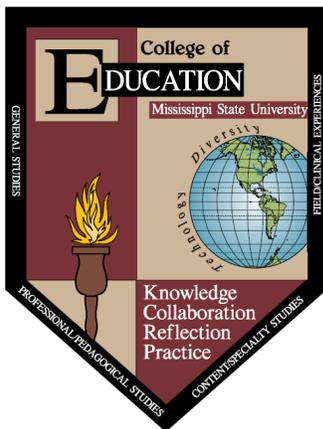


**MISSISSIPPI STATE UNIVERSITY
COLLEGE OF EDUCATION**

**DEPARTMENT of COUNSELING and EDUCATIONAL PSYCHOLOGY
COURSE SYLLABUS**

Course Prefix & Number:	COE 6303
Course Title:	Rehabilitation for Persons who are Visually Impaired
Credit Hours:	Three (3) semester hours
Type of Course:	Lecture
Catalog Description:	Three hours lecture. Special issues and procedures related to vocational rehabilitation of persons with visual impairments.

College of Education Conceptual Framework:



The faculty in the College of Education at Mississippi State University are committed to assuring the success of students and graduates by providing superior learning opportunities that are continually improved as society, schools, and technology change. The organizing theme for the conceptual framework for the College of Education at Mississippi State University is educational professionals - dedicated to continual improvement of all students' educational experiences. The beliefs that guide program development are as follows:

1. **KNOWLEDGE** - Educational professionals must have a deep understanding of the organizing concepts, processes, and attitudes that comprise their chosen disciplinary knowledge base, the pedagogical knowledge base, and the pedagogical content knowledge base. They must also know how to complement these knowledge bases with the appropriate use of technology.
2. **COLLABORATION** - Educational professionals must continually seek opportunities to work together, learn from one another, forge partnerships, and assume positions of responsibility.
3. **REFLECTION** - Educational professionals must be willing to assess their own strengths and weaknesses through reflection. They must also possess the skills, behaviors, and attitudes necessary to learn, change, and grow as life-long learners.
4. **PRACTICE** - Educational professionals must have a rich repertoire of research-based strategies for instruction, assessment, and the use of technologies. They must be able to focus that array of skills on promoting authentic learning by all students or clients, while exhibiting an appreciation and commitment to the value and role of diversity.

Course Description:

Course content includes medical aspects of blindness and low vision including anatomy & physiology of the eye, introduction to low vision, adjustment to blindness adjustment counseling theories, history and legislation related to vocational rehabilitation of consumers with visual impairments. There is also attention paid to special populations of persons who are blind including those with brain injury, diabetes, deafness-blindness, as well as those who are aging.

Prerequisites:

You should have already successfully completed an introductory course in Vocational Rehabilitation Counseling or have permission of the instructor. You should also have completed and submitted the following:

- Stipend payback letter (stipend recipients only)
- RSA letter of Eligibility for Federal Assistance (Stipend recipients only)
- Letter of support from your supervisor indicating support for the program including the 3 weeks of on-campus activity.
- Application to the graduate college with the application fee paid.

Course Objectives:

This course will provide students with a basic knowledge of medical aspects of vision loss, information about adjustment counseling, information about special populations of consumers with visual impairments, vocational issues for consumers with visual impairments, information about the vocational rehabilitation process for consumers who are visually impaired, information about the history, philosophy, and legislation of services for persons who are blind, and an opportunity for professional development for rehabilitation counselors. The College of Education operates under a set of College Framework Program Outcomes (CFPO) with specified educational outcomes for each course and each course objective. The CFPO outcome is listed next to the course objective. At the completion of this course, students will:

- Know and understand the legal definition of blindness. (CFPO 3)
- Know the major structures found in the eye/vision system. (CFPO 3)
- Understand and evaluate medical terminology found in eye reports. (CFPO 3, 4)
- Know the implications of various medical eye conditions and their impact on the rehabilitation plan. (CFPO 1, 3)
- Understand specific counseling issues and adjustment theories associated with blindness and visual impairment. (CFPO 1, 3, 4)
- Know when to refer consumers and/or families for counseling or other needed services. (CFPO 4)
- Be able to evaluate special populations known to have increased numbers of persons who are blind and know unique services required by each group including those who are Deaf-blind, aging persons, and those who have other medical issues such as diabetes or traumatic brain injury. (CFPO 2, 4, 6)
- Know how to develop vocational rehabilitation plans specific for consumers who are blind or visually impaired. (CFPO 1)

