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| **T1** | **T2** | **T3** |
| **The Visual System, Impairments & Implications** 6 Units  1) Broad knowledge of the organisation and function of the visual system and how vision is utilised for visually guided behaviour  2) An understanding of the methods used to assess vision and to quantify visual loss  3) An in depthunderstanding of diseases/disorders that affect the eye and brain, and how they cause vision loss along with the functional implications  4) An understanding of the psychosocial implications of low vision and blindness  + low vision simulations 6 hours | **O&M Techniques (skills)** 6 Units  1) visual and non-visual orientation strategies  2) ability to teach the blind mobility skill set to novice travelers  3) ability to teach visual strategies for mobility to novice travelers  4) ability to evaluate practical sessions and identify potential ways to improve the outcomes  5) critical analysis of travel environments and appropriate modifications of techniques for those environments  + simulation 60 hours | **Development and Aging: Implications for O&M** 6 Units  1) Knowledge of the impact on development for children who have a vision impairment or who are blind  2) Understanding of how development can be impacted by additional disabilities  3) An understanding of common health conditions that need to be considered in design of interventions  4) Knowledge of the significant points of transition in the lifespan and how these affect O&M intervention  5) Knowledge of common health conditions that have higher prevalence in older adults and the functional implications and required adjustments for O&M practice |
| **Sensory processes and movement** 6 Units  1) An understanding of the neural anatomy and organisation of vision, hearing and motor control in the context of orientation and mobility.  2) Understanding of functional implications of common health conditions on the integration of sensory information  3) An understanding of spatial cognition, the mechanisms and functional implications  4) Broad knowledge of the methods used to assess both sensory and motor deficits and implications for orientation and mobility  + Simulation 6 hours | **Vision Rehabilitation** 6 Units  1) An understanding of contemporary learning theories and teaching methods applicable to designing an O&M intervention  2) Analysed and applied instructional strategies to optimise client outcomes  3) Knowledge of vision rehabilitation enablers (optical/non-optical aids) and their applications  4) Demonstrated critical analysis to current and emerging aids and technology  + simulation 5 hours | **O&M in Practice (Part B)**  + simulation 5 hours |
| **O&M Foundations: Disability, diversity and inclusion** 6 units  1) knowledge of disability services, history, philosophies and paradigms in an Australian context  2) understanding of vision rehabilitation/habilitation guidelines and the scope of O&M within the disability sector (and in particular the classification of sensory impairment)  3) an understanding of issues relating to access to information and visual and non-visual methods to address these  4) understanding of the diversity of people who are blind or have low vision and inclusive practices  + Simulations 3 hours | **O&M in Practice (Part A)** 12 Units  1) design, conduct and justify, contextually appropriate O&M assessments and interventions  2) identify when and how to modify or adapt O&M practice in response to situational complexity  3) evaluate the design, content and outcomes of intervention incorporating feedback from all key stakeholders  + simulation 5 hours |  |
| **WIL Placement – 1 weeks** | **WIL Placement – 2 Weeks** | **WIL Placement – 7 Weeks** |