

LOW VISION REHABILITATION: PRACTICAL TOOLS AND TECHNIQUES FOR ASSESSMENT, TREATMENT AND BEYOND

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*Low Vision Rehabilitation: Practical Tools and
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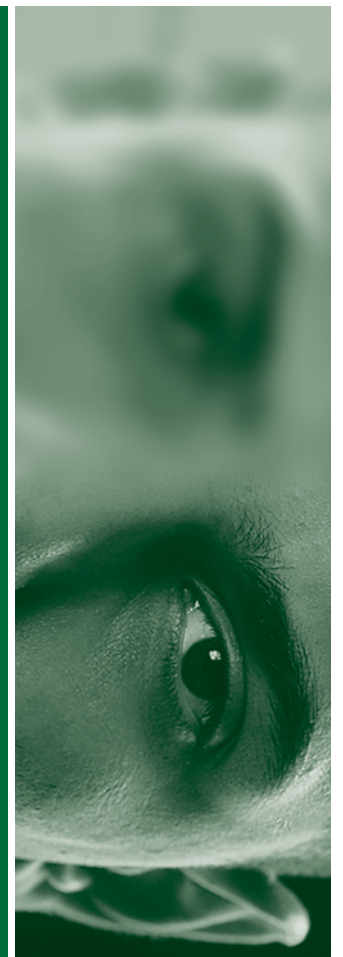
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- ◆ Understand the functional implications of various eye diseases and how they guide and inform low vision practice
- ◆ Learn how to effectively evaluate your low vision patient and implement a multifaceted treatment plan
- ◆ Develop successful teaching strategies when working with patients with vision loss
- ◆ Employ an evidence-based approach to enhance use of remaining vision and promote independent mobility, safety and competence in the "home" environment
- ◆ Develop an expanded repertoire of tools and techniques to address deficits in activities of daily living, home management and educational and leisure pursuits

Low Vision Rehabilitation: Practical Tools and Techniques for Assessment, Treatment and Beyond



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Appleton, WI - February 10
Madison, WI - February 11
Milwaukee, WI - February 24
Schaumburg, IL - February 25
Peoria, IL - March 10
Naperville, IL - March 11

Continuing education available for Social Workers, Occupational Therapists,
 Physical Therapists, Activity Professionals and Nurses.



Low Vision Rehabilitation:

Practical Tools and Techniques for Assessment, Treatment and Beyond

Develop Skills to Aid Your Vision Loss Patients

Vision loss is becoming a major public health problem. The American Foundation for the Blind estimates that 21.2 million Americans 18 years of age and over have vision loss. As the population ages, the prevalence of age-related eye diseases such as macular degeneration, diabetic retinopathy and cataracts increases proportionally. Diabetes is also increasing dramatically in children, causing an earlier occurrence of complications like diabetic retinopathy and vision loss. Vision impairment takes a personal and societal toll as it contributes to an increased risk for falls, injury, depression, social isolation, strained relationships, job loss, financial insecurity and loss of independence. Vision loss is not an obvious disability nor as visible and as readily identifiable as a physical disability. Occupational Therapists and other health care professionals have the unique skills of recognizing functional deficits, developing and adapting appropriate interventions and locating resources. Today vision rehabilitation is recognized as an emerging field of practice in many health care arenas, including occupational therapy.

This course provides practical, ready-to-use information about low vision rehabilitation to today's health care professional. Participants learn how to assess vision loss, utilize effective strategies to enhance the patient's use of residual vision, incorporate non-visual tools and techniques when vision is insufficient, and provide appropriate psychosocial intervention to promote adjustment to vision loss. With almost two hours of lab time, participants will develop the foundational skills necessary to facilitate effective optical device use, ADL independence, safe mobility and success in leisure and recreational pursuits. The skills and strategies learned in this seminar can be directly implemented into practice immediately to provide effective low vision interventions. The current research supporting this evidence-based practice will be discussed.

Course Director

DEBRA SOKOL-MCKAY, MS, CVRT, CLVT, CDE, OTR/L, SCLV, is a licensed Occupational Therapist in the state of Pennsylvania and has been practicing for the past 26 years. She is a Certified Vision Rehabilitation Therapist, Certified Diabetes Educator, Certified Low Vision Therapist and has a specialty certification in Low Vision through the American Occupational Therapy Association. Ms. Sokol-McKay is currently establishing a private practice providing occupational therapy, low vision and vision rehabilitation therapy, as well as adaptive diabetes self management services to clients. She is currently the American Association of Diabetes Educators (AADE) liaison to the National Eye Institute (NEI) and a grant reviewer for the NEI/National Eye Health Education Program. She is the second lead writer of AADE's Disabilities Position Statement and the chair elect of its Disabilities Specialty Practice Group. Ms. Sokol-McKay previously worked as a Certified Low Vision and Vision Rehabilitation Therapist for a non-profit agency for the blind and visually impaired persons in Allentown, Pennsylvania, and before that as a Staff Occupational Therapist Manager at Lehigh Valley Home Care, also in Allentown. Her expertise ranges from adaptive equipment and training for diabetes management to implementing activities of daily living for patients with visual, physical, psychosocial or cognitive disabilities.

