



**embodied
labs**

The Alfred Lab: Hearing & Vision Loss

FACILITATION GUIDE

Long-term Care & Home Health

INSTRUCTOR VERSION



Embodied Labs Facilitation Guide

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EMBODIED LABS VR SIMULATIONS FOR TRAINING



embodied labs framework



Uses & Goals

Knowledge & Training

To educate and provide information on hearing & vision loss.

Insight & Transformation

To empower healthcare professionals and care partners to deliver compassionate, person-centered care to persons with hearing & vision loss.

Communication & Team Building

To have meaningful dialogue across your team about the shared experience of embodying the same person living with hearing & vision loss.

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- 1 Prepare by taking a pre-assessment and discover your existing knowledge by answering questions from the Embodied Labs facilitation guide.



PREPARE

- 2 Embody someone by putting on a VR headset and transporting yourself into their perspective.



EMBODY

- 3 Reflect on how the VR experiences changed your views, mindset, and knowledge based on the insight you gained by embodying someone else.



REFLECT

THE ALFRED LAB

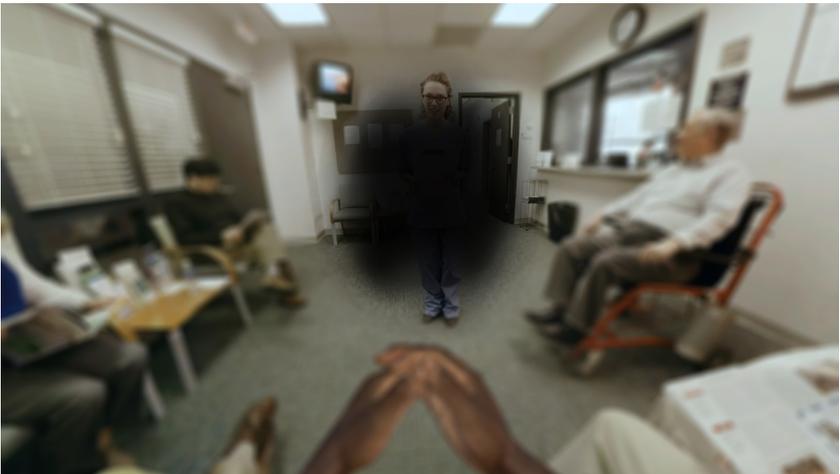
We Are Alfred

Reflection Questions by Topic

The following section has reflective questions that correspond to each of the topics below. These sheets can be printed and distributed, or used as a leader guide to stimulate discussion during a staff meeting.

Discuss how vision and hearing impairment affects:

- A. Communicating with family and others
- B. The ability to participate in society
- C. Relationships with others
- D. The ability to be independent
- E. Activities of daily living
- F. Reading and writing
- G. Receiving directions
- H. Attention and focus in environment, especially an unfamiliar one



Topic A: Receiving Communication from Family and Others

Questions:

1. How did you feel as Alfred on his 74th birthday as your family sang to you?
2. What non-verbal communication did you observe from your family after you spilled the wine? How did it make you feel?
3. How did you feel when your son Joey “spoke for you” after the nurse called your name?
4. What did you think about the nurses’ approach or manner of speaking to you/Alfred after Joey spoke with her about your hearing impairment? What would you have done differently?

Topic B: The Ability to Participate in Society

Questions:

1. How did embodying Alfred make you feel in terms of how you related to the environment around you?
2. How did it feel to be in the “make-a-wish daydream” and be without your impairments? How did it feel to be “crash-landed” back into a world where you did have impairments?
3. How did your vision and hearing impairments make it more difficult to interact with the people and objects in your environment?

4. How did you feel after you received the hearing device?

5. How could the different people in your environment have helped you connect more effectively with your environment? (Your family, the nurse, the doctor)

Topic C: Relationships with Others

Questions:

1. Do you think Alfred has a close relationship with his family? Why or why not?
2. How did you feel when your family asked you to go to the doctor?
3. How did you feel when your son Joey “spoke for you” to the nurse in the waiting room?
4. Did you feel like you connected with the doctor? Why or why not?

5. How did your visual and hearing impairments make it hard to feel connected to others?

6. How could the people in the simulation have helped you feel more connected?

Topic D: The Ability to be Independent

Questions:

1. How do your visual and hearing impairments affect your ability to be independent?
2. What kinds of things do you need help with given your level of vision and hearing impairments?
3. How do you feel about your impairments affecting your independence?

