



# Application to Register an OMAA CPD Event

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OMAA members and/or external educational event providers can apply to have an event evaluated for inclusion on the list of supported Continuing Professional Development (CPD) events in Australasia.

This inclusion means OMAA register the activity with ACVREP so that participants can claim CPD hours towards their COMS re-certification. For more on registering an event and seeing current CPD supported events visit our **Professional Development Webpage**.

**Name of the organisation providing CPD event**

**Title of CPD event**

**Event date/s and times**

**Event location details (if applicable)**

**Event contact/registration details**

**Event Costs**

**Suggested CPD/CE hours in the event**

(excluding lunch breaks and other break times during the days)

## Event questions

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1. Who is the target audience?

2. What type of activity is it?

Conference (face to face)

Online Conference

Webinar

On Demand

Other - please specify

3. Which of the **ACRVEP Approved Continuing Education Content Areas** do you believe the event provides opportunity for increasing the knowledge or skills of an O&M Specialist?

The Visual System and Vision Loss

The Auditory System and Hearing Loss

Psychosocial Aspects of Visual Impairment

Professionalism in Vision Education and Rehabilitation

Professional Information

Individuals who are Visually Impaired with Additional Disabilities

Aging and Vision Loss

Sensory and Motor Functioning

Human Growth and Development over the Lifespan

Assessment of Persons with Visual Impairment and their Environments

Instructional Methods

Development, Administration and Supervision of Programs

Serving Persons with Visual Impairment

Communication, Team-Building, Consumerism, Cultural Diversity,  
and Working with Families.

Assistive Technology for Blind or Low Vision

4. Please provide any other reasons for consideration for this event to be included on the OMAA supported CPD event calendar.

5. Does this CPD event plan uphold copyright, intellectual property rights and privacy policies, use learning facilities and resources that enable the intended learning objectives and are accessible to all participants?

Yes

No

**Applying OMAA Member/Education Partner Name**

**Contact Email**

**Submission date**

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After completion of this form please email pages 2-4 to [pdc@omaaustralasia.com](mailto:pdc@omaaustralasia.com) at least one month before the event start date with the short description of the event and a copy of the program (or program link) of the event.

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## Office use only

### OMAA Decision

Approval

Decision date (DD/MM/YY)

Response date (DD/MM/YY)

OMAA PDC v1.4

Next Doc Review: May 2022

# Information about Continuing Education Content Areas

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To be registered as an OMAA CPD event, one or more of the 14 Approved Continuing Education Content Areas needs to be addressed by the event:

## 1. **The Visual System and Vision Loss**

Visual system and visual functioning, the aetiology of visual impairments and the effects of these impairments on visual functioning, the pathology and effect of systemic health conditions on vision, basic optics of the eyes, basic optics of refractive lenses, and basic optics of low vision devices.

## 2. **The Auditory System and Hearing Loss**

Auditory system and functioning; effects of hearing loss and impairment; communication systems used by persons with auditory impairments; loss of hearing so severe that it is non-functional for the ordinary activities of daily living; and concomitant hearing and visual impairments, the combination of which may present unique communication, learning, developmental, orientation and mobility, and social needs.

## 3. **Psychosocial Aspects of Visual Impairment**

Cultural and psychosocial factors affecting adjustment to visual loss; the resources for addressing student, family, and community responses to visual impairment; and systems and professionals in counselling.

## 4. **Professionalism in Vision Rehabilitation and Education**

Professional roles and functions, professional goals and objectives, professional organizations and associations, professional history and trends, ethical and legal standards, professional preparation standards, and professional credentialing.

## 5. **Professional Information**

Sources of professional literature and new information related to the practice of vision rehabilitation and education professionals, evolving practice developments, legislation, public policy, research findings, current issues, and trends and public policy that affect the quality of life for consumers.

## 6. **Individuals who are Visually Impaired with Addition Disabilities**

Including sensory, sensorimotor, and physical impairments; mobility impairments not related to visual impairment; developmental disabilities; learning disabilities; diabetes; organic brain damage; and challenging behaviours.

## 7. **Aging and Vision Loss**

Normal age-related changes in vision and visual functioning, other prevalent age-related health changes, prevalent visual impairments associated with aging and their functional consequences, service delivery systems in aging, geriatric and

gerontological health practices and professionals, and service delivery in visual rehabilitation relevant to older persons.

**8. Sensory and Motor Functioning**

Sensory and motor systems, the manner in which these systems affect orientation and locomotion and other daily activities and functions, and the effects of visual impairment on sensory and motor functioning.

**9. Human Growth and Development over the Lifespan**

The effects of visual impairments and multiple impairments on affective, psychomotor, and cognitive development and processes; and characteristic and atypical developmental patterns of persons with visual and/or multiple impairments.

**10. Assessment of Persons with Visual Impairment and Their Environments**

Strategies and methods used to conduct assessments of persons who have a visual impairment and their environment, and the development of individualized education and rehabilitation plans.

**11. Instructional Methods**

Teaching and therapeutic strategies and interventions to promote independence and coping skills, including instruction in the use of visual and non-visual techniques, Braille and other tactual systems, auditory systems, environmental modifications, computer technology, adaptive mobility devices, low vision devices and innovative technology for use by individuals who are visually impaired.

**12. Development, Administration and Supervision of Programs Serving Persons with Visual Impairment**

Service delivery systems; strategies for organizing and administering programs; quality indicators of services; the role of the vision rehabilitation and education profession and other personnel in the provision of quality educational, rehabilitation, public and private services to persons who are visually impaired; major legislation and policies affecting services for persons who are visually impaired; and local, state and national resources for the provision of services.

**13. Communication, Team-Building, Consumerism, Cultural Diversity, and Working with Families**

Developing strategies for effective communications (spoken and written); fostering and supporting consumers in self-advocacy; and principles and strategies for effective teamwork among professionals, consumers, and significant others in vision rehabilitation and education, including issues related to cultural diversity and working with families.

**14. Assistive Technology for Blind or Low Vision**