Human Services Department
Beginning Clinical Practicum in Orientation and Mobility
RHB 400.001 CRN23277 Spring 2016

Instructor: DJ Dean
Course Time & Location: M/W 2:00-3:15 PM
HSTC 317

Office: HSTC 224
Office Phone: 936-468-1142
Other Contact: 936.468.1145
Email: djdean@sfasu.edu
Credits: 6 hours

Office Hours:
M/W 12:30 – 2:00 PM
T/R 1:30 – 3:30 PM
Friday by appointment

Prerequisites: Consent of the instructor.

I. Course Description:

This course covers an analysis and implementation of those skills, techniques and principles that enable the person who is visually impaired to move independently throughout familiar and unfamiliar environments with safety and efficiency.

II. Intended Program/Student Learning Outcomes/Goals/Objectives:

The SFA Way:
This course, our faculty, staff, alumni, and students believe in doing things "The SFA Way." We expect the best from ourselves and from each other, and we hold each other accountable when we fail to maintain these standards. Grounded in the five "Root Principles" below, all of us, as members of the SFA community, strive for personal excellence in everything that we do.

- The Principle of Respect
Lumberjacks command respect and treat others with respect • They are considerate of others and tolerant of differences • They demonstrate respect for those around them by avoiding the use of offensive or profane language • They do not threaten or harm anyone and deal peacefully and civilly with conflict.

- The Principle of Caring
Lumberjacks think of the needs of others and seek to improve the quality of life of those around them • They are compassionate, empathic and kind • They respond with humility to those they have helped and freely express gratitude to those who help them • Lumberjacks prepare themselves to become leaders in their communities and workplaces • They dedicate themselves to excellence in their chosen field of study and to using what they learn in the service of others.

- The Principle of Responsibility
Lumberjacks do what is right • They persevere in times of adversity • Through self-control and self-discipline, they strive to do their best • Lumberjacks challenge each other to exceed expectations • They are active learners both inside and outside of the classroom • They are reliable; they do what they say they will do • Lumberjacks hold themselves accountable for their decisions.

- The Principle of Unity
Lumberjacks are loyal to their friends, family, university, state and country • Lumberjacks stand together against any adversary • They recognize that though we are very different from one another, we are united by the Lumberjack Spirit. Lumberjacks seek to understand the people and world around them • When one lumberjack fails, all fail • When one lumberjack succeeds, all succeed.
- The Principle of Integrity
Lumberjacks have the courage to do what is right, even when it is hard or unpopular • They respond to each situation with steadfast values that are not subject to change based on the actions of others • They seek opportunities to practice effective and ethical leadership • Lumberjacks are honest; they do not deceive, cheat or steal • Lumberjacks stand up for those who cannot stand up for themselves • As lifelong learners, lumberjacks are committed to continuously improving themselves.

Program/Learning Outcomes:
This course directly supports the mission and values of the SFASU College of Education - It is the mission of the Stephen F. Austin College of Education “to prepare competent, successful, caring and enthusiastic professionals dedicated to responsible service, leadership, and continued professional and intellectual development.” This statement essentially sums up the intent of this class and our program as a whole. We make every effort to insure that this class (and all other vision courses) is solidly grounded in the realities of practice. It is intended to be a pragmatic, practical class with maximum emphasis being placed on equipping you to be effective and efficient facilitators of learning for individuals with visual impairments, their families, teachers, as well as caseworkers, and other stakeholders who strive to meet their unique needs.

The Core Values of our College are:
- Academic excellence through critical, reflective, and creative thinking
- Life-long learning
- Collaboration and shared decision-making
- Openness to new ideas, to culturally diverse people, and to innovation and change
- Integrity, responsibility, diligence, and ethical behavior, and
- Service that enriches the community.

This course emphasizes these values in its content, philosophy, and in its assessment of outcomes. We, as instructors, strive to reflect these principles in the teaching of this class and we also have the highest expectations that you, our students, will also demonstrate these values as you develop as leaders in the field of visual impairment. These values are analogous with ethical standards that have developed by the Association for the Education and Rehabilitation of the Blind and Visually Impaired and one intention of this course is to provide you the skills to lead others to embrace these principles.

