

Low Vision Rehabilitation: A Practical Guide for Occupational Therapists Tutorial

Syllabus for all courses in the series.

Dr. Stephen G. Whittaker, Ph.D., OTR/L, CLVT

Suggested Audience:	<p>This course is designed for students or therapists (occupational, speech, recreation therapists, vision rehabilitation therapists, and orientation & mobility therapists, gerontology specialists) who work with adults. The text and quizzes are suited for anyone with a bachelor’s degree who is preparing for the examination for ACVREP certification as a low vision therapist (CLVT) and/or Vision Rehabilitation Therapist (CVRT). VisionEdSeminars, the provider of this continuing education, is an approved provider of (AOTA) the American Occupational Therapy Association and (ACVREP) the Academy for Certification of Vision Rehabilitation & Education Professionals.</p>
Course Overview:	<p>The course of study is designed so that within the first 4 webinars, the practitioner can begin applying the information clinically. Overall, the series of 21 webinars has been organized around the 26 chapter self-study that has been written to accompany the book: Whittaker, SG, Scheiman, M, Sokol-McKay, D. Low Vision Rehabilitation: A Practical Guide for Occupational Therapists. Slack; Thorofare, NJ, 2016. The course of study is designed so that the student read the chapter, passes a test, perform assigned activities in preparation for the 1 hour weekly webinar/tutorial. The “webinars” are not lectures and are limited in size to allow for individualized instruction. Students spend the webinar time applying material they have learned or tried out on their own and thus will not benefit from Webinars unless they have completed the assignments. It is ideally suited for practicing therapists who can bring cases up for discussion. Although the course of study is designed to be taken as one unit, advanced practitioners are invited select webinars by prior arrangement. Certificates of completion are provided for each self-study module passed and for webinars separately.</p> <p>The book and all of the tests include the following topics: 1) an understanding of more common causes of vision impairments, 2) functional vision evaluation, 3) evaluations of occupational performance, 4) identification of visual and possible psychosocial barriers to occupational performance, and 5) treatment focused on removal of identified barriers to successful occupational performance. Treatments include 1) use of optical and electronic devices including the latest in smartphone and tablet computer technology, and 2) teaching adaptive techniques that maximize performance using both visual “low vision” and non-visual “blindness” techniques.</p> <p>The content of the courses is presented in the book. There may be accompanying online presentations including video and animation to clarify or illustrate more difficult points covered in the chapter but a thorough reading of each chapter is required for the student to understand the content sufficiently to pass all of the tests. The tests can be retaken at no additional cost. The tests provide feedback including page references whether questions are correctly or incorrectly answered and, if incorrect, will direct the student to the pages in the chapter where the information related to the question can be found. When a score of 80% or higher is earned, a certificate of completion will be issued.</p>
Fees and tuition	<p>The fee for the 21 webinar including the self-study (71 hrs) is \$US 2,500. This course of study is equivalent to 2 university level 3 credit courses for about ½ the cost. Advanced practitioners may take selected webinars. Mentors for students taking this course may participate in Webinars at no cost by prior arrangement (email visionedseminars@verizon.net) and receive CE credit.</p> <p><i>No university offers this guarantee! We offer a guarantee of satisfaction or a full refund will be issued if the request is sent before 5 webinars are completed, thereafter ½ the tuition will be</i></p>

