**Fitchburg State University**

**EDUCATOR Programs**

**Comprehensive Syllabus**

**Course Title:** Understanding the Whole Learner: An Occupational Therapy Approach to Supporting Individuals with CVI for Clinicians and Educational Team Members

**Credit Hours:** 3.0

**Number of Class Meetings (Asynchronous):** 8

**Number of Contact Hours:** 40

**Instructor:** Nikoletta Livingston, OTD, OTR/L

**Telephone:** 617-972-7633

**E-mail:** nikoletta.livingston@perkins.org

**COURSE DESCRIPTION:**

This eight week, asynchronous, online course is geared towards developing a greater understanding of cortical/cerebral visual impairment (CVI) for the occupational therapist, and other educational team members. It will review the neurological foundations of visual perception and sensory basis of vision and development, as well as delve into occupational therapy evaluation and intervention procedures for learners with CVI.

*If you plan on matriculating into a graduate program at Fitchburg State University, please be aware that twelve semester hours of Fitchburg State University credit taken within a year prior to the student’s admission may be applied to the degree program with the approval of the program chairperson. Anything over 12 credits prior to matriculation will NOT be accepted towards the degree.*

**TEXTS:**

*Required texts will consist of resources, articles, webinars, and other documents from the existing CVI and occupational therapy literature. All texts will be provided by the instructor*

**OFFICE HOURS:**

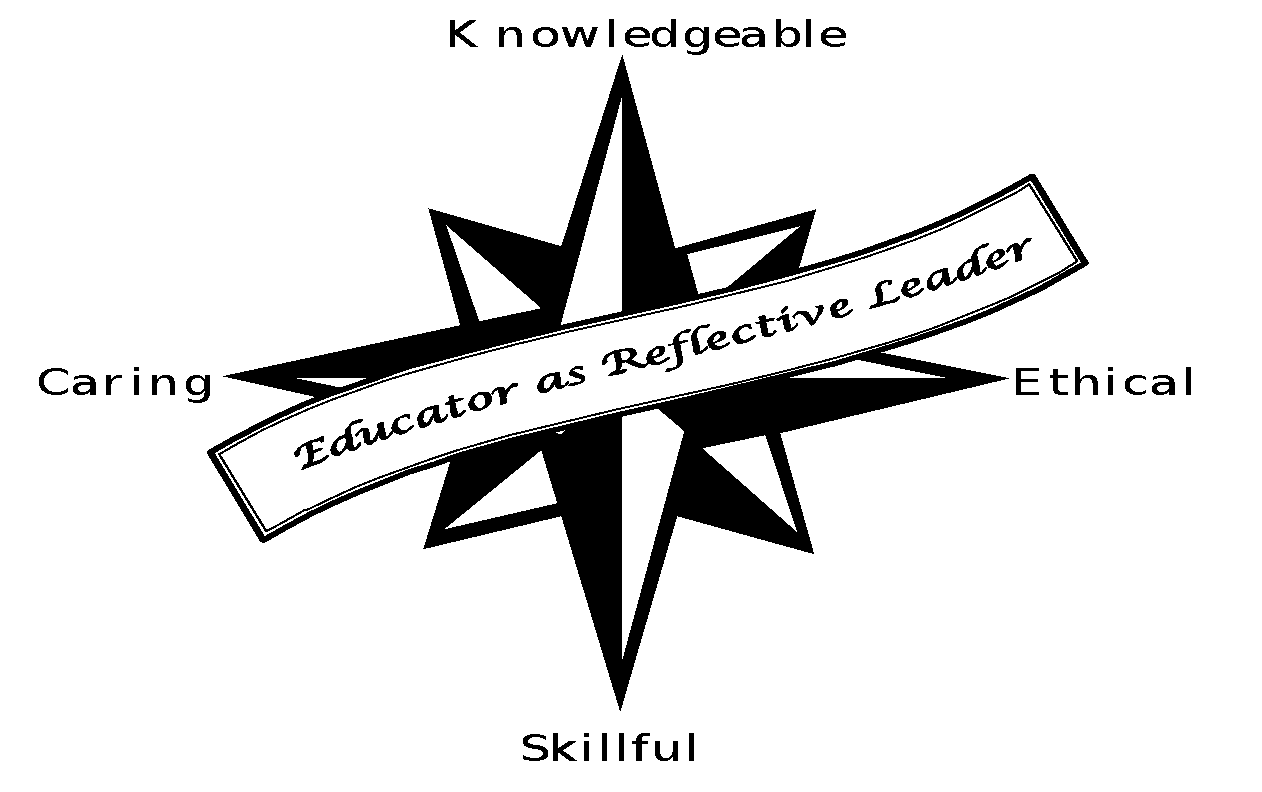
Office hours will be held on 3 scheduled opportunities throughout the course; on Tuesday evenings, from 7-8pm EST. Office hours will be accessible via a Google Meet link, and offer an opportunity to discuss course materials, review assignment questions, and connect with other course participants. If an alternative time is necessary, please reach out to make an appointment.

