



UNSW
SYDNEY

FACULTY OF SCIENCE
SCHOOL OF OPTOMETRY AND VISION SCIENCE

OPTM4131/OPTM6412

CLINICAL OPTOMETRY 4A

&

OPTM4231/OPTM6422

CLINICAL OPTOMETRY 4B

TERM 2 and 3, 2019

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Faculty of Science - Course Outline

1. Information about the Course

NB: Some of this information is available on the [UNSW Handbook](#)¹

Year of Delivery	2019
Course Code	OPTM4131 & OPTM 4231, OPTM6412 & OPTM6422
Course Name	Clinical Optometry 4A & Clinical Optometry 4B
Academic Unit	School of Optometry and Vision Science
Level of Course	Stage 4 Undergraduate, First Year Post graduate
Units of Credit	6UOC each semester
Term(s) Offered	Term 2 and 3
Assumed Knowledge, Prerequisites or Co-requisites	<p>For OPTM 4131 and OPTM 4231</p> <p><i>Pre-requisites:</i> OPTM3211 (Optometry 3B), OPTM3231 (Ocular Disease 3B), VISN3211 (Developments in Vision Science), PHPH3306 (Pharmacology for Optometry)</p> <p><i>Co-requisites:</i> OPTM4110 (Optometry 4A), OPTM4151 (Ocular Therapeutics 4A), OPTM4211 (Optometry 4B), OPTM 4251 (Ocular Therapeutics 4B), OPTM4271 (Professional Optometry), OPTM4291 (Optometry, Medicine and Patient Management)</p> <p>For OPTM6412 and OPTM6422</p> <p><i>Pre-requisites</i> OPTM6400, or, completion of OPTM3211, OPTM3231, PHAR3306, and VISN3211</p> <p>Co requisites: OPTM 6411 Contact Lenses, OPTM 6413 Anterior Eye Therapeutics</p> <p>Recency of clinical experience is a critical pre-requisite for enrolment in OPTM4131/OPTM6412. Students who have not studied OPTM3211 (Optometry 3B) in the preceding year will be required to demonstrate a sufficient level of clinical skills (similar to those expected of other students enrolling in the course) before enrolling in the course. Students who have not studied Preclinical Optometry (OPTM 6400) in the preceding Summer Semester will be required to demonstrate a sufficient level of clinical skills (similar to those expected of other students enrolling in the course) before enrolling in the course. Just as the Optometry Board of Australia requires Optometrists to maintain their clinical skills to register as a clinical Optometrist, we require students to maintain their clinical skills to a suitable pre-requisite level for enrolment in clinically-based courses.</p>
Hours per Week	Will vary according to clinical rotations and external clinical placements (approximately 12 hours per week)
Number of Weeks	21 weeks (Term 2 & 3 18 weeks) + Introduction to Clinics (1 week) + Preceptorship (2 weeks rural placement)
Commencement Date	<p>Introduction to Clinics – Week beginning Monday 3rd June 2019</p> <p>Clinical Rotations – From week beginning Monday 10th June</p>
Special	<ol style="list-style-type: none"> All scheduled clinics and classes are compulsory. Students are expected to arrive 15 minutes before each scheduled clinic to organise their consultation room. Punctuality is expected. Lateness for clinic and classes may be recorded as an absence. This may result in failure to meet the course requirements. Students must call the Clinic Reception on 9385 4624 and report which clinic he/she will be late for, the reason for being late, and the anticipated time of arrival. If voicemail is activated, leave a voice message detailing the required information, including your student name, number and time & date of call. Any absences due to illness must be supported by a medical certificate. In addition, if less than 24 hours' notice, the student is to phone UNSW Optometry Clinic reception on 9385 4624 to explain the absence and advise which clinic he/she will be absent from. Full notification requirements are outlined in the UNSW Optometry Clinic Manual 2017 <p>No swapping of clinics and classes is allowed unless prior approval is given by the Course Convenor. Any request must be made in writing by email to the Course Convenor.</p>

