

## **Caring for People with Vision Loss**

### **NYSNA Continuing Education**

*The New York State Nurses Association is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation.*

This program has been awarded 2.0 CHs through the New York State Nurses Association Accredited Provider Unit.

*The New York State Nurses Association is accredited by the International Association for Continuing Education and Training "IACET" and is authorized to issue the IACET CEU.*

The New York State Nurses Association is authorized by IACET to offer 0.2 CEUs for this program.

In order to receive contact hours/CEUs participants must view the on-demand webinar, pass a comprehensive exam with at least 80%, and submit an evaluation. Contact hours/CEUs will be awarded until April 8, 2018.

All American Nurses Credentialing Center (ANCC) accredited organizations' contact hours are recognized by all other ANCC accredited organizations. Most states with mandatory continuing education requirements recognize the ANCC accreditation/approval system. Questions about the acceptance of ANCC contact hours to meet mandatory regulations should be directed to the Professional licensing board within that state.

NYSNA has been granted provider status by the Florida State Board of Nursing as a provider of continuing education in nursing (Provider number 50-1437).

NYSNA wishes to disclose that no commercial support or sponsorship has been received.

## How to Take This Course

Please take a look at the steps below. These will help you to progress through the on-demand module, complete the course examination and receive your certificate of completion.

### 1. REVIEW THE OBJECTIVES

The objectives provide an overview of the webinar and identify what information will be covered. Objectives are stated in terms of what you, the learner, will know or be able to do upon conclusion of the presentation. They let you know what you should expect to learn by viewing this particular webinar and can help you focus your study.

### 2. PRINT YOUR RESOURCES PAGE!

There is an excellent "Resources" page available prior to viewing the webinar. We recommend that you print this page to keep as a guide for future use. These resources are referenced throughout the webinar.

### 3. WATCH THE WEBINAR

View the recorded webinar in its entirety.

### 4. COMPLETE THE COURSE EXAM

After watching the webinar, click on the "Course Exam" option located on the course navigation toolbar. Answer each question by clicking on the button corresponding to the correct answer. All questions must be answered before the test can be graded; there is only one correct answer per question.

HINT! You can print and review the exam questions before viewing the webinar and answer the questions as you move through the webinar. Just remember to submit your final answers online.

### 5. GRADE THE TEST

Next, click on "Submit Test." You will know immediately whether you passed or failed. If you do not successfully complete the exam on the first attempt, you may take the exam again. If you do not pass the exam on your second attempt, you will need to purchase the program again.

### 6. FILL OUT THE EVALUATION FORM

Upon passing the course exam you will be prompted to complete an evaluation. You will have access to the certificate of completion after you complete the evaluation. At this point, you should print the certificate and keep it for your records.

## Introduction

The New York State Nurses Association (NYSNA) and The Jewish Guild for the Blind\* have worked together to develop the webinar, *Caring for People with Vision Loss*. This 90-minute webinar is facilitated by health professionals with expertise in vision rehabilitation, and provides an overview of the functional impact of vision loss and offer techniques for improving care. A review of the functional impact of vision loss will be followed by discussion of ways to improve personal interactions and communication with patients with vision loss. Simple interventions that can improve independence in activities of daily living (ADLs) will be demonstrated in addition to environmental considerations for people with vision loss. Specialized low vision services will also be discussed.

The program includes lecture using photographs, graphics and video clips; will provide a question and answer period from the live presentation; and will give you some ideas and interventions to consider. It is a valuable continuing education opportunity for nurses in all care settings, and is appropriate for those who provide direct care as well as trainers and supervisors.

The webinar presenters include: **Roy G. Cole, OD; Yu-Pin Hsu, MS, OTR/L, EdD;** and **Gordon Rovins, MS, CEAC;** and is moderated by **Annemarie O'Hearn, MPA.**

\*In 2014, The Jewish Guild for the Blind (a.k.a. Jewish Guild Healthcare) merged with Lighthouse International to operate as one organization under the new name Lighthouse Guild. For more information go to [www.lighthouseguild.org](http://www.lighthouseguild.org).

## **Webinar Objectives**

At the conclusion of this webinar, the learner will be able to:

- Discuss the impact of vision loss.
- Share innovative strategies to improve interactions for persons with vision loss.
- Identify specialized low vision rehabilitation services and resources.
- Examine adaptive techniques available to support persons with vision loss.

## **Caring for People with Vision Loss**

The New York State Nurses Association (NYSNA) and The Jewish Guild for the Blind would like to welcome you to the program, *Caring for People with Vision Loss*. This 90-minute webinar, facilitated by health professionals with expertise in vision rehabilitation, will provide an overview of the functional impact of vision loss and offer techniques for improving care. An overview of the functional impact of vision loss will be followed by discussion of ways to improve personal interactions and communication with patients with vision loss. Simple interventions that can improve independence in activities of daily living (ADLs) will be demonstrated in addition to environmental considerations for people with vision loss. Specialized low vision services will also be discussed.