**Schedule:**

* Week 3: February 7, 2023
* Week 5: February 21, 2022
* Week 7: March 7, 2023

**LEARNING OUTCOMES:**

**Fitchburg State University Teacher Education Conceptual Framework**



This course will address the dispositions of the Conceptual Framework in the following way(s):

**Knowledge**: As a result of the learning experiences in the course, active participants will:

1. Demonstrate greater understanding of the neurological foundations of development, particularly visual perception
2. Articulate the role of sequential development, and the disruptions caused by, or affected by, CVI
3. Recognize the role of the occupational therapist on the educational team of a learner with CVI, especially with regard to access to the ECC.
4. Understand the foundations of sensory processing and the interplay between sensory and motor skills on the adaptive function of children with CVI.
5. Evaluate the impact of CVI on occupational performance, and recognize the unique elements of CVI on occupational therapy evaluation and intervention.

**Skill**: As a result of the learning experiences in the course, active participants will:

1. Articulate the role of the occupational therapist on the CVI team
2. Determine approaches for effective occupational therapy evaluation for learners with CVI
3. Develop methods for collaborative evaluation for learners with CVI
4. Demonstrate best practices for occupational therapy intervention for learners with CVI

**Caring**: As a result of the learning experiences in the course, active participants will:

1. Foster interdisciplinary and collaborative approaches for supporting learners with CVI in the school setting
2. Recognize the impact of CVI on occupational performance in a variety of contexts, with an emphasis on advocacy and equity.
3. Develop tools, methods, or approaches for creating more accessible environments for learners with CVI across settings

**Ethics**: As a result of the learning experiences in the course, active participants will:

1. Demonstrate a full understanding of the application of the occupational therapy code of ethics to the evaluation and treatment of learners with CVI

**INSTRUCTIONAL STRATEGIES**

X Lecture Data Collection and Analysis

X Discussion/Questioning Pre-Practicum

\_ Laboratory Role Playing/Simulation

X Problem Finding/Solving Independent Learning

X Discovery Field Trips

\_ Interviewing Computer Applications

\_ Collaborative Learning Groups X Viewing or Listening to,

X Reflective Responses Followed by Discussing

X Creating Visual Illustrations of Concepts Other\_\_\_\_\_\_\_\_\_\_\_\_\_\_

**Technology Initiatives**:

Users of the Fitchburg State University technology systems are subject to all applicable federal, state, and international technology laws. Questions regarding regulations may be directed to the Office of Information Technology.

Candidates will utilize technology in order to:

* Access pre-recorded lectures, digital learning materials, and required readings
* Participate in live class meetings
* Complete required assignments
* Review literature and evidence
* Communicate with peers and instructor

**COURSE REQUIREMENTS**:

**Preparation & Participation**

As an asynchronous course, your success depends heavily on your self-guided participation. All candidates will be expected to complete a weekly **pre- and post-content survey** documenting their knowledge changes, as well as lingering questions after delving into the weekly content. Additionally, candidates should plan to support their participation though completion of **at least one** of the following:

1. Attendance of at least 1 office hours session

OR

1. Sharing of at least 1 resource, material, conference, etc., with other course participants

**Weekly Discussion**

Discussion questions will be assigned weekly related to the course content. All participants are expected to complete a thoughtful discussion post **no later than midnight on Thursday** of the content week. Participants are expected to offer at least **two thoughtful replies by Sunday** of the content week.