	<p>refunded per webinar. We ask that you email a reason for your refund request so we can improve our courses and delivery. All reasons will be accepted. Refunds will not be issued for missed webinars; however, make up assignments are possible. The certificate of completion will only include webinars that have been attended.</p>
<p>Materials required:</p>	<p>The follow equipment is a bare minimum for teaching. Considerable effort has been made to keep the costs of these materials to a minimum. This is why I do not offer a package from a vendor and have forgone all royalties. All but the last 2 items you will be using clinically as well.</p> <ul style="list-style-type: none"> • The textbook Whittaker, SG, Scheiman, M, Sokol-McKay, D. <i>Low Vision Rehabilitation: A Practical Guide for Occupational Therapists.</i> Slack; Thorofare, NJ, 2016. • A metric ruler- a metal tape measure is recommended. • Two high quality hand-held magnifiers 8-10 diopters and 16 diopters (www.lssproducts.com) • FRAST- functional reading assessment (www.lowvisionsimulators.com) • 300 lumen flashlight (hardware store or ebay) • Photometer or photometer APP (free or very inexpensive) with readout in Lux. • Laser pointer (ebay) • Penlight and red-green glasses • Lower quality (simple spherical lens) hand-held magnifier. The latter can be found in a discount store. • A plus, minus and cylindrical lens- you may ask a local optician, a friend who wears glasses for an old pair of glasses (correction for myopia and hyperopia without astigmatism and a correction with > 1 diopter of astigmatism)
<p>AOTA and ACVREP approval and credits:</p>	<p>Level : AOTA and ACVREP credits are 2 hrs per course and most are at an intermediate level; one course is at an advanced level. Some that include presentations are 3 hrs</p> <ul style="list-style-type: none"> • There is no automatic reporting. If your state requires direct reporting by the provider of continuing education, please contact visionedseminars@verizon.com and we report as needed.
<p>Supplementary materials</p>	<p>Online Course materials provided with book purchase (http://www.healio.com/books/lowvisionforms)</p> <ul style="list-style-type: none"> • Educational handouts for clients for patients with instructions for sighted guide, glare, magnification, and compensatory scanning for field restrictions. These also provide a simple summary of interventions for the therapist. • Vision evaluation forms. These forms are in Word docx format and may be customized to your institution to provide efficient documentation, and guide the reasoning process. <p>Advertising materials for your practice. These forms are in Word docx format and may</p>

	<p>be customized to your institution.</p>
<p>General Test Format</p>	<p>The questions in the exam will be in the form used by the Academy of Certification of Vision Rehabilitation Professionals (www.ACVREP.org) certification exam. The reader should obtain the examination guide from the ACVREP website for up-to-date information.</p> <p>ACVREP exams use multiple choice exams where multiple correct answers may be required. If more than one answer is required, then the stem of the question will indicate how many correct answers are required. Examination standards prohibit the use of negative phrasing (e.g., "Which answer is "not" correct?" or as possible answers "none of the above", "all of the above", or multiple answers like "A & B are correct"). ACVREP examinations may have multiple answers. If there are multiple answers, the stem of the questions clearly indicates how many answers are expected.</p> <p>The certification exam questions are all designed to be at the level of the minimally competent professionally. Unlike the ACVREP exam, questions for the chapter tests will be a mix of more difficult or easier questions and are sometimes leading questions that are designed to have some instructional value. We recommend purchase of the ACVREP study guide for questions that are more typical of the exam.</p> <ul style="list-style-type: none"> • In the book to evaluate clinical judgments, the test items sometimes ask for the "best" or "most cost-effective" assessment, device or intervention. This wording implies that some distracters <u>could</u> be correct, but are marked as incorrect because they are less practical given the clinical scenario. These types of questions are rare on the certification examination but do occur as well. Successful completion of the chapter tests should provide preparation for successful completion of the ACVREP examination except the topic of pediatrics. The AOTA exam for specialty certification in low vision uses an essay type format. The exam questions are provided by AOTA. www.AOTA.org.

Instructional Objectives and Special Instructions

Note that a separate certificate of completion will be issued for the additional hours earned for Webinars when the series is completed. Certificates of completion must be downloaded for each test passed for assigned chapters.

<p>Webinar 1: (0.1, 1 hr, CEU)</p>	<p>Screening for Vision Disability</p> <p>1) Chapter 1 & test: screening for vision disability. 2) Presentation: Screening for Vision Disability</p> <p>Intermediate level 3 hrs., 0.3 AOTA AND ACVREP CEU</p> <p>The test focuses on how to screen for vision disability and is prerequisite for the other chapters as we introduce necessary terminology and concepts. Introductory level 3 hrs., 0.3 AOTA AND ACVREP CEU)</p> <p>The student will...</p> <ul style="list-style-type: none"> • Describe a model of care that includes first response interventions that address vision disability when vision disability is not the admitting diagnosis. • Name six different types of visual impairments, and common pathologies. • Name performance signs associated with each type of sensory vision impairment (impaired visual acuity, contrast sensitivity, central field loss, peripheral field loss and oculomotor dysfunction) that may be used to screen for vision disability. • Describe courtesies used in interaction with people who have visual impairment. <p>4 hrs total</p>
<p>Webinar 2: (0.1, 1 hr, CEU)</p>	<p>The Transdisciplinary Model of Care.</p> <p>1) Chapter 2: Epidemiology, History and Clinical Models of Low Vision Rehabilitation, Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU 2) Presentation: Beyond First response. Intermediate level 1 hr., 0.1 AOTA AND ACVREP CEU</p> <p>The student will...</p> <ul style="list-style-type: none"> • Define blindness and low vision including the criteria to define visual impairment • Describe the prevalence and incidence of low vision and blindness in the United States, including a list of the leading causes of low Vision. • List the various professionals involved in the care of clients with low vision including a description of the role of each of these professionals. • Describe the role of the occupational Therapist in the management of clients with low vision.