¹ UNSW Online Handbook: <http://www.handbook.unsw.edu.au>

Summary of Course Structure (for details see 'Course Schedule')				
Component	Hours per week	Time	Day	Location
Introduction to Clinics	18	Week 1 only See schedule on Moodle		
Primary Care Clinic (including tutorials)	7.5	Various days and times as per Course Schedule and Clinic Rotations		UNSW Optometry Clinic
Vision Education Centre (VEC)	4 (not all weeks)	8:30am – 12:30pm (including tutorial)	Thursdays on allotted weeks	UNSW Optometry Clinic
Stewart House	3 (not all weeks)	9:30am – 12:30pm	Wednesdays & Thursdays on allotted weeks	45 Carrington Parade, Curl Curl NSW 2096
Aboriginal Medical Service (AMS)	3 (not all weeks)	9:00am – 12:00 noon	Wednesdays on allotted weeks	36 Turner St, Redfern NSW 2016
Nursing Home Visits	4 (not all weeks)	9:00am – 1:00pm	Wednesdays on allotted weeks	See Moodle for scheduled locations
Grand Rounds	1 (Rotations 2 & 3 only)	5:00 – 6:00pm	Monday	Rupert Myers Theatre
Dispensing Lecture/ Expo	Average 1/ week	Dispensing Expo Week 1 Semester 1 and 2 or allocated times on Friday 10:00am-11:00am or Monday	Expo Thursday Week 1 Friday or Monday	OMB G31 Rupert Myers Theatre
Dispensing Practicals	1	Various days and times as per Course Schedule		Transitions Lens Laboratory Rm 3.016 North Wing Rupert Myers Building
TOTAL	12 14.5 hours per week (approx average)			

2. Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convenor		Kathleen Watt	UNSW Optometry Clinic Rupert Myers Building (North Wing) kathleen.watt@unsw.edu.au	Email for an appointment available Friday 11 am to 1pm.
Additional Teaching Staff	Principal Staff Optometrist	Anna Delmadoros	UNSW Optometry Clinic a.delmadoros@unsw.edu.au	During scheduled clinics or email for an appointment
	Staff Optometrist	Androniki Delaveris	UNSW Optometry Clinic n.delaveris@unsw.edu.au	
	Clinical Supervisors and Tutors	Stephen Daly	c/- UNSW Optometry Clinic 9385 4624	During scheduled clinics
	Clinical Supervisors	See Moodle for listing of Clinical Supervisors	c/- UNSW Optometry Clinic 9385 4624	During scheduled clinics or email for an appointment
	Visiting Clinical Supervisors	Various throughout the year	c/- UNSW Optometry Clinic	
	AMS Supervising Optometrist	Albert Lee, Horst Reiss	c/- UNSW Optometry Clinic 9385 4624	
	Nursing Home Demonstrator	Arn Bresler	c/- UNSW Optometry Clinic 9385 4624	
	Clinic Business Manager	Tracy Kane	UNSW Optometry Clinic t.kane@unsw.edu.au	
	Optical Dispensing Instructors	Debbie Huber	UNSW Optometry Clinic d.huber@unsw.edu.au	During scheduled clinics or email for an appointment
		Vinod Maseedupally	c/- optomclinic@unsw.edu.au	
Grant Hannaford		c/- optomclinic@unsw.edu.au		
Shyam Tummanapalli		c/- optomclinic@unsw.edu.au		
UNSW Optometry Clinic Reception Staff		Dominique Smajstr Jasmine Larden Alyssa Collet	UNSW Optometry Clinic 9385 4624 d.smajstr@unsw.edu.au j.larden@unsw.edu.au a.collett@unsw.edu.au	During clinic opening hours
Clinical Placements Co-ordinator		Michelle Bonanno	SOVS Administration Office Level 3, Rupert Myers Building (North Wing) 9385 4639 m.bonanno@unsw.edu.au	Wed - Fri by phone or email