**Weekly Assignments**

A weekly assignment will be set based on the content of the week, progressively following a case study of the participant’s choosing. Timely submission, quality work, and thoughtful questions are expected. See further detail below.

| **Week & Content Area** | **Assignment** | **Description** | **Due Date** |
| --- | --- | --- | --- |
| **Week 1:** Developmental Sequences & Neurological Foundations | Introductory Case Review | Review student file and complete file review form to identify common neurological underpinnings of CVI. | January 29, 2023 |
| **Week 2:** CVI Big Ideas & OT | Student Schedule & ECC Access | Review the student schedule and complete an ECC worksheet to identify gap areas for OT support. | February 5, 2023 |
| **Week 3:** Sensory Processing & CVI | Team Reference Tool: Sensory Profile Handout | Based on a student profile, develop a handout for team members supporting sensory processing & visual function. | February 12, 2023 |
| **Week 4:** Sensorimotor Foundation & Integration | Visomotor Assessment Webquest | Compare and contrast two assessment tools used to assess visual motor function in the OT setting. | February 19, 2023 |
| **Week 5:** CVI & Occupational Performance | Occupational Profile | Develop an occupational profile of case student based on review of OT scope & occupational performance impacts of CVI. | February 26, 2023 |
| **Week 6:** OT Evaluation for Learners with CVI | Post-Evaluation Reference Tool Development | Create a one page handout for team members highlighting key points from assessment reports for functional implementation. | March 5, 2023 |
| **Week 7:** OT Intervention for Learners with CVI | Treatment Plan | Develop a collaborative treatment plan (clinical or educational) based on student profile and integrating previously identified evidence. | March 12, 2023 |
| **Week 8:** Putting it all Together | Final Discussion | Reflect on knowledge gained, and areas for continued growth. | March 19, 2023 |

1. EVALUATION POLICY:

*A breakdown of course expectations and evaluation can be found below*

| **Content Area** | **Description & Value** | **Total Points** |
| --- | --- | --- |
| **Participation**  *Weekly Pre/Post survey* | * Weeks 1-7 (1 Point Each, x2) * Week 8 Final Survey (6 Points) | 20 Total Points |
| **Weekly Discussions**  *9\* Total Discussions & Responses* | * Weeks 1-8 (8 Points Each)   *\*Introductory post not graded* | 64 Total Points |
| **Weekly Assignments** | * 7 Total Assignments (16 Points Each)   *No assignment week 8* | 112 Total Points |
| **Engagement** | * 1 Office Hour Attended   OR   * 1 Resource Shared | 4 Total Points |
| **200 Possible Total Points** | | |

**Late Work**

In light of extenuating circumstances, late work may be accepted given at least 48 hours advanced notice. For each day late, 10% of possible points will be deducted from the potential achievable points (i.e. A 16 point assignment submitted 2 days late can earn a maximum of 12.8 points).

**FITCHBURG STATE UNIVERSITY**

**GRADUATE GRADING SYSTEM**

**4.0** 95 - 100 A

**3.7** 92 - 94 A-

**3.5** 89 - 91 A-/B+

**3.3** 86 - 88 B+

**3.0** 83 - 85 B

**2.7** 80 - 82 B-

**2.5** 77 - 79 B-/C+

**2.3** 74 - 76 C+

**2.0** 71 - 73 C

**0.0**  0 - 70 F

**W** Withdrawn

**IN** Incomplete

**IP** In-Progress

1. **RUBRICS**

**Pre/Post Surveys**

*1 Point Possible per Survey, 2 Total per Week*

|  | **1** | **0** |
| --- | --- | --- |
| **Pre-Survey** | *Completed prior to accessing weekly content* | *Not completed prior to accessing weekly content* |
| **Post-Survey** | *Completed after accessing weekly content* | *Not completed after accessing weekly content* |