	<p>4 hrs total</p>
<p>Webinar 3 (0.1 CEU, 1 hr)</p>	<p>Evaluation and First Response Interventions for impaired acuity, contrast sensitivity and central fields</p> <p>1) Presentation: First Response Series: Course 2 Presentation: 2) Workshop and test (Introductory level 2 hrs., 0.2 AOTA AND ACVREP CEU) 3) Chapter 3: Basic Anatomy, Physiology and Development of the Visual System & test (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU)</p> <p>The student will...</p> <ul style="list-style-type: none"> • Describe the basic anatomy and physiology of the orbit, eyelids, and eyeball. • Describe the basic anatomy and physiology of the lens, vitreous, choroid, and retina. • Describe the basic anatomy and physiology of the visual pathway. <p>5 hrs total</p>
<p>Webinar 4 (0.1 CEU, 1 hr)</p>	<p>Evaluation and First Response Interventions for peripheral field loss and impaired ocular motility.</p> <p>1) First Response Series- Course 3 Presentation: 2) Workshop and test (Introductory level 2 hrs., 0.2 AOTA AND ACVREP CEU) 3) Chapter 4: Eye Diseases Associated with Low Vision. (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU)</p> <p>The student will...</p> <ul style="list-style-type: none"> • Describe the functional problems associated with age-related macular degeneration, diabetic retinopathy, glaucoma, cataract, demyelinating disease, acquired brain injury and how these problems would impact occupation. • Describe the prevalence of age-related macular degeneration, diabetic retinopathy, glaucoma, cataract, demyelinating disease, and visual field defects. • List the risk factors for age-related macular degeneration, diabetic retinopathy, glaucoma, cataract, demyelinating disease, and visual field defects. • Summarize the medical management of age-related macular degeneration, diabetic retinopathy, glaucoma, cataract, demyelinating disease, and visual field defects. <p>5 hrs total</p>
<p>Webinar 5 (0.1 CEU, 1 hr)</p>	<p>Optics of Lenses, Refraction and Magnification</p> <p>1) Presentation: Optics of the lens and presentation</p> <p>Chapter 5 & test: Optics of Lenses, Refraction and Magnification (Intermediate level 3 hrs., 0.3 AOTA AND ACVREP CEU). <i>Chapter 5- Correction Figure 5-4 illustrates hyperopia not myopia.</i></p> <p>The student will...</p>

	<ul style="list-style-type: none"> • Describe the difference between a convex, a concave, and a cylindrical lens and write what a typical prescription would look like for each of the lenses. • Determine the accommodative demand at a given distance. • Determine the focal distance of a given plus lens. • Use the concepts and formula for relative size, angular and distance magnification to achieve a given change in retinal image size. • Given a size magnification and near distance, calculate equivalent power. • List factors that would affect field of view when using a low vision device. <p>Total 4 hrs</p>
<p>Webinar 6 (0.1CEU, 1 hr)</p>	<p>The Optometric Low Vision Evaluation</p> <p>1) Chapter 7 & test: Optometric evaluation: (Intermediate level 1 hrs., 0.1 AOTA AND ACVREP CEU)</p> <p>The student will...</p> <ul style="list-style-type: none"> • Define common abbreviations used in a the clinical evaluation by an eye-care provider. • Interpret a prescription for eye classes by an ophthalmologist or optometrist and describe how the specified refractive error will affect visual function with and without correction. • Describe how the condition specified in an eye-care provider’s eye report will affect visual function, and treatment planning. <p>2 hrs total</p>
<p>Webinar 7: (0.1 CEU, 1 hr)</p>	<p>Psychosocial and Cognitive Issues Related to Vision Disability. (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU)</p> <p>1) Chapter 6 and test</p> <p>(Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU)</p> <p>The student will...</p> <ul style="list-style-type: none"> • Describe signs of the six psychosocial barriers to successful recovery from vision disability; 1. The type of vision loss and stage of coping, 2. Cultural and family reaction: caregiver dependence, 3. The life stage, 4. Other significant life events, 5. Patient’s expectations and the stigma of blindness, 6. Self-concept, 7. Personality. • Describe signs of cognitive barriers to successful recovery from vision disability. • Describe the steps in the success-oriented approach to treating psychosocial and cognitive impairments associated with vision rehabilitation. • Describe signs of depression and interventions that address depression as a barrier to successful rehabilitation. <p>3 hrs total</p>