This course directly supports the mission of the SFASU Department of Human Services
The Department of Human Services prepares undergraduates and graduate students for leadership and service roles in East Texas and the global community. The department is committed to incorporation of community-based, service-learning experiences within its educational programs to maximize the advancement of students personal and professional development.

This course supports the Core Objectives established by the Texas Higher Education Coordinating board:
The core objectives established by the Texas Higher Education Coordinating Board (THECB) are:
**Critical Thinking Skills** - to include creative thinking, innovation, inquiry, and analysis, evaluation and synthesis of information. FOR THIS COURSE – This is demonstrated through review of assessments, resource collection, and course reading requirements.
**Communication Skills** - to include effective development, interpretation and expression of ideas through written, oral and visual communication. FOR THIS COURSE – This is achieved through the pre-philosophy paper, presentation, and collaboration with other students and blindfold instructors.
**Empirical and Quantitative Skills** - to include the manipulation and analysis of numerical data or observable facts resulting in informed conclusions. FOR THIS COURSE – This is developed through the observation documentation, and the development of a Teaching and Materials notebook.
**Teamwork** - to include the ability to consider different points of view and to work effectively with others to support a shared purpose or goal. FOR THIS COURSE – This is demonstrated through collaborative activities with other students and the blindfold instructors.
**Personal Responsibility** - to include the ability to connect choices, actions and consequences to ethical decision-making. FOR THIS COURSE – This is exhibited through maintaining schedules, course requirements, and meeting deadlines.
**Social Responsibility** - to include intercultural competence, knowledge of civic responsibility, and the ability
to engage effectively in regional, national, and global communities. FOR THIS COURSE – This is acquired through the review of the history and development of Orientation and Mobility, and its originators.

This course also supports the mission of the Visual Impairment Program
It is the mission of the Visual Impairment Program to train Teachers of students with Visual Impairments (TVIs) and Certified Orientation and Mobility Specialists (COMS) who are practically and pragmatically prepared to meet the needs of persons with visual impairments across the state of Texas and in the nation as a whole. We believe that completers from our program should be equipped to effectively deliver instructional services which provide opportunities for students and clients with visual impairments to be more independent, lead more meaningful lives, and participate to a greater extent in society at large. In order to meet these goals, we believe that it is our responsibility to mentor and educate our graduates in the importance of exhibiting caring and compassionate approaches to instruction and positive beliefs about the worth of all individuals regardless of age, gender, race, sexual orientation or level of disability.

This course directly supports the newly revised standards of the Council for Exceptional Children, specifically:
Standard 1: Learner Development and Individual Learning Differences
Standard 2: Learning Environments
Standard 3: Curricular Content Knowledge
Standard 4: Assessment
Standard 5: Instructional Planning and Strategies
Standard 6: Professional Learning and Ethical Practice Language
Standard 7: Collaboration

This course directly supports the codes of ethics for professional practice developed for professionals in the field of visual impairments by the Association for Education and Rehabilitation of the Blind and Visually Impaired, specifically:
I. Commitment to the student
II. Commitment to the community
III. Commitment to the profession
IV. Commitment to colleagues, other professionals and to professional employers

This course supports the development of competencies that are accepted across professions in Orientation and Mobility, specifically:
Domain I – Know Professional Information
Domain III – Understand and Apply Learning Theories to Orientation and Mobility
Domain VI – Teach Orientation and Mobility Related Concepts

This course supports TracDat objectives that have been developed for the program, specifically;
SLO 1 – Candidates for the O&M Program will demonstrate knowledge and understanding of the systems of orientation & mobility and orientation & mobility skills and techniques as defined by Academy for Certification of Vision Rehabilitation and Education Professional (ACVREP).

The following outcomes are linked directly to this course
SLO 1.1: Skills Checklist – Candidates will demonstrate basic guide techniques and cane skills for orientation and mobility while under blindfold in a variety of settings. Candidates will be evaluated by Certified Orientation and Mobility Specialist (COMS) supervisors using the ACVREP Skill rubric in which they clearly demonstrate the O&M Skills.

