



Course Syllabus:

Vision in NeuroRehabilitation:
Practical Tools for Assessment and
Management

April 5th –May 10th 2022

Location

This course is taught virtually using the Zoom platform, and the Academy Learning Portal (<https://ric.litmos.com>) where participants will find discussion boards, and other online learning materials.

Facilitator

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Course Description

Visual and perceptual impairments can significantly limit the ability to perform daily routines and resume participation in identified roles. Visual impairments can limit progression across different levels of care and various types of activities (ex: reading, mobility and self-care). This online course will serve as an introduction to common visual-perceptual impairments that can limit performance, with patients who have visual impairments after neurologic injury or illness. There will be a basic review of key anatomical features. Learners will be introduced to various components of a comprehensive visual assessment (ex: visual acuity, ocular motor control, ocular alignment, visual fields and spatial neglect). These concepts are organized in a simple framework that supports effective interpretation of a visual assessment and development of a plan of care. Cognitive and communication impairments may require modifications to these assessments, so instructors will provide an overview of options their use. Case examples, videos and small group discussions will support interpretation and application of novel concepts.

Prerequisite Courses: None

Course Objectives

1. **Identify** key anatomical features of the visual system and common visual-perceptual deficits associated with neurologic diagnoses.
2. **Select** appropriate components of a comprehensive vision assessment using the framework introduced during course (i.e. visual acuity impairments, ocular motor changes, visual field loss and spatial neglect).
3. Critically **assess and interpret** findings from a visual assessment in the context of case examples.
4. **Develop** a treatment plan to address performance breakdowns related to common visual perceptual deficits observed in neurologic patients.
5. **Identify** symptoms or other contributing factors that may influence performance during a visual assessment with neurologic patients.

NOTE: You can find a printable version of these instructions under "Additional References" in the Academy Learning Portal

SCHEDULE & LEARNER EXPECTATIONS

INTRODUCTION: *Online introduction to the course*

Available March 22nd 2022

Watch video that will:

1. Go over the course logistics
2. Help you locate the online discussion board
3. Review course expectations

Session 1: Introduction to Visual Processing System and Anatomy

Session 1 Objectives

- Recognize the implications of visual impairments on daily function and the recovery process within the rehabilitation setting
- Identify key anatomical features of the visual system and associated visual-perceptual deficits
- Identify common presentations associated with neurologic vision diagnoses.

Self-Study Work (1.5 hours) due before the Live Session on April 5th

- Read Article: A Model for Vision Rehabilitation and the Role of the Physiatrist on the Interdisciplinary Team
- Watch Video
- Perform Knowledge Check

Live Session: April 5th 4:30-6:00 PM CST (Zoom)

Session 2: Vision Assessment Part 1

Session 2 Objectives

- Select the components of a comprehensive vision assessment and identify potential adaptations to its administration with a patient with various cognitive and communication needs
- Select the appropriate assessment tools to measure different aspects of visual acuity and visual fields
- Recognize appropriate objective terminology in clinical documentation to describe findings from initial examination, acuity and visual field assessment.

Self-Study Work (1.75 hours) due before the Live Session on April 12th

- Watch Video
- Perform Knowledge Check

Live Session: April 12th 4:30-6:00 PM CST (Zoom)

Session 3: Vision Assessment Part 2

Session 3 Objectives

- Select the appropriate assessment tools to measure different aspects of ocular motility and ocular alignment, including potential adaptations to these assessments using the framework provided.
- Describe findings from ocular motility and ocular alignment assessment using appropriate terminology within clinical documentation
- Interpret findings of a vision assessment to determine primary impairments impacting functional performance through case examples

Self-Study Work (2.5 hours) due before the Live Session on April 19th

- Watch Video
- Perform Knowledge Check : Upload Case Study Vision Screen Assessment

Live Session: April 19th 4:30-6:00 PM CST (Zoom)

On-Demand Learner: LIVE Office Hour (Ask the expert)

April 21st 4:30-5:30 PM CST (Zoom)

(You may Log-On live for an opportunity to ask any outstanding questions to our Course Faculty, Kelsey Watters- The zoom link for this session can be found in the Academy Learning portal and will be recorded and posted later in the week. Note: Not offered for CE's)

Session 4: Intervention and Caseload Management Part 1

Session 4 Objectives

- Identify common presentations associated with low vision diagnoses
- Use the clinical decision-making framework to develop a comprehensive treatment plan using intervention guidelines to address common visual impairments observed in neurologic patients.
- Prioritize interventions to address low vision impairments to support occupational performance based on available evidence, patient presentation and goal areas.