<p>Webinar 8 (0.1 CEU, 1 hr)</p>	<p>The Occupational Therapy Low Vision Evaluation of Visual Acuity, Contrast Sensitivity and Lighting</p> <p>1) Chapter 8A (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) 2) Evaluation presentation (Intermediate level 1 hr., 0.1 AOTA AND ACVREP CEU). Note interpretation of MNRead and estimation of CPS.</p> <p>The functional vision evaluation forms the basic structure of our therapeutic approach. Rather than using trial and error to select devices, the evaluation indicates specific barriers to occupational performance that are then targeted by therapy. First we describe measures of occupational performance and interviewing techniques that help the therapist identify specific activities that are disabled. The remainder of the chapter describes vision evaluation.</p> <p>The visual evaluation methods do not just give us numbers; the methods are designed to lead you to specific interventions such as type and power of magnification devices, the amount of light, the need for contrast enhancement or specific scanning strategies that will prove effective. Note: Chapter 6 describes methods to identify cognitive and psychosocial barriers that are not covered in this Chapter.</p> <p>Because vision evaluation is so important for successful treatment, sections 8-A and 8-B cumulatively include a lecture presentation that is rich with video, animations and examples that supplement the Chapter. We recommend that you review the presentation- especially the reading acuity testing and estimation of CPS where the content has been elaborated.</p> <p>Included: 1) 20 question exam, 2) approximately 1 hr. presentation, 3) video simulations of portions of a vision evaluation that will be the basis of the exam.</p> <p>The student will...</p> <ul style="list-style-type: none"> • Describe and interpret an evaluation of occupational performance, the criteria for an ideal formal test of occupational performance and informal strategies used to elicit functional problems associated with these visual impairments. • Describe the correct test administration procedure for recommended tests of near visual acuity, contrast sensitivity and a lighting evaluation. • Record the results, and predict expected visual function and performance problems, given a video recording of test performance or a written record of test results using common notation and abbreviations. <p>4 hrs total</p>
<p>Webinar 9 (0.1 CEU, 1 hr)</p>	<p>The Occupational Therapy Low Vision Evaluation of Central Visual Fields, Peripheral Visual fields, Adaptive scanning and Oculomotor Function</p> <p>1) Chapter 8B (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) 2) Review presentation- 01CEU, 0.1 AOTA and ACVREP CEU) – note section on tangent screen testing has been added.</p> <p>The functional vision evaluation forms the basic structure of our therapeutic approach. Rather</p>

	<p>than using trial and error to select devices, This presentation and test focus on conditions that an OT will encounter working in a medical rehabilitation setting.</p> <p>Because vision evaluation is so important for successful treatment, sections 8-A and 8-B a lecture presentation that are rich with video, animations and examples that supplement the Chapter.</p> <p>Included: 1) 20 question exam, 2) approximately 1 hr. presentation, 3) video simulations of patient testing that will be the basis of the exam.</p> <p>The student will...</p> <ul style="list-style-type: none"> • Describe the correct test administration procedure for recommended tests of central field loss, peripheral field loss, oculomotor screening and a lighting evaluation. • Describe and interpret an evaluation of occupational performance, and informal strategies used to elicit functional problems associated with these visual impairments. • Record the results, and predict expected visual function and performance problems, given a video recording of test performance or a written record of test results using common notation and abbreviations. • Describe courtesies used in interaction with people who have visual impairment. <p>4 hrs total</p>
<p>Webinar 10 (0.1 CEU, 1 hr)</p>	<p>Overview of Treatment strategies and the evidence-basis for practice for Low Vision Rehabilitation: Goal writing</p> <p>1) Chapter 9 (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) 2) Perform evaluation and write goals for assigned computer case. (1hr, 0.1 AOTA and ACVREP CEU)</p> <p>The student will...</p> <ul style="list-style-type: none"> • Describe seven areas of treatment in low vision rehabilitation. • Describe the differences in teaching approached between pedagogy and andragogy. • Write observable and measurable performance goals. • Define a case controlled experimental design, a randomized clinical trial and how an individual clinician can collect adequate evidence to justify treatment. <p>4 hrs</p>