Topic F: Reading and Writing

Questions:

1. How did your visual impairments affect your ability to read/write?
2. What were some of the written cues, words, or instructions that you had a hard time seeing as Alfred?
3. How did having a visual impairment that interfered with your ability to process written information make you feel?
4. What were some of the adjustments you made to problem solve the issues that arose from having a visual impairment?

Topic G: Receiving Directions

Questions:

1. How did your hearing impairments affect your ability to receive aural directions?
2. What were some of the aural cues, words, or instructions that you had a hard time hearing as Alfred?
3. How did having a hearing impairment that interfered with your ability to process visual information make you feel?
4. What were some of the adjustments you made to problem solve the issues that arose from having a hearing impairment?

Topic H: Attention and Focus in Environment

Questions:

1. How did your hearing and visual impairments make it more difficult to focus in your environment?
2. How did it feel to be in the “make-a-wish daydream” and be without your impairments? How did it feel to be “crash-landed” back into a world where you did have impairments?
3. How did your hearing and visual impairments make it more difficult to focus in a new environment, i.e. when the film changed scenes?

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At The Peripheral

Reflection Questions by Topic

The following section has reflective questions that correspond to each of the topics below. These sheets can be printed and distributed, or used as a leader guide to stimulate discussion during a staff meeting.

Discuss how vision and hearing impairment affects:

- A. Communicating with family and others
- B. The ability to participate in society
- C. Relationships with others
- D. The ability to be independent
- E. Activities of daily living
- F. Mobility
- G. Reading and writing
- H. Receiving directions
- I. Attention and focus in environment, especially an unfamiliar one



Topic A: Receiving Communication from Family and Others

Questions:

1. How does or how can macular degeneration affect a person's ability to effectively communicate with others?
2. What emotions and feelings did you see when Anita was communicating with Dr. Crumbliss about her macular degeneration and other vision conditions? Did those emotions change over the course of the exam?
3. How did you feel when Joe was able to see his wife Sue's face for the first time in a long time?
4. Can you think of any residents who have had a similar experience to Joe because of macular degeneration or another visual deficit?

Topic B: The Ability to Participate in Society

Questions:

1. How does Tom, the central character in *At the Peripheral*, use assistive technology to be able to better participate in society?
2. How did assistive technology help some of the other characters in the story?
3. Is assistive technology for vision impairment as widely seen and accepted as normal as compared to hearing aids or other devices for hearing impairment?
4. Now that you know more about macular degeneration and assistive technologies for vision impairment, how can you help educate your colleagues, residents, volunteers, and family members about assistive technologies?

Topic C: Relationships with Others

Questions:

1. How can macular degeneration affect a person's relationship with others, especially those with normal vision?
2. How did or will the low vision goggles that Tom showed Joe how to use at the low vision fair affect Joe's ability to be in relationships with others?
3. Now that you know more about macular degeneration how can you help educate your colleagues, residents, volunteers, and family members about this disease and how it affects those with it?

Topic D: The Ability to be Independent

Questions:

1. What are some of the ways that the characters in *At the Peripheral* use assistive technology to maintain their independence?
2. Are there any of these technologies at your facility? If not, is there a way to get them?
3. How did you feel about Tom's ability to ride his bike in the city even with his vision impairment? How do you think Tom feels about it?
4. Are there any instances where a person should be able to do something they enjoy even if it poses some risks to their health?

Topic G: Reading and Writing

Questions:

1. How does macular degeneration affect a person's ability to read and write?
2. What assistive technologies did you see in *At the Peripheral* help people with vision impairment improve their ability to read and/or write?
3. Are there any of these technologies at your facility? If not, is there a way to get them?

Topic H: Receiving Directions

Questions:

1. What needs to be considered when you are giving instructions to a person with macular degeneration or another similar vision impairment?
2. How did “flying inside” Anita’s eyeball give you perspective on how a person with macular degeneration may be able to receive either written or verbal directions?
3. How would having both a visual and hearing impairment affect the ability to receive directions?

Topic I: Attention and Focus in Environment

Questions:

1. What strategies can you use to help a resident with vision impairment like macular degeneration navigate their environment, especially when the environment or the activity they are doing in the environment is unfamiliar?
2. How did you feel about Tom's ability to ride his bike in the city even with his vision impairment? How do you think Tom feels about it?
3. How would having both a visual and hearing impairment affect the ability of a resident to maintain attention and focus?

NOTES

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