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### **About the Presenters**

Moderator: *Annemarie O'Hearn, MPA*

Ms. O'Hearn is the Vice President for Education and Training at The Jewish Guild for the Blind; and has a long history working with The Guild. Her position there involves responsibility for developing, coordinating, and implementing education and training programs and instructional materials for the *SightCare* Vision Loss Education Program. This program targets the range of healthcare professionals working in a variety of health care settings.

Ms. O'Hearn holds a Bachelor of Science degree in Elementary Education from the College of St. Rose in Albany, New York, and a Master in Public Administration from Rockefeller College, Albany, New York.

*Roy Cole, OD, FAAO*

Dr. Cole is the Director of Vision Program Development at The Jewish Guild for the Blind in New York City. His particular areas of interest are models of care of low vision rehabilitation, and distance learning. He also holds the rank of Adjunct Professor of Ophthalmology at Columbia University Department of Ophthalmology. Dr. Cole was in private practice limited to low vision care in Brooklyn, New York. Prior to coming to The Guild, he was Professor of Optometry at the State University of New York (SUNY) College of Optometry, where he specialized in Low Vision Rehabilitation.

Dr. Cole is a Diplomat in Low Vision in the American Academy of Optometry, and was the chair of the Low Vision Sections of both the American Optometric Association and the American Academy of Optometry. He has lectured extensively, published numerous articles and chapters on topics in Low Vision, and co-edited two books in Mosby's Optometric Problem-solving Series: "Functional Assessment of Low Vision" and "Remediation and Management of Low Vision".

*Yu-Pin Hsu, MS, OTR/L, EdD*

Dr. Hsu is an Occupational Therapist for the Harkness Eye Institute at Columbia Presbyterian Medical Center in New York City. She has over twelve years of experience working in a variety of clinical settings including those for people with spinal cord injuries, traumatic brain injury, and neurological disorders, and in performing arts medicine.

For the past seven years she has dedicated her practice to low vision rehabilitation, including the development and implementation of a low vision rehabilitation program at Columbia Presbyterian Medical Center.

Dr. Hsu is a faculty member at the Manhattan School of Music. Her course “Music Injury Prevention” helps musicians avoid injury while practicing.

Dr. Hsu holds a Bachelor’s Degree and a Master of Music from Manhattan School of Music, and a Master of Science and a Doctor of Education from Columbia University in New York. In 2008, Ms. Hsu received a graduate certificate in low vision rehabilitation from the University of Alabama at Birmingham.

*Gordon Rovins, MS, CEAC*

Mr. Rovins is the Director for Special Programs at The Jewish Guild for the Blind in New York City. He is a federally certified Environmental Access Specialist with an expertise in the Americans with Disability Act and the Fair Housing Act. At The Guild, Mr. Rovins is responsible for research and planning for *SightCare* as well as presenting at numerous *SightCare* education and training programs. His background includes 28 years of experience working with people with disabilities, as well as providing accessibility consultation to help organizations design facilities for seniors, people with vision impairment and other disabling conditions. Mr. Rovins is a member of the Board of Directors of the Gerontological Environmental Modifications program at New York Weill Cornell Medical Center.

Mr. Rovins has a Bachelor’s Degree in Early Childhood and Elementary Education from New York University and a Master’s Degree in Environmental Behavior Studies from Polytechnic University.

The presenters have declared they have no vested interests.

Recorded: March 7, 2012

Duration: 1 hour, 26 minutes

The recording may be accessed from:

<https://nysna.webex.com/nysna/lsr.php?RCID=d632664de28955677a48fef76cf3ba2b>

## Resources

The following list of resources was compiled from the webinar.

### **American Academy of Ophthalmology**

[www.aao.org](http://www.aao.org)

### **American Academy of Optometry**

[www.aaopt.org](http://www.aaopt.org)

### **American Foundation for the Blind**

[www.afb.org](http://www.afb.org)

### **American Optometric Association**

[www.aoa.org](http://www.aoa.org)

### **Blindness and Visual Impairment Resources**

[www.familyvillage.wisc.edu/lib\\_blnd.htm](http://www.familyvillage.wisc.edu/lib_blnd.htm)

### **Independent Living Aids**

[www.independentliving.com](http://www.independentliving.com)

### **Library of Congress-Free Braille and audio materials**

[www.loc.gov/nls/](http://www.loc.gov/nls/)

### **Lighthouse Guild**

Phone: 800-539-4845

E-mail: [sightcare@lighthouseguild.org](mailto:sightcare@lighthouseguild.org)