Self-Study Work (1.5 hour) due before the Live Session on April 26th

- Watch Video
- Perform Knowledge Check

Live Session: April 26th 4:30-6:00 PM CST (ZOOM)

Session 5: Intervention & Caseload Management: Part 2

Session 5 Objectives

- Apply a clinical decision making framework when developing a comprehensive treatment plan using intervention guidelines to address common visual impairments observed in neurologic patients
- Recognize appropriate documentation practices, including considerations for integrating occupation-based goals in the context of visual interventions
- Prioritize interventions to address impairments in ocular motility to support performance based on available evidence, patient presentation and goal areas.

Self-Study Work (1.25 hour) due before the Live Session on May 3rd

- Watch Video
- Perform Knowledge Check: Upload Case Review Recommendations

Live Session: May 3rd 4:30-6:00 PM CST (ZOOM)

On-Demand Learner: LIVE Office Hour (Ask the expert) May 5th 4:30-5:30 PM CST (Zoom)
(You may Log-On live for an opportunity to ask any outstanding questions to our Course Faculty, Viktoriya Landar- The zoom link for this session can be found in the Academy Learning portal and will be recorded and posted later in the week. Note: Not offered for CE's)

Session 6: Spatial Neglect & Perception

Session 6 Objectives

- Identify key anatomical features, common symptoms and performance patterns associated with spatial neglect
- Select common assessment tools available to determine presence and severity of spatial neglect and differentiate from other perceptual deficits
- List various treatment strategies to manage spatial neglect and clinical reasoning for selection of specific intervention approach through the use of case examples and videos

Self-Study Work (1.5 hours) due before the Live Session

- Read Article: Impact of spatial neglect on stroke rehabilitation: evidence from the setting of an inpatient rehabilitation facility
- Watch Video
- Perform Knowledge Check

Live Session: May 10th 4:30-6:00 PM CST (ZOOM)

Grading & Conduct Overview

The learning in this course is built on the ongoing exchange of ideas and information. Students will be required to complete all course requirements by the **May 24th 2022** deadline.

We seek to foster a cordial, collaborative, and supportive learning community. Diversity of opinions, conflicting perspectives, variable experiences and abilities are all respected and encouraged. In order to honor these traits please conduct yourself with a high level of professional and academic standards within this instructional setting. Please reflect upon Discussion Board questions with thoughtful answers and non-biased, critical statements of your colleagues' learning.

For the student to receive credit for a course and receive a passing grade, you must enter an attendance code for each of the 6 recordings or live sessions in the Attendance Code module found in the Academy Learning Portal. **We recommend logging in 10 minutes prior to the start of the Live Lecture using the Zoom link provided.**

Recordings of the lecture or discussion content will be made available 1 day after the live date and must be completed before May 24th 2022 for course credit. **NOTE: If you enrolled in the live version of this course and you miss more than 2 live sessions, you will be switched into the on-demand version of this program.**

Learners will have access to course materials for 6 months, until October 24th 2022. Contact hours or CEU can only be awarded to learners who successfully complete the course requirements by May 24th 2022. Please contact the Academy@sralab.org if you have any questions.

Feedback

Each live web-based module will feature an opportunity for feedback immediately upon completion. Please fill out this information that explicitly asks

1. What went well?
2. What could have been better?
3. What other details would you like to provide feedback on from the course module?

Upon conclusion of the entire course, we will ask for your feedback as well regarding the course as a whole. Thank you for reflecting on the course as you work through the educational experience.

Accessibility

Please contact the academy at Academy@sralab.org if you require special accommodations for this course.

Receiving your certificate

Certificates will be available for download in the Academy Learning portal upon conclusion of the course and formal feedback module. You will only receive a certificate when your course is registered as 100% complete. It is your responsibility to ensure the full course is completed. A certificate will automatically be generated in the "Achievements" tab.