**Discussion Posts**

*A score of zero points will be assigned to missing or incomplete work*

|  | **8** | **4** | **2** |
| --- | --- | --- | --- |
| **Content** | Thoughtful. Clearly addresses the prompt. Offers examples, experiences, and/or relevant references. Clear connections to weekly content. | Partially addresses the prompt. May offer minimal examples or connections to content. | Does not clearly address the prompt. |
| **Structure** | Complete and concise, free of grammatical errors. | Minor grammatical errors present. | Several grammatical errors present. |
| **Response** | At least 2 meaningful responses or engagement with peers. | At least 1 response or engagement with peers. | Brief or missing responses or engagement with peers. |

**Written Assignments**

*A score of zero points will be assigned to missing or incomplete work*

|  | **16** | **12** | **8** | **4** |
| --- | --- | --- | --- | --- |
| **Content** | Information is relevant to weekly content, and thoroughly fulfills assignment directions. | Information is relevant to weekly content, and partially fulfills assignment directions. | Information is somewhat relevant to weekly content and partially fulfills assignment directions | Information is minimally relevant to weekly content and does not adequately fulfill assignment directions. |
| **Structure** | Template is effectively utilized and completely and thoughtfully filled out. Free of grammatical errors | Template is utilized and completely filled out. Minor grammatical errors present. | Template is minimally utilized. Moderate grammatical errors present. | Template is poorly utilized and incomplete. Significant grammatical errors present. |
| **Theory** | Sound clinical reasoning /educational judgment is present in decisions and recommendations put forth. | Minor concerns in clinical reasoning/educational judgment | Poor clinical reasoning /educational judgment is present in decisions and recommendations put forth. | Clinical reasoning/educational judgment is significantly lacking. |
| **Presentation** | Submitted on time. Could be disseminated to team members for access and use. | Could be disseminated with minor (<5) edits. | Could be disseminated with significant (>10) edits. | Could not be disseminated without major adjustment. |

1. **COURSE CONTENT/TOPICAL OUTLINE**

Below, find the weekly content guide, including information to be addressed, weekly readings, assignments, and weekly discussion questions.

| **Week 1** | Neurological Foundations of Function & Development |
| --- | --- |
| **Pre-Content Survey** | **Complete** prior to accessing course materials |
| **Lecture 1** | **Listen**: Neurological Background Overview |
| **Lecture 2** | **Listen**: Vision, Development, and Occupational Performance |
| **Required Reading** | **Read** the following:   * Bauer & Papadelis 2019 * Bingol-Kiziltunc et al., 2022 * Chhablani & Kekunnaya 2014 * Goodale 2013 * Han & Sereno 2022 * Merabet et al., 2017 * Pehere, Chougule, & Dutton 2018 * Puzniak et al., 2020 * Schraauwers et al., 2020 |
| **Assignment 1:**  **Case Review**  *Due January 29, 2022* | *For the duration of the course, select one student with whom you currently work, or have worked with in the past. This case will follow the path of the course and be utilized for the remaining assignments. If you do not have access to a student file, an alternate case study will be provided.*  This week’s course content and readings lay out some common neurological underpinnings of CVI diagnosis. Using the provided case study, or the file of a student you work with, **review** their file for early developmental indicators of CVI. **Fill out** the provided template with your observations regarding their neurological profile, visual behaviors, and other variables that may impact development and adaptive functioning. |
| **Discussion 1**  *Post by Thursday*  *Reply (2) by Sunday* | 1. **Share** observations from your file review:  * What formal diagnosis(es) were present in the early file? * What red flags were identifiable/what indicators did you notice of potential developmental delays? * What questions do you have about the student after reviewing their file?  1. **Offer** at least 2 responses to others |
| **Post-Content Survey** | **Complete** at conclusion of weekly material |