<p>Webinar 11 (0.1 CEU, 1 hr)</p>	<p>Foundation Skills and Therapeutic Activities for Low Vision Rehabilitation: Optimizing magnification and lighting.</p> <ol style="list-style-type: none"> 1. Chapter 10 pp161-168, Chapter 12 (pp205-212) (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU). 2. Prepare presentation from assigned case on reading and a distance magnification goal considering magnification and lighting ((Intermediate level 1 hrs., 0.1 AOTA AND ACVREP CEU). <p>The student will ...</p> <ul style="list-style-type: none"> • Define size magnification, relative distance magnification, and dioptric power. • Given a scenario that includes a target size and target distance, estimate how equivalent magnification can be achieved when either size or distance are changed. • Define measures of luminance, illuminance and glare and how changing a light position can affect glare and illuminance. <p>4 hrs total</p>
<p>Webinar 12 (0.1 CEU, 1 hr)</p>	<p>Foundation Skills and Therapeutic: Activities for Low Vision Rehabilitation: Eccentric viewing training and tactile technique.</p> <ol style="list-style-type: none"> 1. Remainder of Chapter 10 and pass quiz. (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU). 2. Prepare presentation from assigned case on magnification and lighting now considering compensatory scanning, eccentric viewing and non-visual options. (Advanced level 1 hrs., 0.1 AOTA AND ACVREP CEU). <p>The student will ...</p> <ol style="list-style-type: none"> 3. Describe methods for evaluating eccentric viewing in people who have central scotomas and how scotoma positions in different viewing positions will affect reading and other visual activities. 4. Interpret eye reports and observe eye positions of clients during tangent screen, clockface and functional tasks in order to to train someone to adopt adaptive eccentric viewing 5. Describe evaluation of a person’s potential to use tactile techniques and identify correct tactile scanning techniques for a given task. <p>4 hrs total</p>

<p>Webinar 13 (0.1 CEU, 1 hr)</p>	<p>Managing Peripheral Field Loss and Neglect</p> <ol style="list-style-type: none"> Chapter 11 (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) <i>Correction: Figure 11-7 illustrates an inferior homonymous quadrantanopia. Pass test.</i> Presentation 1 hr (0.1 AOTA and ACVREP CEU) Review case of Ms Mary and Ms Evonne and prepare a presentation of results. (1 hr total) <p>The student will</p> <ul style="list-style-type: none"> Demonstrate or describe the administration of confrontation field testing, tangent screen testing using a laser light and wall, and expected reading errors and mobility problems with right, left homonymous hemianopia and a altitudinal defect. Describe methods for evaluating and differentiating visual field loss from spatial neglect. Describe common functional problems and compensatory scanning techniques and Fresnel prism placement used with just a field loss. Describe non-visual impairments and common psychosocial problems associated with spatial neglect. Describe interventions used to ameliorate the symptoms of and compensate for spatial neglect. <p>5 hrs total</p>
<p>Webinar 14 (0.1 CEU, 1 hr)</p>	<p>Environmental Modifications for Low Vision</p> <ol style="list-style-type: none"> Chapter 12. (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) Review case of Ms. Evonne <p>Given a clinical scenario including the results of a functional evaluation (Chapter 8) the student will</p> <ul style="list-style-type: none"> Select the most effective environmental modification including non-visual modifications. Select the type, and characteristics and position of a light that will optimize performance of a visual task. Select the design of a specific room that will optimize visual and non-visual performance of an activity. <p>3 hrs total</p>