III. Course Assignments, Activities, Instructional Strategies, use of Technology:

This course meets face-to-face twice a week for classroom instruction. Materials will be posted on the course D2L site. This course requires a minimum of 60 lessons of blindfold/simulation training. All lessons will be carried out under the direct one-to-one supervision of an ACVREP Certified Orientation and Mobility Specialist (COMS). While under the direct supervision of the COMS, you may also be taught by a
SFASU practicum student who has successfully completed RHB 400. You will be required to observe 10 lessons of other students during their training, and plan routes for yourselves. Observation forms will be provided and will be due periodically throughout this course. You will complete a group project, a Teaching and Materials Notebook, and four written exams. The group project will consist of a review of Orientation and Mobility evaluations, and writing an evaluation. The notebook will be turned in three times during this course. The Final Exam will be comprehensive. We will collaboratively be accumulating a list of various resources throughout the course of this semester. As well, you will write a pre-philosophy paper that reflects an understanding of the duties and ethical responsibilities of a Certified Orientation and Mobility Specialist (COMS).

Meeting preparation:
You are expected to be prepared for and participate in face-to-face course meetings, discussions, and other activities. Therefore, read assigned materials prior to each course meeting as noted in the course outline/calendar. You cannot afford to get behind with your assignments.

IV. Evaluation and Assessments (Grading):

Grades will be based on the following:
1. Exam 1 – 100 points
2. Exam 2 – 100 points
3. Exam 3 – 100 points
4. Final Exam – 250 points
5. Notebook* – 200 points
6. Blindfold** – 150 points
7. Group Project – 100 points

TOTAL possible points – 1000 points

(90% – 100%) 900 – 1000 points = A
(80% – 89%) 800 – 899 points = B***
(70% – 79%) 700 – 799 points = C
(60% – 69%) 600 – 699 points = D

*Five points will be deducted from the notebook grade for every day it is late past the due date.
**The blindfold grade is not only based on your performance under blindfold but also on attitude, effort, observations, attendance and punctuality for seminars and blindfold lessons, etc.
***YOU MUST RECEIVE A GRADE OF “B” OR HIGHER TO BE RECOMMENDED FOR RHB 401, the next O&M course in the sequence.

V. Tentative Course Outline/Calendar:

<table>
<thead>
<tr>
<th>Date</th>
<th>Topic</th>
<th>Supporting Materials</th>
<th>Other</th>
</tr>
</thead>
<tbody>
<tr>
<td>January 20, 2016</td>
<td>Review Syllabus, Review Notebook, Blindfold</td>
<td>N/A</td>
<td>Pre-philosophy paper due Friday, January 22 by email</td>
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<tr>
<td></td>
<td>Assignments, Receive Canes &amp; Mindfolds</td>
<td></td>
<td></td>
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<tr>
<td>Date</td>
<td>Topic</td>
<td>Books</td>
<td>Additional Notes</td>
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<tr>
<td>February 15, 2016</td>
<td>Exam 1 (Ch. 13, 14, 15 &amp; Basic Techniques/Indoor Skills)</td>
<td></td>
<td>Notebooks Due (1)</td>
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<td></td>
<td></td>
<td></td>
<td>Observation forms due</td>
</tr>
<tr>
<td>March 21 &amp; 23, 2016</td>
<td>Skill Review, Group Project Presentations</td>
<td>Book: O&amp;M Techniques (Hill &amp; Ponder)</td>
<td>Group Projects Due</td>
</tr>
<tr>
<td>March 28, 2016</td>
<td>Exam 2 (Ch. 1, 2, 3, 6, 7, &amp; Residential Skills)</td>
<td></td>
<td>Notebook Due (2)</td>
</tr>
<tr>
<td>March 30, 2016</td>
<td>Explore Assessment Tools, Resources, Skill Review</td>
<td>Rubrics</td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>Observation forms due</td>
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<tr>
<td>April 11, 2016</td>
<td>Tyler Lesson/Trip</td>
<td>Mindfold, cane</td>
<td></td>
</tr>
<tr>
<td>April 13, 2016</td>
<td>Review Tyler, Skill Review</td>
<td>Book: O&amp;M Techniques (Hill &amp; Ponder)</td>
<td></td>
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</tbody>
</table>
VI. Required Materials

