

**GEORGE MASON UNIVERSITY
COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT
SPECIAL EDUCATION PROGRAM**

Fall 2010
Blackboard/NET

EDSE 513 Section 5S1

MEDICAL AND EDUCATIONAL IMPLICATIONS OF VISUAL IMPAIRMENTS

- GMU- EDSE 513 Medical and Educational Implication of Visual Impairments
- JMU- EXED 631 Medical and Educational Implication of Visual Impairments
- RU- EDSP 616 Medical and Educational Implication of Visual Impairments
- VCU- TEDU XXX Medical and Educational Implication of Visual Impairments
- NSU- SPE XXX Medical and Educational Implication of Visual Impairments
- ODU- ESSE XXXX Medical and Educational Implication of Visual Impairments

PROFESSOR:

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Click on the link below to go directly to the section of the syllabus:

<u>LEARNER OUTCOMES</u>	<u>REQUIRED TEXTBOOKS</u>	<u>PROPOSED SCHEDULE</u>
<u>ASSIGNMENTS</u>	<u>MENU ITEMS LIST</u>	<u>GRADING</u>

COURSE DESCRIPTION (3:3:0): (Co/Pre-req: EDSE 511: Characteristics of Students with Visual Impairments)

Provides an introduction to anatomy and physiology of the visual system and the educational implications of visual pathology. Topics include anatomy of the human eye, normal visual development, pathology of the eye, examination procedures for the identification of visual pathology, and the effects of pathology on visual learning and development. Delivered online.

NATURE OF COURSE DELIVERY:

Learning activities in this class will include the following:

1. Class lecture, discussion, and participation via asynchronous on-line learning management system (Blackboard), face-to-face meeting, web-conferences or videoconferences
2. Video and other relevant interactive media presentations
3. Study and independent research
4. Application activities, including regular assignments
5. Written responses to posted discussion questions posted on Blackboard.

LEARNER OUTCOMES:

This course is designed to enable the student to be able to:

- demonstrate knowledge of the properties of the human visual system.
 - a. demonstrate knowledge of the structure, function, and typical development of the human visual system.
 - b. demonstrate knowledge of basic terminology, manifestations, and educational implications of diseases and disorders of the visual system.
 - c. demonstrate knowledge of the effects of medication(s) on the function(s) of the visual system.

- demonstrate knowledge of visual disorders and their impact on learning.
 - a. demonstrate knowledge of the impact of visual impairments and deaf-blindness on development, formal and incidental learning experiences, and literacy.
 - b. explain the characteristics of visual disorders to families and to other educational service providers.
 - c. provide families and related service providers information regarding the needs of students with visual impairments in various areas of development.
 - d. recommend adaptations within instructional environments, to identify and accommodate individual sensory needs.
 - e. identify strategies to increase visual access and efficiency to and within learning environments as related to instruction in the use of print adaptations and optical and non-optical devices.

- interpret reports, assess visual conditions, and determine visual effectiveness.
 - a. use specific assessments that measure functional vision.
 - b. conduct, interpret and apply the results of formal and informal assessments of functional vision.
 - c. interpret eye reports and other information related to visual impairments including low-vision evaluation reports for students with visual impairments, families, and educational and related service providers.
 - d. use information from functional vision evaluations to develop recommendations for the student's learning environment and educational materials.

PROFESSIONAL STANDARDS:

Course's Relationship to Program Goals and Professional Organization

This course is part of the George Mason University, Graduate School of Education (GSE), and Special Education Program. This program complies with the standards for special educators established by the Council for Exceptional Children (CEC), the major special education professional organization.

The CEC Standards are listed on the following web site: <http://www.cec.sped.org>. Look in the second column on the left, and click on "Professional Standards." On this page, to the right, there is a red book pdf document titled "*What Every Special Educator Must Know*." The CEC Standards are located in this document. The primary CEC standard that will be addressed in this class will be Standard 2 on Development and Characteristics of Learners.

**Special Education Content Standard #2:
Development and Characteristics of Learners**

Special educators know and demonstrate respect for their students first as unique human beings. Special educators understand the similarities and differences in human development and the characteristics between and among individuals with and without exceptional learning needs (ELN)^{1/}. Moreover, special educators understand how exceptional conditions can interact with the domains of human development and they use this knowledge to respond to the varying abilities and behaviors of individual's with ELN. Special educators understand how the experiences of individuals with ELN can impact families, as well as the individual's ability to learn, interact socially, and live as fulfilled contributing members of the community.

Beginning special educators demonstrate their mastery of this standard through the mastery of the CEC Common Core Knowledge and Skills, as well as through the appropriate CEC Specialty Area(s) Knowledge and Skills for which the preparation program is preparing candidates.