- Know the various laws, philosophy, and legislation specific to blindness services. (CFPO 1, 14)
- Learn to apply current research trends and outcomes to their practice as Vocational Rehabilitation Counselors and related personnel. (CFPO 13, 14)

Topics to be Covered:

1. Medical aspects relating to vision loss and associated implications for rehabilitation. (20 hours)
2. Specific counseling issues and adjustment theories specific to vision loss. (6 hours)
3. An overview of special populations known to have an increased number of persons with visual impairments. (7 hours)
4. Vocational issues to be considered with a consumer with a visual impairment. (4 hours)
5. Vocational rehabilitation process and employment issues for consumers who are visually impaired. (4 hours)
6. An understanding of the history, philosophy, legislation and current research related to services for persons who are blind or visually impaired. (4 hours)

Required texts:

For students requiring audio formats, all texts are available in accessible formats through Bookshare.org. The General Ophthalmology book (2012 edition) is available from Learning Ally. Because of the dated nature of the primary textbook, there will be a number of supplemental readings and articles and those will be made available electronically.

Primary Text:

Moore, J.E., Graves, W.H., & Patterson, J.B. (1997). *Foundations of rehabilitation counseling with persons who are blind or visually impaired*. New York: AFB Press.

Omvig, James H. (2002). *Freedom for the blind: The secret is empowerment*. Little Rock, AR: Region 6 RRCEP (TACE).

Riordan-Eva, P. & Witcher, J. P. (2012). *Vaughn & Asbury's general ophthalmology* (18th ed.). Low Altos, CA: Appleton & Lange.

Tuttle, D. & Tuttle, N. (2004). *Self-esteem and adjusting with blindness*. Springfield, IL: Charles C. Thomas.

NRTC Notebook of Handouts and Reading Assignments.

Recommended supplemental reference book:

Cassin, B. & Rubin, M.L. (Eds.) (2012). *Dictionary of eye terminology* (6th ed.) Gainesville, FL: Triad Communications, Inc.

Methods of Instruction:

Although the majority of the course is on-line, we will use a variety of strategies throughout the course. There will be lectures (recorded and live) readings, reading guides, videos, discussion postings, and Power Point presentations. Assignments, assessments and readings appear on the MyCourses website and will be distributed for the face-to-face portion of the class.

Suggested and Required Student Activities:

1. Students will actively participate in an on-line discussion of relevant topics related to course objectives.
2. Student will complete an in-depth research paper on a particular eye condition addressing who is at risk, symptoms, treatments, prognosis and implications for rehabilitation.
3. Student will complete a paper reviewing a case study of a consumer with a visual impairment addressing where that person is in the adjustment/acceptance process and outlining suggested activities and strategies to assist the consumer in coping with vision loss and setting appropriate rehabilitation goals.
4. Student will present a rehabilitation plan to the class for a case study of a consumer who has vision loss plus an additional rehabilitation needs associated with deafness, traumatic brain injury or brittle diabetes.

Honor Code:

Mississippi State University's honor code describes specific policies and procedures for enforcing academic honesty at the university. You will be required to electronically sign your acceptance of the MSU Honor Code.

Specifically, the Honor Code (<http://www.honorcode.msstate.edu>) reads:

“As a Mississippi State University student I will conduct myself with honor and integrity at all times. I will not lie, cheat, or steal, nor will I accept the actions of those who do.”

You will be asked to sign an Honesty statement indicating that you have not cheated on any of the proposed assignments or tests.

Technology:

You will need a PC or Mac computer with access to high speed internet. Your computer browser must be supported and configured properly for MyCourses using the Check Browser feature. Most of the problems you will encounter will be corrected if you do this before the class starts. It is recommended that you have at least Windows 7 for your PC, although XP may work. The university is no longer supporting XP, so there may be occasional problems. Common recommendations for browsers are FireFox 7.01, Chrome 31.0 and Internet Explorer 9.0 or better for your PC and the latest version of Safari for your Mac. Unfortunately some functions work better with different browsers, so you may want to have at least two browsers available for use on your PC. Additionally you will need the following:

1. Quicktime player can be downloaded at <http://www.apple.com/quicktime/download/>
2. Adobe Acrobat (if you use a screen reader, you may need the full program)
3. If you will be accessing the program from a state employment site, pre-check your firewall clearances to be sure you can freely surf the web and download materials and accept email attachments.

