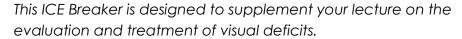


# TREATMENT FOR VISUAL DEFICITS







#### Watch

Assign this video for students to watch before, during, or after class: **Initiating Treatment Bedside**, **Part 3: Self-Care**. In this 4-minute video, the clinician introduces self-care tasks with a stroke survivor while working on sitting balance, weight shifts and visual field deficits in the acute care hospital.



#### **Practice**

Challenge students to create meaningful treatment activities that address visual impairment. Engage in role-playing to practice giving cues that facilitate attention to one's body and/or environment.



#### **Discuss**

Stimulate small or large group discussions with questions, such as:

- 1. Does the client pay attention the left side of her physical environment? The hair brush? The washcloth?
- 2. What types of cues does the clinician provide to facilitate attention to the left?
- 3. How does the client respond to ther clinician cues?
- 4. Does the client appear to have a visual field cut (hemianopsia) or visual neglect?



## Supplement

Consider using the corresponding ICE Lesson Plan which includes learning objectives meeting ACOTE/CAPTE standards and specific creative learning activities.



### Watch more!

Watch more videos on this topic by searching the ICE Video Library for these titles.

- Visual Field Deficits: Examples in Acute Care
- Assessment of Visual Field in Acute Care