REQUIRED TEXTS:

Computer access to the Internet and corresponding technology

Corn A.L., Erin J.N. (2010) *Foundations of Low Vision: Clinical and Functional Perspectives (2nd ed)*. New York: AFB Press

Cassin, B., Solomon, S. A., & Rubin, M. I. (1997). *Dictionary of eye terminology (3d ed., rev'd.)*. Gainesville, FL: Triad Publishing Co.

D'Andrea, F. M., & Farrenkopf, C. (2000). *Looking to learn: Promoting literacy for students with low vision*. New York: AFB Press.

SUGGESTED READINGS:

Corn, A. L. (1983) Visual Function: A Theoretical Model for Individuals with Low Vision. *Journal of Visual Impairment & Blindness*, 77(8), 373-377.

Bishop. V. E., (1988). Making Choices in Functional Vision Evaluations: "Noodles, Needles, and Haystacks". *Journal of Visual Impairment and Blindness*, 82(3), 94-98.

Levack, N. (1994). *Low vision: A resource guide with adaptations for students with visual impairments (2d ed.)*. Austin, TX: Texas School for the Blind and Visually Impaired.

Additional readings and handouts available on Blackboard.

PROPOSED CLASS SCHEDULE:

Date	Topic	Guest/Activity	Readings	Assignment
Sept. 1	Overview of syllabus, requirements, beliefs about persons with low vision, definitions	Beliefs/video about albinism	C & E- Chapters 1 & 2	
Sept.7	Anatomy and physiology of the eye, how the visual system works		C & E- Chapters 5 Additional resource readings	Quiz 1 opens
Sept. 13	Visual development Eye conditions and functional implications		C & E: Chapter 6 & 9	
Sept. 20	Eye conditions and functional implications		C & E- Chapters 6	Eye parts presentation due Sept. 20th
Sept. 27	Eye conditions continued Cortical visual impairment	Peer <i>discussion</i> and review of eye parts presentations		Quiz 2 opens
Oct. 1-3	Face-to-Face Weekend Clinical assessment of low vision, ophthalmologic Clinical low vision evaluation Functional vision assessment	Simulations Make astronomical telescopes Visit to Dr. Alibhai's office Cow eye dissection	C & E- Chapters 8 D'A & F: Chapter 3	Menu item due; FVA kit due
Oct. 12	Midterm exam		Use all notes, books to complete the open book exam	On-line
Oct. 18	Interpreting the eye report; types of eye reports and eye care specialists; reading eye glass prescriptions	Practice reading eye reports and eye glass prescriptions, on-line discussion	D'A & F: Chapter 1	
Oct. 25	Introduction to optics Learn about the characteristics of		C & E-Chapter 7 D'A & F Chapters	Quiz 3 opens

	telescopes and near magnification		4-6	
Nov. 8	Instruction in the use of optical devices.		D'A & F Chapters 4-6	Eye report assignment due Due Nov. 8th
Nov. 15	Instruction in the use of optical devices.		D'A & F Chapters 4-6	
Nov. 22	NO CLASS	HAPPY THANKSGIVING		
Nov. 29	Instruction in visual techniques		C & E Chapter 11	Functional vision assessment due Nov. 29th
Dec. 6	Adults with low vision	Panel of youths/adults discuss how low vision impacts their lives.	C&K: Chapters 11, 12, 14-16.	Final paper due Dec. 8th

Class schedule is subject to change to meet the needs of student learning.

COURSE REQUIREMENTS, PERFORMANCE-BASED ASSESSMENT, AND EVALUATION CRITERIA:

1. Exams and Quizzes
 - a. Midterm Exam—this exam will have short answer and matching questions, which address topics from the first half of the course. Information from lectures, Internet pages, and readings will be covered in the exam.
 - b. Quizzes—Three quizzes will be incorporated into the course. Each will cover material previously reviewed in class and online. Online material from required readings may also be covered on the quizzes. Each quiz will be allotted time according to the difficulty level of the material. The quizzes are available online for a week, but once you begin the quiz, be prepared to answer the questions in the allotted time given to you on blackboard, e.g., 1 hour –2 hours.
2. Six to ten page research paper on approved topic related to low vision and vision functioning. The paper will follow current APA guidelines and will be judged according to the following criteria a) quality of content b) clarity of writing, c) spelling, including typing errors d) organization and appearance e) referencing, when appropriate (use APA style, give credit for quotation and /or citation).
3. Prepare a class presentation on a part of the eye. The presentation will last 5-10 minutes. Each student will provide a 1-2 page handout summarizing the key points of the presentation and provide graphics to illustrate points.
4. Interpret a report from an ophthalmologist, translating it into *everyday language*. Submit your interpretation as a letter to parents, with a copy to the student's classroom teacher.
5. Assemble a functional vision assessment kit to utilize with students/clients. Identify potential uses of materials for a particular individual or population of individuals with low vision. You will include samples of toys, writing instruments, colored paper, etc. and describe what you will assess with the materials included. A table of contents and rationale for why you included items in the kit is required. A card catalogue with items to include in the kit will be accepted. For items that you want to include in the kit but are unable to purchase, include them on a “wish list” as a part of the kit. For ideas of things to include in your FVA kits, refer to the *Looking to Learn* text.
6. **Signature Assignment:** Conduct a functional vision assessment and submit a written report of the results and recommendations. Videotape the sequence so the instructors can give you feedback about what is seen on tape and on your report. Follow the format(s) discussed in class and in your textbook.
7. One “menu item” from the list of choices is required. You will give a 10-minute in-class presentation on your menu item to the class during our face-to-face weekend.