<p>Webinar 15 (0.1 CEU, 1 hr)</p>	<p>Optical Devices and Magnification Strategies for Low Vision</p> <ol style="list-style-type: none"> 1. Chapter 13A (Intermediate level 3 hrs., 0.3 AOTA AND ACVREP CEU) & pass test 2. Optional Presentation (from chapter 5). <p>Given a clinical scenario including the results of a functional evaluation (Chapter 8) the student will</p> <ul style="list-style-type: none"> • Correctly position the device to optimize performance of a specific task. • Identify and correct problems due to incorrect selection of a device or incorrect positioning and handling of a device. • Compare the properties (e.g., magnification and field of view) of different devices and suitability for use with other disabilities (e.g. motor, cognitive). <p>4 hrs total</p>
<p>Webinar 16 (0.1 CEU, 1 hr)</p>	<p>Estimating Magnification and Selecting Devices to Compensate for Low Vision</p> <ol style="list-style-type: none"> 1. Chapter 13B (Advanced level 2 hrs., 0.2 AOTA AND ACVREP CEU) and test 2. Review Cases of Adrienne, Ms. Mary and Steve and recommend devices <p>Given a clinical scenario including the results of a functional evaluation (Chapter 8), including the magnification required to perform a task and the results of a refraction, the student will</p> <ul style="list-style-type: none"> • Calculate the equivalent magnification of near and distance devices given the required target size, and working distance. • Select a device and magnification that will enable performance of a specific task. • Identify special optical problems or visual problems often associated with different types of devices that might explain a problem a client is having with a device. <p>3 hrs total</p>
<p>Chapter 17 (0.2 CEU, 2 hr)</p>	<p>Computer Technology in Low Vision Rehabilitation</p> <ol style="list-style-type: none"> 1. Chapter 14 (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) 2. To be named Assignment (information update) <p>Given a clinical scenario including a goal task, the results of a functional evaluation (Chapter 8) and/or the visual requirements for a task, the student will</p> <ul style="list-style-type: none"> • Select possible devices and the best device that will enable task performance. • Set up a device with the magnification and contrast required to perform a task. • Identify and correct a problem a client might have using an electronic device. <p>4 hrs total</p>

Webinar 18 (0.1 CEU, 1 hr)	<p>Reading and Writing with Low Vision</p> <ol style="list-style-type: none"> Chapter 15(Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) and test Review assigned cases and present recommended interventions (1 hr, 0.1 CEU) <p>Given a clinical scenario including the results of a functional evaluation (Chapter 8), the results of a reading acuity test and a specific reading task, the student will</p> <ul style="list-style-type: none"> Select a device and magnification that will enable achievement of reading goal using visual or non-visual strategies. Identify and correct a problem a client might have using a device. Enable a client to achieve a writing goal using visual and non-visual strategies. <p>4 hrs total</p>
Webinar 19 (0.1 CEU, 1 hr)	<p>Basic Self Care with Low Vision</p> <ol style="list-style-type: none"> Chapter 16. (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) Review assigned or your own cases and present interventions (1 hr, 0.1 CEU) <p>The student will...</p> <ul style="list-style-type: none"> Select a technique that will enable achievement of effective personal hygiene and grooming. Identify a technique or product to facilitate independence in identifying and matching clothing. Describe a method that will enable a client to return to eating neatly and without spillage. <p>4 hrs total</p>
Webinar 20 (0.1 CEU, 1 hr)	<p>Home Management with Low Vision</p> <ol style="list-style-type: none"> Chapter 20 (Intermediate level 2 hrs., 0.2 AOTA AND ACVREP CEU) Review assigned or your own cases and present interventions (1 hr, 0.1 CEU) <p>The student will...</p> <ul style="list-style-type: none"> Identify reasons for referral to a Certified Vision Rehabilitation Therapist. Identify techniques or products to facilitate independence and accuracy in telephone use. Select a method or adaptive product that will lead to achievement of safety and independence in meal preparation. Describe an effective adaptive cleaning strategy. <p>4 hrs total</p>

80 hrs total

ADA Compliance

The slides and video are currently fully described by the narrative. The examination should be fully accessible by screen readers.

* Disclosure of potential conflict of interest: Stephen Whittaker may receive royalties from one assessment instrument (The Pepper Visual Skills for Reading Test). With all instruments that produce royalties to Dr. Whittaker, alternative available assessment techniques and instruments have been presented.