| **Week 2** | Understanding the Relationship Between CVI & OT |
| --- | --- |
| **Pre-Content Survey** | **Complete** prior to accessing course materials |
| **Lecture 1** | **Listen:** OT & Whole-Person Approaches |
| **Lecture 2** | **Listen:** OT, CVI, and the ECC |
| **Required Reading** | Read the following:   * Baker-Nobles & Rutherford 1995 * Cahill & Beisbier 2020 * Harpster et al., 2022 * Lueck, Dutton & Chokron 2019 * OT Practice Framework * McLinden et al., 2016 * Schoessow 2010 * Sen, Singh, & Saxena 2021 |
| **Assignment 2: Student Access to ECC**  *Due February 5, 2023* | Using your student case, or the provided case study, **review** the student’s daily schedule. **Comparing** the schedule with what you know about the student, their needs, and the tenets of the expanded core curriculum, **complete** the ECC worksheet to identify potential gaps and areas for OT support or collaboration. |
| **Discussion 2**  *Post by Thursday*  *Reply (2) by Sunday* | **For OTs:**  *Where have you seen a need or intervened when it comes to your student’s access of the ECC? How could OT be participating more in delivering the ECC in your setting?*  **Non-OTs**  *How do you collaborate with OTs to support access to the ECC? How can OTs better support access to the ECC?*  **Offer** at least 2 responses to others |
| **Post-Content Survey** | **Complete** at conclusion of weekly material |

| **Week 3** | Sensory Processing & CVI |
| --- | --- |
| **Pre-Content Survey** | **Complete** prior to accessing course materials |
| **Lecture 1** | **Listen:** Introduction to the 8 Sensory Systems |
| **Lecture 2** | **Listen:** Sensory Systems Part 2-Impact on Occupational Performance |
| **Required Reading** | Read the following:   * Belyaeva et al., 2021 * Cemali, Pekcetin, & Aki 2022 * Linzarini et al., 2021 * MacLean et al., 2022 * Marshall, Gentsch-Ebrahimzadeh & Schutz-Boscbach 2022 |
| **Assignment 3: Sensory Profile Team Handout**  *Due February 12, 2023* | Reviewing your student’s file, or the provided case file, complete the sensory profile handout as best you can. Using that information, create a one page handout for the team based on the student’s sensory presentation & CVI needs. |
| **Discussion 3**  *Post by Thursday*  *Reply (2) by Sunday* | After reading about the sensory systems, what personal sensory preferences or “quirks” do you see in your own profile? How do you meet or compensate for those needs?  **Describe** an instance in which supporting a student’s sensory needs positively impacted their visual access.  **Offer** at least 2 responses to others |
| **Post-Content Survey** | **Complete** at conclusion of weekly material |

| **Week 4** | Sensorimotor Foundations & Integration |
| --- | --- |
| **Pre-Content Survey** | **Complete** prior to accessing course materials |
| **Lecture 1** | **Listen:** Sensorimotor Foundations of Development |
| **Lecture 2** | **Listen:** Sensorimotor Integration in Functional Contexts |
| **Required Reading** | Read the following:   * Boettcher et al., 2021 * Chokron & Dutton 2016 * Ferreira et al., 2021 * Galletti et al., 2022 * Preibler et al., 2021 * Sigurdardottir, Olafsdottir, & Devillez 2021 * Smith 2021 |
| **Assignment 4: Visuomotor Assessment Webquest**  *Due February 19, 2022* | Using the readings as a guide, **search** for and **identify** at least two visual motor assessments used in occupational therapy or special education contexts.  Using a provided table, **compare** and **contrast** the assessments based on:   * Statistical merit (validity, reliability, etc) * Population demographics * Adaptability to populations * Other important clinical features |
| **Discussion 4**  *Post by Thursday*  *Reply (2) by Sunday* | Following your review of the assessment tools this week, what key takeaways do you have? Reviewing your student or the provided case, what assessment tools have you seen utilized for them? What pros and cons do you identify of the tool used?  **Offer** at least 2 responses to others |
| **Post-Content Survey** | **Complete** at conclusion of weekly material |