3. Course Details

Course Description² (Handbook Entry)	The conduct of primary eye care examinations at the University of New South Wales under the supervision of qualified optometrists. Students will develop their clinical skills by conducting eye examinations on patients on a weekly basis both in the UNSW Optometry Clinic and through external placements.	
Course Aims³	To develop the clinical skills of optometry students with direct patient primary eye care consultations	
Student Learning Outcomes⁴	<p>This course plays an important role in building the clinical skills of students to meet the Optometry Australia Entry-level Competency Standards for Optometry 2014 (See Kiely PM, Slater J. Clinical and Experimental Optometry 2015;98:65-89) as determined by OCANZ on completion of the program</p> <p>Knowledge: Build, integrate and consolidate knowledge gained in previous courses in the context of patient examinations. Learn the underlying principles of more advanced clinical techniques</p> <p>Skills: Use critical thinking skills to deliver evidence based eyecare under the guidance of their Clinical Supervisors Improve competency in all standard tests used during optometric consultations and learn how to carry out and interpret more advanced clinical techniques</p> <p>Develop oral and written communication skills with patients, fellow students, supervisors and other health care practitioners Develop interpersonal skills including communication, professionalism and cultural competence in a health care setting.</p> <p>Application: Integrate and apply skills and knowledge during patient examinations and eye screening. Develop skills to reflect on their skills and knowledge and formulate plans to address their individual strengths and weaknesses through self-directed learning.</p>	
Graduate Attributes Developed in this Course⁵		
Science Graduate Attributes⁵	Select the level of FOCUS 0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR	Activities / Assessment
Research, inquiry and analytical thinking abilities	3	<p>Your ability to inquire and think analytically in the clinical setting will develop throughout this course. Initially you will be expected to improve the speed and efficiency of clinical tests you have learned in previous optometry courses. We expect that, by the end of the course, you will think analytically to judiciously select the most appropriate clinical tests, to integrate your clinical findings, examine theories for possible diagnoses and formulate subsequent treatment and/or management plans.</p> <p>When you come across new signs, symptoms, conditions, and/or treatment regimens as a part of your clinical examinations, it is expected that you will perform further research in your own time to better understand these findings</p>
Capability and motivation for intellectual development		You will increase your capability and motivation for intellectual development in the following; communication skills; your ability to judiciously investigate clinical signs and symptoms; enhancing your ability to 'think on your feet' when faced with time pressures; integrating your clinical findings to evaluate the next step in an investigative process; building your knowledge of the relevance of clinical findings; and developing the most appropriate management and treatment approaches for your patient. This will emerge as a result of the interaction you have with your clinical supervisors. It will be your responsibility to ask questions and to observe their professional behaviour to get the most out of this clinical experience
Ethical, social and professional understanding		<p>Each of these attributes form an integral part of becoming a capable and suitable member of a medical profession. It is expected that you will develop an understanding of ethical issues in a clinical setting, particularly in dealing with your patient's right to privacy; in setting boundaries for patient-practitioner relationships; in knowing how far to investigate personal issues; and in dealing with private medical records. Another imperative issue will be the ethical considerations in when to (and importantly when not to) prescribe corrective lenses to your patient.</p> <p>A critical issue when dealing with patients is to build your social skills and your understanding of how to relate and empathise with your patient. This will encompass a wide range of issues including building conversational skills and</p>

² UNSW Handbook: <http://www.handbook.unsw.edu.au>

³ [Learning and Teaching Unit: Course Outlines](#)

⁴ [Learning and Teaching Unit: Learning Outcomes](#)

⁵ Contextualised Science Graduate Attributes: <https://www.science.unsw.edu.au/our-faculty/science-graduate-attributes>