Menu item—Select one:

- a. Prepare and videotape a documentary on an approved topic (minimum 10 minutes). The videotape can be used for an in-service training or family training type workshop. Possible topics:
 - Tour of an ophthalmologist's office
 - Interview of a doctor about an eye condition
 - Demonstration of "good" and "bad" lighting, contrast, seating, positioning of materials/students
- b. Create a game designed to help students with low vision learn parts of the eye. Write a 2-page lesson plan, which includes learning objectives, materials, anticipatory set, procedures, possible accommodations, closure, and evaluation of student learning. Include photos of the game to share with the class.
- c. Interpret the results of a clinical low vision evaluation and write a 3-4 page report in everyday language for the IEP team. If you need a sample report, you can request one from Dr. Lawson. The report should include your interpretation and explanation of 1) diagnostic data 2) recommendations and/or treatment 3) and follow-up. If optical aids are prescribed, make sure to include recommendations for IEP goals and objectives that will support the instruction of optical aids. These goals should ideally be infused into existing content area goals. Emphasize the benefits of optical devices compared to large print materials.
- d. Attend a clinical low vision evaluation (CLVE). Review the student's/client's educational and medical records. Interview the parent/significant other about the student's client's likes/dislikes. Refer to the procedure guidelines provided in your textbook about low vision evaluations and compare/contrast what is done with the guidelines. Write a 3-4-page reaction paper about the experience. Points to include in the paper are: 1) a summary description of who the client is, eye condition, age, visual status, desires/likes; life, school and job skills; 2) procedures used to evaluate the needs of the client; 3) reactions of the client to the kinds of devices offered; 4) devices prescribed and situations in which the student/client would benefit from use of the device; 5) follow-up plan as described by the clinician and 6) your analysis of the clinical vision evaluation.
- e. Interview an adult with congenital low vision. Find out how and when the individual received information about his/her eye condition, focusing on clinical and medical aspects. Write a 3-4 page interview summary and use the data from your interview to describe: 1) how the individual learned about his/her eye condition 2) the individual's understanding of his/her vision (clinical measures and functional implications) and 3) the individual's understanding of his/her medical prognosis (stable, progressive). Compare this information with what you have learned in class and through readings. Discuss strategies for how you would teach a middle school student about the same visual impairment.

- f. Select 4-5 activities that a student/client with low vision routinely completes within a school day, at work, or at home. Identify which visual skills are needed to complete the activities. Determine if the task is being done as efficiently as possible with or without the use of vision (current way the individual does the activities) and decide whether or not the student could be taught to be more efficient using vision or another compensatory skill. Specify the activities, visual skills and the rationale for your choosing vision or another compensatory skill to teach the individual to become more proficient at the activity. To determine if vision or another skill would work better, watch another individual who has “typical” vision and see how the task is completed. You can also complete the activity and see how much you use vision to complete the task and or if using another sense is a quicker and more efficient way to do it.
- g. Student initiated project—your choice—project must be in the area of low vision and can include a paper, materials development, and planned lessons in the area of visual skill development. Instructor approval is required no later than *September 27th, 2010*.

ATTENDANCE POLICY:

Since this course is offered primarily via Blackboard, students are required to participate in all Blackboard discussions. Students are required to attend the face-to-face weekend.