| **Week 5** | CVI & Occupational Performance |
| --- | --- |
| **Pre-Content Survey** | **Complete** prior to accessing course materials |
| **Lecture 1** | **Listen:** Review: Areas of Occupation & OT Scope |
| **Lecture 2** | **Listen:** Impact of CVI on Occupational Performance |
| **Required Reading** | Read the following:   * Batorowicz et al., 2016 * Blaylock et al., 2015 * Gire et al., 2022 * Ghahghaei et al., 2021 * Gore et al., 2020 * Lidstone & Mostofsky, 2021 * Martinez-Trujillo 2022 * Wilkie et al., 2022 |
| **Assignment 5: Occupational Profile**  *Due February 26, 2023* | Using the provided outline as a guide, **complete** an occupational profile for your case student, emphasizing the following:   * Impact of vision on function * Current barriers to occupational engagement * Contextual considerations * Key occupations for intervention |
| **Discussion 5**  *Post by Thursday*  *Reply (2) by Sunday* | Following your review of this week’s materials, answer the following:   1. What did you learn or recall about the OT scope of practice that provided new insight for your current practice? 2. Regarding equity, how do you see occupational access present itself in your setting? What concerns do have regarding student access to occupational engagement based on their CVI? 3. What possible solutions do you propose to potential equity concerns? |
| **Post-Content Survey** | **Complete** at conclusion of weekly material |

| **Week 6** | OT Evaluation & CVI |
| --- | --- |
| **Pre-Content Survey** | **Complete** prior to accessing course materials |
| **Lecture 1** | **Listen:** The OT Evaluation Process |
| **Lecture 2** | **Listen:** Collaborative Assessment for CVI |
| **Required Reading** | Read the following:   * Student CVI & OT Evaluations Files (provided) * [Perkins CVI Protocol](https://www.perkins.org/resource/the-perkins-cvi-protocol/) * Philip et al., 2022 * Pisella et al., 2020   Overview of the following assessment tools:   * Beery VMI * BOT-2 * DTVPS * TVPS * VISIO |
| **Assignment 6: CVI Assessment Summary**  *Due March 5, 2023* | **Reviewing** your student’s file, or the provided case study, **create** a one page handout for the team summarizing key information based on their CVI and other key assessments, and functional needs.  This should be accessible to all team members, and used as an adjunct to the full assessment report as a guide to modify the environment and instruction for the student. |
| **Discussion 6**  *Post by Thursday*  *Reply (2) by Sunday* | What role do you think OT can play in the comprehensive assessment and evaluation of a child with CVI? Have you ever completed a joint assessment with another provider or educator for a child with CVI? What benefits or drawbacks do you see to joint assessment?  **Offer** at least 2 responses to others |
| **Post-Content Survey** | **Complete** at conclusion of weekly material |

| **Week 7** | OT Intervention for CVI |
| --- | --- |
| **Pre-Content Survey** | **Complete** prior to accessing course materials |
| **Lecture 1** | **Listen:** OT Theoretical Foundations for Intervention |
| **Lecture 2** | **Listen:** Collaborative Approaches for Intervention |
| **Required Reading** | Read the following:   * Blackstone et al., 2021 * [Cincinnati Children’s Hospital CVI Page](https://www.cincinnatichildrens.org/service/o/ot-pt/cortical-visual-impairment) * Fazzi et al., 2021 * Itzhak et al., 2022 * Manley, Bennett, & Merabet 2022 * PCVIS Therapist Info Sheet * Pilling 2022 * Schorder et al., 2018 * Schott et al., 2021 * Zhang et al., 2022 |
| **Assignment 7: Treatment Planning**  *Due March 12, 2023* | Based on your case student or the provided case study, **develop** a plan for a collaborative intervention session incorporating evidence for best practices, and integrating the previously gathered information about the student. **OTs** can plan for a co-treat with another discipline, and **non-OTs** can plan for an appropriate intervention in their setting (e.g. lesson plan, co-treat with other discipline, etc.). |
| **Discussion 7**  *Post by Thursday*  *Reply (2) by Sunday* | After reviewing the evidence and materials presented thus far, what concerns do you see regarding CVI and mental health? What can you do within your scope of practice to support the mental health of individuals with CVI?  **Offer** at least 2 responses to others |
| **Post-Content Survey** | **Complete** at conclusion of weekly material |