Your computer will be used for producing and turning in assignments, participating in on-line discussions, viewing audio and visual files that contain lectures and Power Point presentations, and researching materials in the MSU Library and on the Internet.

Diversity:

As we discuss many different eye conditions, we will address the diversity implications of many of these based on gender, racial/ethnic and of course disability and the cultural and practical implications of working effectively with consumers facing these issues. Some case studies will address racial/ethnicity concerns. We will address strategies to empower consumers representing diverse groups in discussions, both on-line and in class, written assignments and on quizzes.

Accommodations for Students with Disabilities:

Students needing special accommodations because of a disability have the responsibility for making the instructor aware of their specific needs. The instructor will gladly make reasonable and appropriate accommodations. If you have need of accommodations in addition to what is supplied through the class, the Student Support Services office may be available to assist you at 662-325-3335. However, it is strongly recommended that you check with your instructor first as most accommodations including testing and access to printed materials as well as orientation to the physical area are provided through the class.

Field Component:

The class does not have a field component.

Evaluation of Student Progress:

Students will be graded on the following assignments:

	Possible Points
On-Line Quizzes (5 @ 50 points each)	250
Manual Communication Quiz (on campus)	25
Papers (100 Points each)	200
Class Presentation (Special Population)	100
Exam	200
Listserv Discussion (5 @ 25 points each)	<u>125</u>
	900

Point Distribution:

A =	810-900 points
B =	720-809 points
C =	630-719 points
D =	540-629 points
F =	539 points or below

Please note that in graduate school anything below a B is considered unacceptable. You will need to have an overall average of 3.0 or better in all four courses to receive the Vision Specialist certificate.

Grading Rubrics:

Grading Rubrics are basically guidelines to assist students in knowing how their papers or projects will be graded. It gives you an idea of what I consider to be important. Each paper and project will have an accompanying rubric for your reference. These are graduate classes, and the papers are expected to have some depth and be in a professional format. If you have not used APA style before, please lean heavily on the numerous websites that are available to assist with APA style such as www.apastyle.org. There is a tutorial called the Basics of APA Style on this website that will be very helpful to you. It does encourage the purchase of the book, but that is not necessary for our purposes. Also if you use Word 2007, 2010 or 2013, there is a built in APA option that you might consider using.

Important Notes for Success:

- Please take the time to read through the entire syllabus so that you will understand the way the course works and what your responsibilities will be to complete the course successfully.
- It will be very important that you have a Mississippi State University email address to use for the course. Your login information including Netid and password will be sent to you prior to the course beginning. You should take the time to be sure you are able to access email and the MyCourses (<http://mycourses.msstate.edu>) webpage with your MSU NetID. You can use any email for class activities, but the university will send official any notifications to your MSU email (Bully mail) address so check it regularly or have it forwarded to a more active email account.
- When sending email correspondence or inquiries about assignments related to the course, please put COE 6303 in the subject line. Because of large volumes of spam we cannot guarantee your email will be received otherwise. If you have email you prefer to use, other than your university email, let us try it first to be sure that it will make it through the spam filters successfully.
- You will be signed up for a listserv (email discussion group) that will be used for the class. Discussion questions will be posted by your instructor (BJ LeJeune) and will be graded according to a discussion rubric on your level of discussion. It is important that all emails sent to the listserv (to complete the discussion part of the class) be sent to vsp-list@lists.msstate.edu. We will not be using the discussion board from MyCourses. Again, you will be signed up for the listserv with your MSU email

address and other email addresses that you would like. If you do not sign up all email addresses that you plan to use, through your instructor, they will not post. Please remember to put COE 6303 in the subject line.

- The course moves very quickly with significant amounts of material to be covered. Please keep up with all reading and project assignments. You might even want to start reading before the class begins. If you have difficulty with anything, contact us immediately, so that we can help before you lag behind. It will be difficult to catch up. Without prior approval, late assignments and quizzes will not be accepted.
- If you have special access needs, please be sure that these are addressed adequately before the course begins. Large print users are encouraged to also have audio access to materials. If you need special accessibility or testing arrangements when you are on campus, please let us know early.
- This is a graduate class, so there are papers to write. All papers should be written in APA research style. If you do not have access to an APA Publication Manual, sixth edition, check out the website APA Research Style Crib Sheet at www.wooster.edu/psychology/apa-crib.html . If you have difficulty finding an APA Manual, and you would like to buy or obtain one, it is available at <http://apastyle.apa.org/> and an electronic version is available from www.bookshare.org. There is also an excellent on-line resource from the Purdue Online Writing Lab (OWL) at <http://owl.english.purdue.edu/owl/resource/560/01> Purchase of the book is not required for the course. Word 2007, 2010 and 2013 have an APA Guide built in and the website www.apastyle.org has a tutorial called the Basics of APA Style that you may find helpful.
- **If at all possible, it is highly recommended that you bring a laptop computer with you for the on-campus portion of the class. Computer labs are available, but because of the intensity of the class, time is of the essence.**