GRADING:

	500 Total Points Possible	% of grade
1. Readings	25	= 5%
2. Online discussions	25	= 5%
3. Midterm examination	100	= 20%
4. Quizzes (3)	50	= 10%
5. Research paper	75	= 15%
6. Eye part presentation	25	= 5%
7. Interpretation of eye report letter	25	= 5%
8. Functional vision assessment kit	50	= 10%
9. Functional vision assessment	75	= 15%
10. Menu item	50	= 10%

GRADING SCALE:

- A – 500 - 450 points
- B – 449 – 400 points
- C – 399 – 350 points
- F – below 350 points

CLASS AND GRADING POLICIES:

As indicated above, each requirement has a point value allocated toward the final grade. All requirements must be completed and received by the instructor by the date

(see class schedule). At the end of the semester, you will be given a grade based on the total number of points you have accumulated.

1. Unless otherwise indicated, all formal written work must be word-processed. All assignments must be typed and free of grammatical and spelling errors.
2. Acceptance of late assignments is at the discretion of the instructor and 5 points will be deducted for each day late.
3. Remediation of assignments (not exams, quizzes or attendance) is possible; however additional work will be required. Such remediation should be discussed individually with the instructor. Typically, only one revision or resubmission per assignment will be accepted.
4. Please allow time after submitting your assignment, for grades and comments to be posted. Most grades will be posted as soon as possible; however, sometimes commitments to other class or duties interfere with grading time.

COLLEGE OF EDUCATION AND HUMAN DEVELOPMENT STATEMENT OF EXPECTATIONS:

The Graduate School of Education (GSE) expects that all students abide by the following:

- Students are expected to exhibit professional behavior and dispositions. See gse.gmu.edu for a listing of these dispositions.
- Students must follow the guidelines of the University Honor Code. See http://www.gmu.edu/catalog/apolicies/#TOC_H12 for the full honor code.
- Students must agree to abide by the university policy for Responsible Use of Computing. See <http://mail.gmu.edu> and click on Responsible Use of Computing at the bottom of the screen.
- Students with disabilities who seek accommodations in a course must be registered with the GMU Office of Disability Services (ODS) and inform the instructor, in writing, at the beginning of the semester. See <http://www2.gmu.edu/dpt/unilife/ods/> or call 703-993-2474 to access the ODS.

Keep Products from This Course for Future Use in Your Professional Portfolio!
Retain electronic copies of all course products to document their progress through the GSE Special Education program. Products from this class can become part of your individual professional portfolio used in your portfolio classes that document your satisfactory progress through the GSE program and the CEC performance based standards. As the program moves towards electronic portfolios, it will be even more important to have artifacts (i.e., scored assignments) saved electronically.

COURSE EXPECTATIONS

George Mason University Email: <http://mail.gmu.edu/>

From this link, follow the directions for activating an email account. Every student is required to establish a GMU email account. Course email correspondence and other important university emails will be sent to GMU email accounts.

George Mason Blackboard: <http://bb-gmu.blackboard.com>

GSE Blackboard will be used to post important information for this course (and others) and in completing some course assignments. Materials, resources, dialogues, notes, and other types of information will be housed on this course's Blackboard web site.

George Mason Patriot Web: <https://patriotweb.gmu.edu/>

This is a self-service website for students, faculty, and staff of George Mason University. There is a wealth of useful links, information, and online forms on this website including program of studies details, application for graduation, request for transfer of credit, and internship application.

Recommended Websites to Explore:

NOTE: Internet and web resources are not the same as peer-reviewed professional journal articles. Web sites will be posted on the course Bb that contain information that your instructor recommends out of the millions of websites on reading on the internet! Be sure that you distinguish, however, between peer-reviewed professional journals and web resources. More about this distinction (as well as distinguishing professional journals from magazines) will be discussed in class.

Writing Resources and Support:

One type of writing support during this course is your use of relevant parts of the APA manual. As you're completing writing assignments, you may find it helpful to review parts of the APA manual, such as: For example:

- Chapter 2 on writing style (2.01 to 2.05)
- Chapter 2 on grammar (2.06 to 2.12)
- Chapter 2 on guidelines to reduce bias in language (focus on 2.16)
- Chapter 3 on punctuation, spelling, capitalization, italics, or abbreviations (3.01 to 3.29)
- Chapter 3 on quotations (3.34 to 3.41) Paraphrase, please (refer to other information on plagiarism in the APA manual as well as other resources and notes in this syllabus)
- Chapter 3 on reference citations in text (3.94 to 3.103)
- Chapter 4 on Reference list (4.01 to 4.16)

APA Formatting Guidelines are also available at

<http://www.psywww.com/resource/apacrib.htm>

This website is offered as a companion to the APA style manual. *However, it should not be considered a substitute for directly consulting the APA manual, 5th edition for standard of procedures for applying APA style.* Additional APA help URLs are available on the GSE library URL and may be available on the course Blackboard site. Caution with using web sites or resources other than the APA manual because some may have erroneous information on them.