| **Week 8** | Putting it All Together |
| --- | --- |
| **Lecture 1** | **Listen:** Summary Points |
| **Required Reading** | * Ek, Fellenius, & Jacobson 2003 * Ely 2016 * Goodenough, Pease, & Williams 2021 |
| **Discussion**  *Post by Thursday*  *Reply (2) by Sunday* | At the conclusion of this course:   * What gaps or areas for continued growth do you see for your profession/stakeholder group when it comes to supporting learners with CVI and their families? * After completing this course, what are you motivated to delve further into to further your role in supporting individuals with CVI?   **Offer** at least 2 responses to others |
| **Final Survey** | **Complete** at conclusion of all material |

**Fitchburg State University** encourages all Extended Campus students to take advantage of our online student services. We have created a “virtual student center” just for you. Here you will find access to Counseling Services, Career Services, The candidate Activity Center, the university bookstore and many other helpful links. You can access our student center by going to the university homepage at <http://www.fitchburgstate.edu> and clicking on Offices and Services. Scroll down and click on Extended Campus Center. You will find links to Library Services, our Virtual Student Center and other important information.

**FITCHBURG STATE UNIVERSITY**

**DISTANCE LEARNING & EXTENDED CAMPUS LIBRARY SERVICES**

The Gallucci-Cirio Library at Fitchburg State University provides a full range of library services including borrowing privileges; document delivery (books and articles mailed to your home); Interlibrary Loan; reference assistance via: phone, email, IM, Blackboard’s Collaborate tools, Skype and in-person; library instruction via online and in-person at extended campus sites; research help and more. Any questions relating to library services should be directed to the E-Learning & Instruction Librarian, at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu). There is also a special section for Distance Learning and Extended Campus Services at <http://fitchburgstate.libguides.com/dlservices> outlining the wide range of services available to you and how to access them.  Activate your library account online through our ILLiad system at <https://fitchburgstate.illiad.oclc.org/illiad>; from here you can access articles, books, and media. request forms to get items from our library and from other libraries. If you haven't used ILLiad before, you will need to click on the "First Time User? Create Your Account" link and set up your account.

Candidates who are currently registered with the university may access any of the library’s subscription databases, including an increasing number with full-text, by visiting the Gallucci-Cirio Library’s homepage at <http://www.fitchburgstate.edu/academics/library> and clicking on the Research Databases button in the center of the page. Select the resource you want to access from the alphabetical or subject listing. Once you click on the database title you will be prompted for your Falcon Key logon information; this is the same logon you will use for your Fitchburg State email account and if you have any online Blackboard courses. If you do not know your Falcon Key username and password or if you have any problems logging in, contact the university’s Technology Help Desk at 978-665-4500 or [helpdesk@fitchburgstate.edu](mailto:helpdesk@fitchburgstate.edu). The Library can issue you a temporary guest login to access the library's databases while the Technology Department is setting up your account: contact us at 978-665-3062 or [dllibrary@fitchburgstate.edu](mailto:dllibrary@fitchburgstate.edu)

All registered Fitchburg State University candidates are eligible for a Fitchburg State University OneCard ID which also serves as his/her library card. If you have not received your OneCard yet, you can still access all of our online services as long as you have activated your library account through ILLiad. After activation by the Gallucci-Cirio Library and receipt of your OneCard, candidates may access participating Massachusetts State College/University Libraries and you may request an ARC Card to access participating libraries in the Academic and Research Collaborative (ARC) during the current semester. OneCards are available on campus all year round.  Candidates wanting a OneCard must either complete the online Extended Campus OneCard request form at <http://www.fitchburgstate.edu/offices-services-directory/onecard/extended-campus-onecard/> or present a course registration confirmation at the One Card Office in the Anthony Building of the main campus. Please call 978-665-3039 for available times or if you have any questions about your One Card.