[www.lighthouse.org](http://www.lighthouse.org)

### **Living with Vision Loss: A Handbook for Caregivers**

[www.cnib.ca/en/about/Publications/vision-health](http://www.cnib.ca/en/about/Publications/vision-health)

### **Maxi-Aids**

[www.maxiaids.com](http://www.maxiaids.com)

### **MD Support**

[www.mdsupport.org](http://www.mdsupport.org)

### **National Eye Institute**

[www.nei.nih.gov/health](http://www.nei.nih.gov/health)

### **NOAH-New York Online Access to Health**

[www.noah-health.org](http://www.noah-health.org)

### **Perkins Talking Book Library (MA, DC, ME, RI, NH)**

[www.perkins.org/community-programs/btbl/](http://www.perkins.org/community-programs/btbl/)

### **Shop Low Vision**

[www.shoplowvision.com](http://www.shoplowvision.com)

### **VisionAware: Self-help resources center**

[www.visionaware.org](http://www.visionaware.org)

## **References**

All content is from the shared experiences of the expert presenters. References are given in the body of the webinar when appropriate.

Please refer to the Resources page for further information.



## Caring for People with Vision Loss

### Course Exam

After viewing the on-demand webinar, please select the best answer to the questions below.

**Note:** Contact hours/CEUs will be awarded for this online course until **April 8, 2018**.

1. One of your patients is observed walking down the hall (which has workstations and some equipment along the walls) and into the waiting area. She appears to be walking hesitantly, and “feeling the way” with her hands out in front of her. Occasionally she bumps into something that wasn’t directly in front of her. Based on your observations, what is the most likely eye condition that your patient could have?
  - A. Severe acuity loss with good side vision due to macular degeneration.
  - B. Moderate acuity loss with poor contrast and good side vision due to cataracts.
  - C. Mild acuity loss with very restricted peripheral vision due to glaucoma.
  - D. No acuity loss, but has a loss of vision to the left side due to stroke.
2. A patient complains to you that they cannot read books and newspapers because the print looks more faded and blurry. They also report that recognizing someone up close is difficult even though they can see the person at a great distance. Bright lights are bothersome, but it’s helpful to wear sunglasses outside, and sometimes even inside a sunny room. What eye condition would most likely explain these problems?
  - A. Severe acuity loss with good side vision due to macular degeneration.
  - B. Moderate acuity loss with poor contrast and good side vision due to cataracts.
  - C. Mild acuity loss with very restricted peripheral vision due to glaucoma.
  - D. No acuity loss, but has a loss of vision to the left side due to stroke.
3. What type of assistive device (low vision aid) would probably help this person the most?
  - A. Stronger reading glasses
  - B. Hand-held magnifier
  - C. Large print books
  - D. Electronic magnifiers, like a closed-circuit television (CCTV)
4. Which of the following is a common sign of a possible vision problem?
  - A. Squinting or tilting the head to get things in focus.
  - B. Avoiding activities that require vision.
  - C. Stumbling or bumping into things.
  - D. All of the above.
5. Which of the following describe the correct way to communicate with a visually impaired patient?
  - A. Always say what you are going to do before you do it.
  - B. Introduce yourself by name and don’t assume the person will remember your voice.
  - C. Use words like “look” or “see” when talking, if they fit in the conversation.
  - D. All of the above.
6. The clock-dial method is a way to:
  - A. Schedule activities for your patient.
  - B. Answer the patient when asked “what time is it?”
  - C. Describe the location of food on a plate.
  - D. Time patient training sessions.

7. What is an example of a contrast-enhancing technique?
- A. Use a special plate with a plate guard.
  - B. Use a Say-When when filling a glass with water.
  - C. Use the grid method for object location.
  - D. Use a dark or light plate depending on what food is being eaten.
8. What is a good way to reduce the effects of glare in a room?
- A. Shield lights so no bulbs are exposed to view.
  - B. Reduce the light in rooms but put brighter light at doorways to make them more visible.
  - C. Use lower wattage bulbs in lights and light fixtures.
  - D. Open all curtains and blinds.
9. What is an example of a normal aging change in vision?
- A. Easier to see up close, but distance vision gets worse.
  - B. Don't need to wear sunglasses as much – eyes have lost sensitivity.
  - C. Takes longer to adjust to changes in lighting levels.
  - D. Have trouble seeing objects in the path ahead.
10. You witness a patient, who you know is visually impaired, having trouble finding their way to the bathroom. You should:
- A. Point in the direction that they should go.
  - B. Move obstacles out of the way and tell them to try again.
  - C. Give them a push in the right direction and wish them luck.
  - D. Ask them if they need help and offer for them to take your arm.