaching skills in busy and uncontrollable environments. This approach allows you to learn by doing whilst reflecting upon key strategies to teach people orientation and mobility skills, safely and efficiently.

The work based learning placement will involve the teaching of orientation and mobility to a range of service users. 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
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| <ul style="list-style-type: none"> • Controlled and Uncontrolled road crossings • Complex routes • Town centre travel • City Centre travel • Bus travel • Train travel • Echolocation • Apps, GPS and technology • Escalators and revolving doors • Skills adaptation • Risk assessment • Low vision strategies • Low vision aids to enhance orientation • Problem solving • Assessing routes |
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- Functional nobility / vision assessment
- Dual sensory loss

7		Module Learning Outcomes
On successful completion of the module, students will be able to:		
	1	Demonstrate knowledge and competence in teaching outdoor orientation and mobility techniques to people who have a visual impairment.
	2	Critically evaluate different approaches to problem solve and apply concepts to a range of outdoor orientation and mobility techniques and practice related issues.
	3	Apply concepts and principles of functional vision assessment approaches, low vision strategies and distance vision aids to a range of environments.

8		Module Assessment		
Learning Outcome				
		Coursework	Exam	In-Person
1-3				X

9		Breakdown Learning and Teaching Activities	
Learning Activities		Hours	
Scheduled Learning (SL) includes lectures, practical classes and workshops, peer group learning, Graduate+, as specified in timetable		60	
Directed Learning (DL) includes placements, work-based learning, external visits, on-line activity, Graduate+, peer learning, as directed on VLE		170	
Private Study (PS) includes preparation for exams		170	
Total Study Hours:		400	