Library Resources:

For your papers you will be asked to cite references from journals and publications other than just resources you can find through search engines. Unless otherwise mentioned, **you should have at least three journal citations in each research paper**. The MSU Main Library has a webpage with tutorials for on-line students at <http://guides.library.msstate.edu/distancelearners> which will give some basic orientation to the library and information on how you can access materials. The database that you will most frequently need to access for information is ERIC (EBSCO). If you want to email or chat with a librarian, go to <http://library.msstate.edu/askalibrarian>

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On-Line Class Units

Unit 1: Introduction to Blindness Rehabilitation

Unit 2: Medical Aspects of Blindness and Low Vision

- A. Anatomy & Physiology
- B. Introduction to Specific Eye Conditions
- C. Low Vision Services

Unit 3: Adjustment Counseling Issues and Theories

Unit 4: Special Populations

- A. Deafblindness
- B. TBI/ABI
- C. Diabetes

Unit 1: Introduction to Blindness Rehabilitation

Reading Assignments:

1. Foundations of Rehab. Counseling, Chapter 1
2. Self Esteem..., Chapter 1
3. Freedom for the Blind, Introduction and Chapter 1
4. Video: What Do you Do when you Meet a Blind Person?
5. Audio File: Introduction to Blindness and Low Vision
6. Jargon Sheet

Quiz #1

Listserv Discussion Posting #1 You are expected to make at least 3 meaningful comments. See Discussion Rubric.

Unit 2: Medical Aspects of Blindness and Low Vision

A. Anatomy and Physiology

Reading Assignments:

1. General Ophthalmology, Chapters 1 & 2,
2. Foundations of Rehabilitation Counseling, Chapter 2
3. On-Line Monograph: Introduction to Anatomy & Physiology of the Eye
4. Unit 1 of LeJeune's audio/video lecture (also available on line) and power point presentation
5. Video: Human Body: Pushing the Limits: Sight

Quiz #2

Listserv Discussion Posting #2

B. Introduction to Specific Eye Conditions – Adult Onset

Reading Assignments:

1. Foundations, Chapters 3 & 5
2. General Ophthalmology, Chapter 10 & 11 –only those diseases related to our topics of discussion – other reading is optional.
3. On-Line Text:
 - Information about Specific Eye Conditions
4. LeJeune’s audio/video lectures, and power points on Adult Eye Conditions. There are several, the first being by far the longest.
 - Macular Degeneration
 - Glaucoma
 - Diabetic Retinopathy
 - Cataracts
 - Retinitis Pigmentosa
 - Other Adult Eye conditions
5. Check out some of the Eye Condition Websites from the Introduction to Specific Eye Diseases handout.

Quiz #3

(Adventitious) Eye Conditions

Listserv Discussion Posting #3 on Adult conditions

- C. Introduction to Specific Eye Conditions – Childhood Eye Conditions
 Audio Lecture: Childhood Eye Conditions
 Reading Assignments:
1. Self-Esteem, Chapters 2, 3, & 4
 2. Freedom, Chapters 2 & 3
 3. General Ophthalmology – Supplemental readings of various eye conditions discussed in the lecture.
 4. LeJeune’s audio/video lecture and power points of Children’s Eye Conditions
 - Retinopathy of Prematurity
 - Cortical Visual Impairment
 - Other Children’s Eye Conditions

Quiz #4

(Congenital) Eye Conditions

Listserv Discussion Posting #4 on Childhood Conditions

Paper #1: Select one eye condition from the following list, and write a 5-7 page summary of characteristics, symptoms, who is at risk, treatment, prognosis and implications for employment and/or rehabilitation. Also, please investigate if there is a listserv, blog, or bulletin board for consumers and join and evaluate its effectiveness. Please write in APA style and include a reference list with at least 5 references, at least 3 should be journal articles. Websites may also be used if cited. Please note, you do have access to the Mitchell Library on campus at <http://library.msstate.edu> and the database under Education referred to as EBSCO

will have articles related to topics for all three papers. Please see attached Rubric for grading information on Paper #1. Other eye conditions may be selected if approved in advance. The paper should be double spaced, and written in Times New Roman or Arial 12 point font with 1” margins. Include a cover page and reference list which are not part of the page count. Because these are not research papers you do not need to include abstracts, methods, or results sections. You can submit the paper on line through MyCourses, or you have difficulty doing that, you may email it to me directly, and post a note on MyCourses under the submissions area that you have done so.

