

Low Vision Rehabilitation Competency Checklist

Competency Checklist for Specialty Level II Fieldwork in Low Vision Rehabilitation

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The primary purpose of the Low Vision Rehabilitation Competency Checklist is to provide the fieldwork educator and fieldwork student with the basic competencies required for a student on specialty fieldwork in low vision rehabilitation. A copy of the form should be kept by the fieldwork educator to use as a guide during the fieldwork experience. The fieldwork educator should also provide a copy of the checklist to the student at the beginning of the placement. This will enable the student to track the competencies that are required to meet entry-level practice for this specialty practice area.

It is recommended that the site share this checklist with the affiliated occupational therapy programs which assign students to the site. This checklist will allow the program to know the expectations for the students who are sent to the fieldwork site.

This checklist is based on the American Occupational Therapy Association's *AOTA Specialty Certification in Low Vision (Adults) Occupational Therapist Candidate Handbook* and *AOTA Fieldwork Performance Evaluation for the Occupational Therapy Student* as well as the University of Alabama at Birmingham's Graduate Certificate in Low Vision Rehabilitation's *Weekend Skills Checkout*.

The checklist contains five columns. The first column contains the competency that needs to be met. The second column contains the methodology verified. The third and fourth columns indicate whether the competency has been met or not met. The fieldwork educator should check-off and date the competencies as they are met. The fifth column provides the fieldwork educator with a place to indicate which educator checked the competency as well as a place to write comments on the student's progress towards the competency.

The fieldwork educator should verify competencies as they are met. Feedback should be provided to the student along the way. The fieldwork educator should formally review the competency check-list during the mid-term evaluation and again at the final evaluation. This checklist will assist in providing the student with feedback on competencies that are intended to be met prior to completing the fieldwork placement, dependent upon the available learning opportunities according to the client/patient caseload services. This checklist is designed to serve as a tool to document the foundational competencies achieved during Level II fieldwork, along with competencies for continued professional growth and skill development.

References:

- AOTA. (2009). *AOTA specialty certification in low vision (adults) occupational therapist candidate handbook*. Bethesda, MD.
- AOTA. (2002). *Fieldwork performance evaluation for the occupational therapy student*. Bethesda, MD.
- AOTA. (2008). Occupational therapy practice framework: Domain and process (2nd ed.). *American Journal of Occupational Therapy*, 62, 625-683.
- University of Alabama at Birmingham Graduate Certificate in Low Vision Rehabilitation. (2007). *Weekend skills checkout. OT 697*. Birmingham, Alabama.

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Verification Methodology: 1) Test, 2) Observation, 3) Video, 4) Return Demo, 5) Verbal, 6) Chart Audit

Competency	Verification Methodology	Met	Not Met	Verifier / Comments
Evaluate:				
Eye Dominance				
Visual Acuity: <ul style="list-style-type: none"> Near Intermediate 				
Visual Fields: <ul style="list-style-type: none"> Central Peripheral 				
Contrast Sensitivity Function				
Oculomotor: <ul style="list-style-type: none"> Eye movement Focus Sensory fusion 				
Visual Attention: <ul style="list-style-type: none"> Personal space Extra personal space 				
Reading Performance				
Writing				
Scotoma Awareness				
Home Environment: <ul style="list-style-type: none"> Kitchen Living room Dining room Bedroom Bathroom Office Basement Garage Hallways Stairs Entrances / exits Pathways Patios Driveway Front yard Back yard Parking lot / sidewalks 				
Performance Areas: <ul style="list-style-type: none"> ADLs (examples: bathing, grooming, dressing, eating, 				

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<ul style="list-style-type: none"> feeding, functional mobility, personal device care) I-ADLs (examples: care of others, communication management, community mobility, financial management, health management, home management, meal preparation and cleanup, safety, shopping) Rest and Sleep Education Work (examples: job performance, volunteer exploration and participation) Play Leisure (examples: leisure exploration and participation) Social Participation (examples: community, family, friends) 				
Assess Client / Contextual Factors: <ul style="list-style-type: none"> Values, Beliefs, and Spirituality Body Functions Body Structures Activity Demands Performance Skills Performance Patterns Contexts and Environments 				
Interventions:				
Modify Tasks				
Modify Environments				
Modify Contexts				
Safety Issues: <ul style="list-style-type: none"> ADLs (examples: bathing, grooming, dressing, eating, feeding, functional mobility, personal device care) I-ADLs (examples: care of others, communication management, community mobility, financial management, health management, home 				

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<ul style="list-style-type: none"> management, meal preparation and cleanup, safety, shopping) • Rest and Sleep • Education • Work (examples: job performance, volunteer exploration and participation) • Play • Leisure (examples: leisure exploration and participation) • Social Participation (examples: community, family, friends) 				
Adaptive Equipment / Devices: <ul style="list-style-type: none"> • Selection • Application • Training 				
PRL Training <ul style="list-style-type: none"> • Identifying PRL • Fixation • Tracking • Saccades 				
Train Clients on Use of Optical Devices: <ul style="list-style-type: none"> • Stand magnifiers • Hand-held magnifiers • Telescopes • Head mount: <ul style="list-style-type: none"> ▪ Spectacles ▪ Microscope • CCTV • Electronic Video 				
Visual Strategies: <ul style="list-style-type: none"> • Contrast • Organization • Decreasing clutter • Decreasing background pattern • Increasing lighting • Task lighting 				
Non-Visual Strategies: <ul style="list-style-type: none"> • Tactile • Auditory • Olfactory 				

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• Gustatory				
Safe Travel in Home and on Property				
• Trailing				
• Squaring-off				
• Sighted Guide				
Communication:				
Professional Team Members:				
• Optometrists				
• Ophthalmologists				
• Primary Care Physicians				
• Occupational Therapists				
• Physical Therapists				
• Speech Therapists				
• Social Workers				
• Orientation & Mobility Specialists				
• Rehabilitation Teachers				
• Certified Low Vision Therapists				
Clients and their Significant Others				
Third Party Payers				
Documentation:				
Evaluation				
Treatment Sessions				
Home Programs				
Plan of Care				
Discharge Note				
Billing				
Referrals				

Fieldwork Educator: _____ OTS: _____ Date: _____