**Required Books:**


**FEM Statement:**
In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00.

**LiveText Statement:**
This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.

If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

*(With the new roll out of mySFA and the email process, titan mail is changing to ___@jacks.sfasu.edu)*

VII. Course Evaluations:

You will be given an opportunity to participate in a formal evaluation at the end of the semester. In the Perkins College of Education, your evaluations are submitted to electronically through mySFA and must be submitted before finals are given. *We do receive a list of students who have not submitted an evaluation, however all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.* 100% participation is needed in the evaluation process. Evaluation data is used for a variety of purposes, including:

1. Course and program improvement, planning, and accreditation;
2. Instruction evaluation purposes; and
3. Making decisions on faculty tenure, promotion, pay, and retention.

As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the PCOE faculty is committed to excellence in teaching and continued improvement.

I ask that you contact me during my office hours if you need to discuss any thoughts or concerns regarding this
course or suggestions for improvement. I am committed to providing you all with a high-quality learning experience that is supportive as well as instructive. I ask that you not wait until the evaluation is due, please, let me know as soon as possible if you need assistance or clarification on anything so we can work together to resolve the issue or make accommodations if necessary.

VIII. Student Ethics and Other Policy Information:

Class Attendance and Excused Absence: Policy 6.7

Regular, punctual attendance, documented participation, and, if indicated in the syllabus, submission of completed assignments are expected at all classes, laboratories, and other activities for which the student is registered. Based on university policy, failure of students to adhere to these requirements shall influence the course grade, financial assistance, and/or enrollment status. The instructor shall maintain an accurate record of each student’s attendance and participation as well as note this information in required reports and in determining final grades. Students may be excused from attendance for reasons such as health, family emergencies, or student participation in approved university-sponsored events. However, students are responsible for notifying their instructors in advance, when possible, for excusable absences.

Whether absences are excused or unexcused, a student is still responsible for all course content and assignments. Students with accepted excuses may be permitted to make up work for up to three weeks of absences during a semester or one week of a summer term, depending on the nature of the missed work. Make-up work must be completed as soon as possible after returning from an absence.

FOR THIS COURSE: Students are expected to attend all class meetings, activities, and blindfold lessons. Students may receive excused absences for illness and family emergencies, but must present written documentation for such absence (i.e. doctor’s note, emergency room admissions, funeral notices). It is especially important that blindfold lessons be kept. PLEASE communicate with your blindfold instructor as early as possible in the event any problems or potential problems arise.

Academic Accommodation for Students with Disabilities: Policy 6.1 and 6.6

To obtain disability related accommodations, alternate formats and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, and Room 325, 936-468-3004 as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodation and/or auxiliary aids to be provided. Failure to request services in a timely manner may delay your accommodations. For additional information, go to http://www.sfasu.edu/disabilityservices/.

Student Academic Dishonesty: Policy 4.1

Academic integrity is a responsibility of all university faculty and students. Faculty members promote academic integrity in multiple ways including instruction on the components of academic honesty, as well as abiding by university policy on penalties for cheating and plagiarism.

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment; and/or;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source; and/or,
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.
Penalties for Academic Dishonesty
Penalties may include, but are not limited to reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university. The academic policy related to the Visual Impairment Program is outlined in the 2016 Program Handbook.

For the purposes of this course, as part of the Visual Impairment/Orientation & Mobility Preparation (VIP) Program, any indication of academic dishonesty as defined by SFASU and the Perkins College of Education, as described above, in the VIP Program handbook, and in each course syllabus, will result in the following consequences:

**1st offense** – The student will receive an F in the course. A Report of Academic Dishonesty will be filed with the Associate Dean of Student Services and Advising. Failure of the course does not rule out further actions on the part of the program and/or SFASU. The student’s status/continuation in our graduate (M.Ed.) program will be determined by consensus of the VIP Program faculty. This may result in program discontinuation, and the student must repay associated grant fees as per initial agreement.

The student must self-pay to retake the course at a later date. All regular course assignments must be completed, along with a “re-taker packet” which requires additional coursework determined by the instructor (for instance, the student may be asked to write and submit a thesis paper on ethical practices). If the course is satisfactorily completed (passed with an A or B) on the second attempt, SFASU will replace the original (F) grade.

