Rehabilitation Research & Training Center on Blindness & Low Vision

COE 6303: Rehabilitation for Persons who are Visually Impaired

COURSE SYLLABUS
Spring, 2018

Course Credit: 3 semester hours
Type Course: Distance Education Course; Lecture, Discussion

Catalog Description: Special issues and procedures related to vocational rehabilitation of persons with visual impairments.

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.

Class Schedule/Location: The first part of this class will be an on-line Distance Learning Experience and will start January 8, 2018, and should be completed by April 20, 2018. The second part of the class will be conducted on campus at Mississippi State University, April 23-April 27, 2018; Monday - Friday, daily from 8:30 am to 12:00 pm, and 1:30 pm to 4:30 pm in the hotel meeting room. You will spend three weeks on campus (April 23-May 11) – one week for each of the academic courses – COE 6303, COE 6323 and COE 6313.

Prerequisites: You should have already successfully completed an introductory course in Vocational Rehabilitation Counseling, be employed as a Rehabilitation Counselor 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, adjustment to vision loss and counseling strategies, special populations of
consumers with visual impairments, the history, philosophy, and legislation impacting 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. (Knowledge)
- Know the major structures found in the eye/vision system. (Knowledge)
- Understand and evaluate medical terminology found in eye reports. (Knowledge, Assessment)
- Know the implications of various medical eye conditions and their impact on the rehabilitation process. (Knowledge and Professionalism)
- Understand specific counseling issues and adjustment theories associated with blindness and visual impairment. (Assessment, Knowledge and Professionalism)
- Know when to refer consumers and/or families for counseling or other needed services. (Assessment)
- 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. (Assessment, Diversity, Social/Cultural Skills)
- Know how to develop vocational rehabilitation plans specific for consumers who are blind or visually impaired. (Professionalism)
- Know the various laws, philosophy, and legislation specific to blindness services. (Issues/Trends/Professionalism)
- Learn to apply current research trends and outcomes to their practice as Vocational Rehabilitation Counselors and related personnel. (Research/Issues/Trends)

**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)

**The Instructional Team:** The Project Director and Primary Instructor for the Course is Ms. B.J. LeJeune 662-325-2694, biflejeune@colled.msstate.edu. She will be the instructor for most of the classes, and is responsible for grading assignments and tests. Most of your course interactions will be with her. There are some guest lecturers when you come to campus. Her assistant, Angela Shelton is available to assist you with any issues that may arise as well. She is available at telephone 662-325-1494 or email is ashelton@colled.msstate.edu. You have access to the MSU-
ITS Help desk at 662-325-0631 or on their website at www.its.msstate.edu for technical problems. For accessibility issues contact BJ LeJeune.

**Required texts:** For students requiring audio formats, all texts are available in accessible formats through Bookshare.org or Learning Ally. The General Ophthalmology book (2012 edition) is available from Learning Ally. A new text was released in 2018 and has not been recorded yet. The chapters we read are not significantly changed from the previous edition so it will be acceptable. Because of the dated nature of the primary textbook by Moore, et al., there will be a number of supplemental readings and articles and those will be made available in print and electronically either on-line or when you come to campus.


NRTC Notebook of Handouts and Reading Assignments.

**Supplemental reference books:**


**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.

**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. Please review the policy at [http://www.msstate.edu/dept/audit/1207.html](http://www.msstate.edu/dept/audit/1207.html). You will be required to electronically sign your acceptance of the MSU Honor Code. Specifically, the Honor Code ([http://www.students.msstate.edu/honorcode/](http://www.students.msstate.edu/honorcode/)) 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.

**Southern Civility:**
We also urge students to treat each other with consideration and respect. Mississippi is the hospitality state, and we pride ourselves on our friendliness, courtesy and warmness. Now there are times when we do get worked up – such as when we play Ole Miss (tsun – that school up north) in football, but we still we want to show respect in our discussions and dialogs.

**Technology Requirements:**
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 3.10 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:

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. It is highly recommended that you bring a laptop computer with you to campus during the residency part of the program.

If you have computer/technology issues you may contact the help desk at 662-325-0631 or online at [www.ITS.msstate.edu](http://www.ITS.msstate.edu).

**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 Vision Specialist program.

**Field Component:** The class does not have a field component.

**Method of Evaluation:** Students will be graded on the following assignments:

<table>
<thead>
<tr>
<th>Assignment</th>
<th>Possible Points</th>
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<tbody>
<tr>
<td>On-Line Quizzes (5 @ 50 points each)</td>
<td>250</td>
</tr>
<tr>
<td>Manual Communication Quiz (on campus)</td>
<td>25</td>
</tr>
<tr>
<td>Papers (100 Points each)</td>
<td>200</td>
</tr>
<tr>
<td>Class Presentation (Special Population)</td>
<td>100</td>
</tr>
<tr>
<td>Exam</td>
<td>200</td>
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<tr>
<td>Listserv Discussion (5 @ 25 points each)</td>
<td>125</td>
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**Point Distribution:**
- A=90% 810-900 points
- B=80% 720-809 points
- C=70% 630-719 points
- D=60% 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](http://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 netid@msstate.edu to use for university business and a reliable email address for the course. Your information on how to login including Netid 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 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. We do have difficulty with Yahoo.com addresses.
- 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. 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 you have difficulty with grammar, please note www.Grammarly.com is a website that can provide a more sophisticated grammar check than Word. There is a free version. There is also a writing lab on campus available to distance students.
- 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 or Christine Fletcher has been assigned to us as our specific librarian.