List of topic possibilities: Macular Degeneration, Glaucoma, Retinopathy of Prematurity, Retinitis Pigmentosa, Albinism, Retinoblastoma

D. Low Vision Services

Reading Assignments:

1. Foundations, Chapter 4
2. On-Line Lectures, Power Pints and Monographs
 - Introduction to Low Vision
 - Low Vision vs Regular Eye Exams
 - Characteristics of a Good Low Vision Exam

Quiz #5

Low Vision and Functional Vision Assessment

Listserv Discussion Posting #5

Unit 3: Adjustment Counseling Issues and Theories

Reading Assignments:

1. Foundations, Chapter 11
2. Self Esteem, Chapter 7 & 8
3. Freedom, Chapters 5, 6, 7 & 8
4. LeJeune’s audio/video lecture and Power Point on Adjustment

Paper #2: Write a short 4-6 page paper taking one of three of the case studies on the web page, and giving of summary of how their eye condition, their level of adjustment and their grieving impacts their rehabilitation program and what you might do to address their adjustment. Identify the theory or theories of Adjustment that you will be using. The paper should be APA style, double spaced, and written in Times New Roman 12 point font with 1” margins. Include a cover page and reference list which are not part of the page count. Please review more detailed instructions under Paper #1 if you have questions. There is no limit on the number of references you need to use, and when selecting a theory, it is advisable to cite a reference. See attached grading rubric for paper #2.

At this point, we will suspend the class until you arrive on campus. You will have one week of this class while you are here you will have a presentation due on special populations. It is recommended that although you may want to start working on the presentation before you arrive, you also work on it while you are here on campus since much of the information will be covered while you are here. There will be a Manual Alphabet Quiz while you are on campus and a Final Exam, which will cover all the information from the class.

Welcome to Bulldog Country

(Please note, you will receive a copy of the on campus agenda when you arrive on campus.)

You will have a Manual Alphabet Quiz on campus. The information below will be covered during the classes on campus. We will watch the videos in class. In addition, we will have guest speakers from the campus and from the NRTC to discuss employment resources and research findings.

Unit 4: Special Populations – This will be covered here on campus

A. DeafBlind

Reading Assignments:

1. Foundations, Chapter 8
2. On Line articles
 - a. Introduction to Working with Individuals Who are Deafblind
 - b. Deafblind Part 1
 - c. Deafblind Part 2
 - d. Deafblind Part 3
 - e. Deafblind Part 4

Unit 4 –Lectures on Deafblindness

Video Streaming Assignments

1. Touching Lives: Portraits of Deafblind People
2. World at His Fingertips
3. Nucleus 24 Contour Cochlear Implant

B. Traumatic Brain Injury and Vision Loss

Reading Assignments:

1. Article “Eye and Visual Functioning in Traumatic Brain Injury”
2. Vision Issues After Brain Injury – Interview with Dr. Greg Goodrich, VAMC, Palo Alto
3. Visual Problems and Acquired Brain Injury
4. Common Vision Problems after Stroke or TBI

Unit 4 Lecture –Brain and Vision issues

C. Diabetes

Reading Assignments:

1. On-Line papers and lectures: Deafblindness
 - a. Diabetes - LeJeune
 - b. Diabetic Control - LeJeune

- c. Managing Diabetes with Visual Impairment – Uslan
- d. About Hemoglobin A1C
- e. Counseling persons with Diabetes – Renosky et al.

Unit 4 Lecture Diabetes

Special Population Project #3: Present a paper to the class and turn in a 2 page paper/outline with a reference sheet on a case study. You will have three choices including someone who is Deafblind, someone who has a TBI or someone with out of control (brittle) Diabetes. The case studies are available on-line. You need to do a basic intake assessment, and develop an initial plan. Indicate your approach to communication, counseling, adjustment, and resources you would use to assist them in their rehabilitation process. See attached grading rubric. You should include at least 3 references with appropriate citations in the paper. This will be your last assignment for this class. Each case study will be done by 2 different people. Congratulations in completing all the work!!