		working relationships with both your patient and with the wider clinical team. From a professional standpoint, this will require building functional relationships with other practitioners, GP's, medical specialists, support staff, and dispensers. It will also require you to consider how your physical appearance impacts on how you are perceived by your patients and by the wider community.
Communication		<p>Outstanding communication skills are a critical attribute for any Optometrist. Within a clinical setting, your communication skills will be a key factor in your ability to effectively achieve meaningful clinical results; they will be critical in helping your patient understand what your findings mean and what the implications are for them; and will allow you to get the best results out of the management plan for your patient. Throughout this year it will be critical for you to observe and learn from the communication skills of your supervisors – watch carefully how they interact with and explain complex concepts to your patient. Within the wider context of how a practice would run, you will also build on your ability to communicate with members of a wider team. This includes building working relationships with the support staff, your supervisor, dispensers, and with other student practitioners.</p> <p>Throughout this session you will build on a number of other aspects of communication to enhance your skills as a clinician. You will enhance your written communications by writing referral letters for your patients – it is important for you to seek out feedback from your supervisors on how these letters are best written. You will also be expected to give verbal case report presentations to your peers during clinical tutorials. This is an important skill as it requires you to summarize and communicate the important findings from your clinical examination.</p>
Teamwork, collaborative and management skills		<p>Teamwork is an important and often underrated aspect of clinical practice. Through your participation in vision screening programs in this course, you will experience working within a team environment with your fellow students.</p> <p>As a clinical Optometrist, you may have an important role to play as a leader of the wider optometric practice team. In order to ensure the best possible outcomes in the treatment and management of your patients, you will need to co-ordinate and manage/oversee the actions of optical dispensers and other support staff. Effective co-ordination will require you to develop collaborative skills not only within your practice, but also with other professions including Optometrists, Ophthalmologists, GP's, and other medical professionals. Access to therapeutic drugs means that these skills will be critical to effectively co-managing treatment outcomes for your patients.</p>
Information literacy		As a clinician you will be faced with an ever-increasing proliferation of information – this applies to material on optical products, medical conditions, and new methods of medical diagnosis and management. You will be required to keep in touch with this large volume of information to ensure that you are providing evidence-based, up-to-date services for your patients. It is expected that the information literacy skills you have already learned in the optometry program will be built on throughout this course, particularly following consultations where you have encountered unfamiliar conditions, medications, and products. The preparation and presentation of case studies to tutorial groups may also require these skills when you search for recent texts and journal articles.
Other attributes		Cultural competency - An appreciation of, and respect for, diversity. A major challenge as you build your clinical experience will be for you to develop an appreciation for how best to interact with the wide variety of different people you will encounter as a clinician. Within this course you will test patients across a wide spectrum of ages – from young children in the VEC program and at Stewart House, through to older patients who visit the clinic, and whom you may visit in Nursing Homes. Similarly, you will be exposed to patients from a wide variety of cultural backgrounds, with each having their own different values and social/cultural expectations which you will need to learn to appreciate. This will particularly be the case at the Aboriginal Medical Service where you will learn to appreciate the adaptations often required to provide best possible eye care services to the Indigenous population.
Professional accreditation attributes		This course plays a crucial role in developing your clinical, diagnostic and patient management skills to meet the competency standards required for you to become accredited as a practicing Optometrist at the end of your Optometry degree program. The Optometry program at UNSW is accredited by the Optometry Council of Australia and New Zealand (OCANZ). OCANZ sets out a very thorough list of competencies which graduates are required to meet. These standards can be found at http://www.ncbi.nlm.nih.gov/pubmed/25545949 under <i>Candidate Guide Appendix A</i> .

<p>Major Topics (Syllabus Outline)</p>	<p>The primary components of this course are as follows:</p> <ol style="list-style-type: none"> 1. <u>Clinical Experience</u> <p>The major focus of this course will be for you to build your clinical experience both through testing, and by observing demonstrations performed across a variety of clinical settings. Each of these will be supervised by qualified Staff or Visiting Optometrists. The different settings you may experience are:</p> <ol style="list-style-type: none"> <i>i. Primary Care Clinic</i> - you will perform clinical examinations on patients from the general public within the UNSW Optometry Clinic <i>ii. Vision Education Centre (VEC)</i> – vision screenings and modified clinical testing will be performed on pre-school and school-aged children visiting as part of the Vision Education Centre program <i>iii. Stewart House Clinic</i> - vision screenings will be performed on school-age children staying at Stewart House in Curl Curl <i>iv. Aboriginal Medical Service Clinic</i> - you will observe clinical examinations being performed by a qualified Optometrist at the Aboriginal Medical Service in Redfern. <i>v. Nursing Home Visits</i> – you will visit a nursing home to observe how to perform home visits on elderly and institutionalized patients as available <i>vi. Clinical Grand Rounds</i> - clinical grand rounds will provide you with exposure to a diverse range of clinical presentations. You will attend case presentations given Stage 5 students and will be required to assess their presentation. This will provide you with (i) an increased knowledge base of different case studies, and (ii) an idea of how you may best present your case studies when required to do so in clinical tutorials this year and in your own Grand Rounds presentations in Stage 5. <ol style="list-style-type: none"> 2. <u>Dispensing</u> <p>A critical part of your success as a clinician will be your ability to recommend and provide the optimum visual correction for your patients. Success will require an intimate knowledge of the different types of products available, who the products are most suitable for, and how they are best prescribed and fitted to your patient. You will receive lectures and participate in hands-on practical workshops covering a broad range of topics in clinical dispensing to ensure that you build on your skills to meet the demands of your patients, and to comply with industry standards.</p>
<p>Relationship to Other Courses within the Program</p>	<p>Clinical Optometry 4A & 4B draw on the knowledge you have developed across each and every one of the courses you have studied to date. Furthermore, the skills and content learned in this course will form a critical precursor for all of the courses you will study during Stage 5 of the Optometry program.</p> <p>Clinical Optometry 4B is essentially a continuation of Clinical Optometry 4A – rotations scheduled in Session I will continue into Session II to ensure that all students will have experienced each of the available clinical rotations by the completion of the academic year.</p>