Bibliography:
Agencies for the Blind by the Rehabilitation Research and Training Center on Blindness and Low Vision, Mississippi State University. Mississippi State, MS: RR-RTC-MSU.


Macular Degeneration Center, Casey Eye Institute, Oregon Health & Science University, Fall 2012, 3.


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**COE 6303: The Class Schedule**

**PART I: The Distance Education Component** (This section will not be on your syllabus quiz, but you are encouraged to read it before class starts.)

**Class Starting date:** Monday, January 08, 2018

**Conference Call:** Tuesday January 09th 2:00 CST: Orientation to *My Courses*
The Conference call is optional for those who would like a little extra help on getting into MyCourses. We cannot officially get into the class material until the first day of class so this will be very basic and you should be at a computer to participate.

- 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

Getting started: We want to encourage you to read through this huge document and master the information found therein. Then you will have the opportunity to take a Syllabus Quiz. There is not a grade for this, and it is basically a practice quiz, so you will have some experience with the format before it counts.

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: See List of short YouTube videos
5. Listen to Lecture in MyCourses: Introduction to Blindness and Low Vision, B.J. LeJeune
6. Jargon Sheet

Quiz #1 January 17, 2018 by midnight CST

Listserv Discussion Posting #1: You are expected to make at least 3 meaningful comments for a satisfactory grade, 4 or more for an excellent grade. Your postings for Question 1 are due by January 22, 2018 at midnight. 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. Listen to Unit 1 of LeJeune’s audio/video lecture (also available online) and power point presentation
5. Video: Human Body: Pushing the Limits: Sight

Quiz #2: January 31, 2018 by midnight CST
Listserv Discussion Posting #2 due by February 5 at midnight CST.

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. For more information, please check out some of the Eye Condition Websites from the Introduction to Specific Eye Diseases handout.

Quiz #3 by February 15 (Enjoy Valentine’s Day!) at midnight CST
Adult (Adventitious) Eye Conditions
Listserv Discussion Posting #3 on Adult conditions due by February 19 at midnight

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. These are mostly found in Chapter 10 and 12.
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

**Paper #1:** Due **February 26**th by midnight CST. 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. Please use references that are not more than 5 years old. Websites may also be used if cited. Please note, you do have access to the main campus library known as Mitchell Library on campus at [http://library.msstate.edu](http://library.msstate.edu) and the database under Education referred to as EBSCO will have articles related to topics for all of your 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 may email it to me directly.

List of possible topics: Macular Degeneration, Glaucoma, Retinopathy of Prematurity, Retinitis Pigmentosa, Albinism, Retinoblastoma, Diabetic Retinopathy, Retinitis Pigmentosa

**Quiz #4** by **March 1** at 11:00 PM CST Childhood (Congenital) Eye Conditions

**Listserv Discussion Posting #4** on Childhood Conditions due by **March 5** at midnight CST.

D. **Low Vision Services**

Reading Assignments:
1. Foundations, Chapter 4
2. Introduction to Low Vision (Moore & LeJeune)
3. General Ophthalmology, Chapter 24 & 25
4. Components of a Good Low Vision Exam
5. On-Line Lectures, Power Points and Monographs
   • Introduction to Low Vision
Low Vision vs Regular Eye Exams
• Characteristics of a Good Low Vision Exam

**Quiz #5: March 8** at 11:00 PM CST
Low Vision and Functional Vision Assessment
**Listserv Discussion Posting #5** due by **March 12th** at midnight CST.

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:** Due **March 17** by 12:00 PM CST: 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. The presentation is due May 1 and you 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 on May 1st which will cover all the information from the class.

You will finish this class on campus the week of April 23–27, 2018. It is recommended that you plan to arrive on campus by April 22.

**PART 2:** Welcome to Bulldog Country Starts April 23, 2018 8:30 in the Holiday Inn Express Meeting Room

(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. This agenda is subject to change and you will receive a detailed agenda when you arrive on campus.

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

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

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: Due April 27 during the afternoon class. In teams of 2 or 3, you will present a Case Study 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 assessment, communication, counseling, adjustment, job development and resources you would use to assist them in their rehabilitation process. Also, please indicate what strategies you might use to approach potential employers on behalf of the consumer. See
project grading rubric. You should include at least 3 references with appropriate citations in the paper. This will be your last assignment for this class. Congratulations in completing all the work!!

There will also be a special unit on Employment and Working with Employers during the residency portion. Assignments will be integrated into the special population area.

Last revision 12/9/2017