Ms. Sokol-McKay received her Bachelor of Science in Occupational Therapy from Temple University in Philadelphia, Pennsylvania, and her Masters in Vision Rehabilitation Therapy of the Blind and Visually Impaired from the Pennsylvania College of Optometry in Elkins Park, Pennsylvania, now Salus University. She is a widely published author of a book chapter and various peer and non-peer reviewed articles, included in *Re:view, the Annals of Long-Term Care: Clinical Care and Aging*, *OT Practice*, *The Diabetes Educator* and *RT News*, and even won the "Publication Award" by the AER's Vision Rehabilitation Therapy Division for publications that have benefited and moved forward the field of Vision Rehabilitation Therapy. Ms. Sokol-McKay is a member of the Association for Education and Rehabilitation of the American Occupational Therapy Association (AOTA), the Association for Education and Rehabilitation of the Blind and Visually Impaired (AER), the American Association of Diabetes Educators (AADE) and the Pennsylvania Occupational Therapy Association (POTA). She was a member of the AOTA's national Expert Low Vision Practice Certification Panel, which wrote the AOTA's standards for specialty certification in low vision. Ms. Sokol-McKay has presented workshops and presentations for many various state, national and international conferences. Her extensive knowledge and background in the low vision field make her a qualified and skilled instructor!



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What You Will Learn

- Discuss how the eye works and identify changes that occur with aging and eye disease
- List the common causes and types of vision loss and how they each impact functioning
- Describe the components of a comprehensive vision rehabilitation evaluation
- Outline how to assist your patient in setting realistic goals that are consistent with insurance requirements
- Describe teaching strategies specific to persons with vision impairment
- Identify ways to enhance use of residual vision through optics, vision training and incorporating low vision principles
- Describe tools and techniques to enhance independence in self-care, home management, mobility, education and recreational and leisure activities
- List and describe the phases of psychosocial adjustment to vision loss
- Identify various resources for your patient, their significant others and the practicing professional

Dates & Locations

APPLETON - February 10, 2010

Holiday Inn Neenah Riverwalk
123 E. Wisconsin Ave., Neenah, WI 54956 920-725-8441

MADISON - February 11, 2010

Radisson Inn
517 Grand Canyon Dr., Madison, WI 53719 608-833-0100

MILWAUKEE - February 24, 2010

Sheraton Milwaukee Brookfield
375 Moorland Rd., Brookfield, WI 53005 262-786-1100

SCHAUMBURG - February 25, 2010

Holiday Inn Rolling Meadows
3405 Algonquin Rd., Rolling Meadows, IL 60008 847-259-5000

PEORIA - March 10, 2010

The Grand Hotel and Conference Center Peoria
4400 N. Brandywine Dr., Peoria, IL 61614 309-686-8000

NAPERVILLE - March 11, 2010

Holiday Inn Select Naperville
1801 N. Naper Blvd., Naperville, IL 60563 630-505-4900

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COURSE CONTENT

INTRODUCTION

- ◆ Demographics of vision loss
- ◆ Anatomy of the eye
- ◆ How the eye works
- ◆ Normal changes
- ◆ Eye diseases and current medical treatment
- ◆ The functional impact/functional implications of common eye diseases
- ◆ Congenital vs. adventitious vision loss

INCORPORATING REFERRAL INFORMATION

- ◆ Causes of low vision
- ◆ Types of vision loss
- ◆ Amount of vision loss
- ◆ Identify recent or current treatments for eye disease
- ◆ Last eye examination/refraction, results of exam

EVALUATION

- ◆ Low vision examination report
- ◆ Patient's eye care history/subjective report
- ◆ Environmental assessment
- ◆ Basic ADL and instrumental ADL assessment
- ◆ Reading assessment
- ◆ Training in use of residual vision—Eccentric viewing (PRL) assessment
- ◆ Mobility
- ◆ Current living situation
- ◆ Medical history/general health

GOAL SETTING

- ◆ Medicare requirements
- ◆ Incorporate strengths
- ◆ Setting realistic goals
- ◆ Role of significant other

REIMBURSEMENT

- ◆ Medicare and other payers
- ◆ Coding guidelines
- ◆ Treatment codes

TREATMENT PLANNING

- ◆ Goal setting
- ◆ Guidelines for treatment planning
- ◆ Teaching approach and strategies
- ◆ Educating client and significant other
- ◆ Quick success interventions
- ◆ Safety

REHABILITATION INTERVENTIONS

- ◆ Enhancing use of vision
 - visual skills training
 - training in use of optical devices
 - training in low vision principles
- ◆ Lab—eye condition simulations, using optical devices
- ◆ Compensatory strategies for care of self and daily living environment
 - activities of daily living
 - home management
- ◆ Lab—using select ADL/IADL devices/techniques
- ◆ Mobility
 - indoor mobility techniques (trailing, self-protective techniques)
 - sighted guide
 - adaptive techniques for standard cane and walker use
 - way finding in the home (nursing home to own home) including use of a tactile map
 - basic white cane use
- ◆ Lab—basic sighted guide and indoor mobility techniques
- ◆ Education
 - adaptive educational resources and tools
- ◆ Leisure and recreation
 - reading options and resources
 - adapted games—"Do it yourself" or commercially available
 - making leisure activities accessible from nursing home to independent living
- ◆ Lab—interaction with adaptive leisure activities and products