**2nd offense** – Dismissal from the VIP Program, and student must repay associated grant fees as per initial agreement. These consequences do not rule out further actions on the part of the VIP Program and/or SFASU.

**PROTECT YOUR INTEGRITY. BE HONEST, FOLLOW THE RULES, DO YOUR OWN WORK, AND DO NOT SHARE IT WITH OTHERS.**

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This prohibition applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at https://www.sfasu.edu/judicial/earlyalert.asp or call the office at 936-468-2703.

**The below is specific to new teachers in TEXAS, and may or may not apply to your current situation. It is a required part of this syllabus.**

To complete Certification/Licensing Requirements in Texas related to public education, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU are responsible for completing the information form requesting the criminal background check. If you have a history of
criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, drivers license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texas.ets.org/registrationBulletin/). YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

   For further information concerning this matter, contact Katie Snyder 936-468-1740 or snyderke1@sfasu.edu.

IX. Other Relevant Course Information:
Caveat: The above schedule and procedures in this course are subject to change due to circumstances.

1. Notebook Outline

   SFA Orientation and Mobility
   Methods and Materials Notebook Outline

   A. Basic Guide Techniques

      1. Making contact and basic hold
      2. Narrow passage
      3. Reversing directions
      4. Transferring sides
      5. Doorways (entering, exiting, temporary change)
      6. Seating
      7. Stairs with a guide
      8. Protective techniques
      9. Trailing
      10. Heinz Break

   B. Indoor Orientation

      1. Sequence
      2. Room Familiarization (Part/Whole method)
      3. Trailing across doorways
      4. Squaring Off
      5. Direction taking

   C. Cane Techniques

      1. Traveling with a guide with cane
      2. Techniques

         i. Grip
         ii. Diagonal
         iii. Diagonal Trail
         iv. Touch Technique
         v. Touch Trail
         vi. Constant Contact
         vii. Touch and drag
         viii. Shore lining
         ix. Touch and Slide
         x. Locating Dropped articles with the cane
3. Locating/exploring object with cane
4. Placement of cane for seating
5. Stairs with a cane (ABC teaching methods & modifications)
6. Modifications for students with low vision
7. Seating (desk and auditorium)
8. Heinz Break with cane

C. Residential Section
   a. Introduction to outdoor travel – Sequence of Instruction
   b. Sidewalk travel – techniques and procedures
   c. Sidewalk recovery
      i. Sequence
      ii. Veering away
      iii. Veering toward
      iv. Covered sidewalks
      v. Three-point touch
      vi. Car blocking sidewalk
   d. Turning at corners
   e. Traveling around a block
   f. Residential street crossings
      i. Introduction
      ii. Alignment
      iii. Recovery techniques
      iv. Teaching sequence
   g. Parallel street recovery
   h. Verifying proper direction of travel
   i. Residential curb travel
   j. Residential route planning
   k. Modifications for students with low vision

D. Business Section
   a. Traffic light crossings
   b. Business sidewalk travel
   c. Turning at corners
   d. Recoveries in the business environment
   e. Four-way stop signs
   f. Bus travel
   g. Soliciting assistance
   h. Numbering systems
   i. Travel inside stores
   j. Drop-off
   k. Mall travel
   l. Escalators
   m. Revolving doors
   n. Modifications for students with low vision

E. Rural Travel
   a. Basic rural travel techniques/procedures
   b. Railroad track crossings

F. Miscellaneous
   a. Canes
   b. University programs
   c. Corners of intersections drill
   d. Personal management (eating procedures)
   e. Kinesiology terms
   f. White Cane Laws
g. Electronic mobility devices  
h. Dog guide programs and teaching the dog guide user  
i. Low vision/O&M assessment  
j. Academy certification material  

2. **Observation Format**  
(Note: You may do two observations per page.)  

Stephen F. Austin State University  
Orientation and Mobility  
Observation Form  

Date of Observation:____________________________________________________  

Lesson Observed:__________________________________________________________  

Comments:  

Student:__________________________________________