**UNIVERSITY AND EDUCATION UNIT POLICIES**

**Policy on Disability**

Disability Services is the primary support system for candidates with disabilities taking classes in the day and evening divisions. The office is located on the third floor of the Hammond Building and can be reached at 978-665-4020 (voice/relay). If you need course adaptations or accommodations because of a disability, please make an appointment with me at the beginning of the course to discuss how we can best accommodate your needs.

**Attendance and Participation**

1. As an emerging professional, you are expected to attend every class session, to be on time, and to communicate with the instructor regarding any absences. Absences and tardiness may result in a permanent grade change. Attendance at all pre-practicum sessions is mandatory.
2. Participation in class discussions and cooperative groups is expected. All candidates are responsible for meeting required deadlines on projects and assignments; your ability to complete tasks in a timely fashion demonstrates professional maturity and an ability to organize and manage time. Completion of assigned reading is imperative to your individual development as a professional.
3. All of these behaviors regarding attendance, preparation, and meeting deadlines are critical for successful teaching and thus are factored into the final grade.

**Education Unit Computer Literacy Requirement**

All assignments must be typed, doubled-spaced, and use APA format when appropriate. Refer to Internet Resources for Writing on the Fitchburg State University website for assistance.

You are expected to use word processing for all assignments (unless otherwise instructed). You are expected to use the eLearning platform for all dialogue with classmates, submitting assignments, and access to the course material.

**Grade Appeal**

If you disagree with the evaluation of your work or believe an improper grade has been assigned, an appeal may be followed. Please discuss the matter with the instructor and refer to the Fitchburg State University Grade Appeal Policy in the university catalog.

**Academic Integrity Policy**

The faculty in the Education Unit at Fitchburg State University affirm that work submitted in fulfillment of course requirements will be solely that of the individual candidate and all other sources will be cited appropriately. University Academic Integrity Policy, as outlined in the University Catalog, will be strictly adhered to.

**Copyright Policy**

You are reminded that, in preparing handouts for peers or the instructor, reproduction of copyrighted material without permission of the copyright owner is illegal. Such unauthorized copying may violate the rights of the author or publisher. Fitchburg State University adheres to federal laws regarding use of copyrighted materials. See the Electronic Use of Copyrighted Materials on the Fitchburg State University website for more details.

1. READINGS AND RESOURCES

American Occupational Therapy Association. (2020). Occupational therapy practice framework: Domain and process (4th ed.). *American Journal of Occupational Therapy, 74*(Suppl. 2), 7412410010. https://doi. org/10.5014/ajot.2020.74S2001.

Baker-Nobles, L., Rutherford, A. (1995). Understanding cortical visual impairment in children. *The American Journal of Occupational Therapy 49(9)*. pp. 899-903.

Batorowicz, B., King, G., Mishra, L., Missiuna, C. (2015). An integrated model of social environment and social context for pediatric rehabilitation. *Disability and Rehabilitation 38 (12).* doi: 10.3109/09638288.2015.1076070.

Bauer, C. M., Papadelis, C. (2019). Alterations in the structural and functional connectivity of visuomotor network of children with periventricular leukomalacia. *Seminars in Pediatric Neurology (31)* pp. 48-56. doi: 10.10.16/j.spen.2019.05.009.

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Bingöl-Kiziltunç, P., Sahli, E., Bektas, O., Akinci Götas, O., Yüksel, M. F., Idil, A. (2022). Ocular and cerebral causes of visual impairment in young children and a new scoring system to evaluate visual function. *International Ophthalmology (42)*. doi: 10.1007/s10792-021-02187-0.

Blackstone, S. W., Luo, F., Canchola, J., Wilkinson, K. M., Roman-Lantzy, C. (2021). Children with cortical visual impairment and complex communication needs: Identifying gaps between needs and current practice. *Language Speech and Hearing Services in School.* pp. 1-18.

Blaylock, S. E., Barstow, B. A., Vogtle, L. K., Bennett, D. K. (2015). Understanding the occupational performance experiences of individuals with low vision. *British Journal of Occupational Therapy 78(7).* doi: 10.1177/0308022615577641.

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