Syllabus

A 5 module self-directed online course

# Course Title: Functional Vision Assessment

# Online/Self-Paced

Instructor: Perkins eLearning

## COURSE DESCRIPTION:

" Functional Vision Assessment " is made up of 5 modules, each containing video segments, readings, and assigned activities to enhance and apply your learning.  Plan to spend 1 week working through each module, followed by a Final Project.  While this is a self-paced course, the material will have the most impact if you work steadily through the outline in the order it is presented.

## COMPLETION REQUIREMENTS:

Perkins eLearning Self-Paced online courses include assignments, readings, quizzes, and a final assessment. Students are expected to be familiar with all material presented in the workshop, and to submit all assignments where indicated.

A structure is suggested for you, through this syllabus and the eLearning environment; however, you may complete and submit the assignments in any order.

## EVALUATION OR GRADING POLICY:

All submitted material is reviewed by a member of the Perkins eLearning staff and is evaluated as having met the assignment requirements. Assignments are not individually evaluated or graded. Submitted assignments are not returned.

Assignments and assessments are evaluated on a Pass/Fail scale, and all requirements must be met to receive credits. There is no time limit to completing a Perkins Self-Directed Workshop. The lesson plan structure is suggested as the best approach to the material.

## TEXTS:

Required readings are indicated in the modules. Additional suggested reading is optional. There is no textbook or material required for purchase for this workshop.

## LEARNING OUTCOMES / OBJECTIVES:

**Knowledge:** Participants will describe the educational purpose of Functional Vision Assessment

**Skill:** Participants will interpret clinical visual report for educational purposes.

**Skill:** Participants will design an FVA kit for use in their practice.

**Skill:** Participants will conduct an FVA with a student/client.

**Caring:** Participants will apply knowledge of a student’s functional vision to adaptations and accommodations that will support the students educational needs.

**Ethical:** Participants will practice involving a student’s educational team in decision-making and goal setting based on the student’s functional vision assessment.

## COURSE REQUIREMENTS

The required assignments for this course are listed below. Please see each individual session description for more detail about each assignment. The learning platform also provides checkboxes that can help you monitor your completion.

Note: Earbuds, headphones, or external speakers are recommended for the best sound quality for online videos.

## COURSE CONTENT / TOPICAL OUTLINE

Session 1:

Session Goals:

* Describe the nature and purpose of a Functional Vision Assessment
* Explain the typical components of a Functional Vision Assessment
* Identify qualified professionals within your local region or district

Readings:

On the LOOK OUT for Functional Vision Assessment/Evaluation

Functional Vision Assessment (FVA)

Assignment:

Conduct an Internet search to determine who is qualified\* to conduct a functional vision assessment (or evaluation) in your state, region, or district.  Cite your source(s).

In your response, identify qualified individuals by profession/title, credentials, and/or specific skills or training. Explain how these credentials, skills, and experiences relate to the nature and purpose of a Functional Vision Assessment.

Session 2:

Session Goals:

* Define the value and application of Functional Vision Assessment for members of a student’s educational team.

Readings: Expansion of the Role of the Teacher of the Visually Impaired

Video: Low Vision Simulation Goggles and O&M Functional Vision Evaluation

 Functional Vision Assessment for a Child with Special Needs During a Movement Lesson

Assignment: Choose **one** of the following writing assignments based on your caseload and professional needs.

a. Consider a student you know well and have not formally assessed. Without a formal assessment, what do you observe about his/her vision.

b. Persuade a student’s educational team members to make use of his/her FVA.

Check Your Understanding: Complete the ungraded quiz to fulfill the requirement.

Session 3: Clinical Vision Assessment

Session Goals:

* Relate a typical vision report to educational impacts
* Explain the Functional Vision Assessment in language that parents and families of children with special needs will understand

Readings: Interpreting the Eye Report

 About Pediatric Eye Exams or Vision Screenings

Video: Eye Health & Exam Frequency – School-age children

Assignment: In 1 page, describe or list areas of functional vision you would assess for this student based on the vision report.  In addition, explain how you would interpret the report to a parent.

Check Your Understanding: Complete the ungraded quiz to fulfill the requirement.

Session 4: The Functional Vision Assessment

Session Goals:

* Compare the contents and purpose of an FVA kits
* Build a kit with purpose and portability in mind

Readings: Functional Vision Assessment Materials

 Assessing Vision in Children who are Non-Verbal or have Multiple Disabilities

*Resource:* Functional Vision Evaluation Checklist for Preverbal and Nonverbal Children

Video: FVI – Part 1: Functional Vision Assessment Kit

Assignment:

* Conduct an Internet search for sample FVA kits.
* Build a sample FVA kit that you can use within your organization/school

Check Your Understanding: Complete the ungraded quiz to fulfill the requirement.

Final Project:

Session Goals:

Conduct a Functional Vision Assessment

Readings: Functional Vision Assessment: What, When, Where, How!

Assignment: Build Your Kit and Conduct a Functional Vision Assessment

Follow the instructions in the tutorial to create your kit and conduct an assessment.

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