PSYCHOSOCIAL ADJUSTMENT

- ◆ Phases of adjustment
- ◆ Phase specific interventions

PROFESSIONAL RESOURCES

Who Should Attend

- Occupational Therapists
- Occupational Therapy Assistants
- Physical Therapists
- Physical Therapist Assistants
- Nurses
- Recreation Therapists
- Activity Professionals
- Social Workers

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Confirmations of registration are sent via email within three days of receipt in our office. **If you have not received a confirmation, you may call our office at 800-397-0180 or 615-331-4422 to verify registration.** Cancellations received at least five working days before the seminar are refundable less a \$20 administrative charge per registrant. There is no refund for cancellations received later; however, a credit will be issued toward a future seminar or product order. Please note that if you register and do not attend, you are still liable for full payment. Substitutions may be made any time. The expense of continuing education, when taken to maintain and improve professional skills, may be tax deductible. Please contact your accountant for complete details.

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Registrants will not receive a certificate until payment has been received and course has been successfully completed. If payment is not received ten (10) days prior to the seminar, the certificate may not be present at the seminar. If your payment is returned marked NSF it will be re-presented electronically and a processing fee will be charged as allowed by law.

Continuing Education Credit

Occupational Therapists, Occupational Therapy

Assistants: Cross Country Education is an AOTA Approved Provider of continuing education. This course is offered for .6 AOTA CEUs. The assignment of AOTA CEUs does not imply endorsement of specific course content, products, or clinical procedures by AOTA. AOTA Educational level Introductory, Category 1: Domain of OT, 2: Occupational Therapy Process.



Social Workers: Cross Country Education provider #1005, is approved as a provider for social work continuing education by the Association of Social Work Licensure Boards (ASWB), through the Approved Continuing Education (ACE) program (approved through 1-27-12). Cross Country Education maintains responsibility for the program. Social workers will receive 6 continuing education clock hours for participating in this course. Licensed social workers should contact their individual state jurisdiction to review the current continuing education requirements for licensure renewal. Visit ASWB's website at www.aswb.org for more information.



Nurses:

Cross Country Education, LLC is accredited as a provider of continuing nursing education by the American Nurses Credentialing Center's Commission on Accreditation. This course is offered for 6 contact hours.



Cross Country Education is an approved provider with the Iowa Board Of Nursing, approved provider #328. This course is offered for 7.2 contact hours. Cross Country Education is approved by the California Board of Registered Nursing, Provider #CEP 13345, for 7.2 contact hours. Cross Country Education is an approved provider by the Florida Board of Nursing, provider #50-466. This course is offered for 6.0 contact hours.

Activity Professionals: This course has been pre-approved for 6 hours of continuing education by NCCAP (approval #NCCAP29030-10).

Recreational Therapists: NCTRC does not pre-approve programs for CEU credit. It is the individual therapist's responsibility to retain documentation of sessions attended in order to demonstrate the relationship of session content to the NCTRC job analysis code.

Physical Therapists: This program has been submitted to the Illinois Physical Therapy Association for approval of 6 credit hours. This program has been submitted for 6 contact hours to the Wisconsin Physical Therapy Association for Physical Therapists and Physical Therapy Assistants.

Other professionals: This seminar qualifies for 6 continuing education hours as required by many national, state and local licensing boards and professional organizations. Save your course outline and certificate of completion, and contact your own board or organization for specific filing requirements.

All professionals: In order to process continuing education, please bring the appropriate license/certification number to the seminar.

Amended certificates: Please note that the credit hours listed above are offered by Cross Country Education and/or boards/associations for a full day's attendance. In the event of late arrival and/or early departure, amended certificates indicating the actual number of credit hours earned will be provided upon calling Cross Country Education.

ADA: If you require ADA accommodations, please contact Cross Country Education at least two weeks before the seminar date so that arrangements can be made.

Audio Products

Audio products include a comprehensive CD recording (audiotape available on request) and companion course manual. If you are registered to attend this seminar, you may order a set of tapes/CDs at a reduced fee. Pricing can be found on the registration form, along with shipping and handling. All pricing given in US currency; please call for international rates. You can order online at our website, by faxing or mailing the registration form on this brochure or by calling 800-397-0180 or 615-331-4422. All material is under copyright; any duplication is unauthorized without written consent from Cross Country Education. Supply may be limited; call for availability. Please allow 4 to 6 weeks for delivery.

Course Hours

Registration begins at 7:30 a.m. The seminar **begins at 8:00 a.m.** and **concludes at 3:30 p.m.** Lunch is on your own from 11:30 a.m. to 12:30 p.m. For late arrivals or early departures, please see amended certificate information under Continuing Education Credit.

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