4. Rationale and Strategies Underpinning the Course

<p>Teaching Strategies</p>	<p>Students will experience a variety of different clinical settings in which they learn to become proficient clinicians:</p> <p><u>Clinical Experience - learning by doing:</u></p> <p>This is your opportunity to put your learning into practice. You will be performing clinical examinations which will draw on everything you have learned throughout your optometry program. Your actions and outcomes will be observed and supervised by a wide variety of experienced clinicians.</p> <p><u>Clinical Observation – learning by watching:</u></p> <p>You will observe experienced practitioners, who will provide a role model for professional patient care. This provides you with an opportunity to learn how these clinicians perform their tests, how they interact with patients, and how they solve the problems of their patients.</p> <p><u>Clinical Tutorials – learning by discussion:</u></p> <p>Tutorials provide an excellent means of learning from the experiences of your supervisors and fellow students. These discussions allow you to learn how other students dealt with different clinical presentations and will ensure that you are able to report your own case presentations to your peers.</p> <p><u>Lectures and seminars – learning by listening:</u></p> <p>Experienced practitioners and industry representatives will be providing additional background information throughout the year, covering a wide variety of dispensing-related topics. These presentations will enhance your knowledge base so that you can provide the most suitable solutions to your patients' visual needs.</p>
<p>Rationale for learning and teaching in this course^{6,7}</p>	<p><u>Clinical Learning through Clinical Placements:</u></p> <p>The majority of your clinical learning throughout this course will take place as practical experience through examining patients while under clinical supervision. This is required to provide you with the experience necessary to meet the competencies to graduate as a clinical Optometrist. Learning and teaching which takes place under direct clinical supervision is not necessarily a traditional means of university learning. You will be supervised by different supervisors who will have different clinical interests, and who may have different expectations of students. Students are encouraged to <i>embrace</i> this variety in clinical experience. If you were to have the same supervisor throughout your whole clinical experience, it is likely that you would graduate as a somewhat limited practitioner. Exposure to different supervisors requires students to adapt and learn from different practitioners - ultimately this will produce a better student practitioner. It is expected that any differences in expectations of supervisors will even out across the year.</p> <p>Optimum learning in a clinical setting requires students to receive honest and constructive feedback from their supervisors. Students will have exposure to a wide variety of experienced, skillful, and professional clinicians. These supervisors will provide verbal and/or written feedback wherever possible; however, it is also <u>your responsibility</u> to ask questions, to observe, and to learn from your supervisors. They are a resource to you, and you must communicate effectively with them to get the best out of your clinical experience.</p> <p>The assessment tasks are designed to evaluate the student's clinical skills, diagnostic skills, and the formulation of a suitable management plan for the patients they examine, benchmarking these against the competencies required by OCANZ for registration as an Optometrist. Oral case presentations, written reports and referrals evaluate the student's ability to successfully communicate patient information to their peers and to other involved professionals. Patient logs provide a portfolio of the student's work, and the completion of a reflective journal provides the opportunity for the student to record and reflect on the feedback given to them by their clinical supervisors, as well as self-analysing their own clinical performance.</p> <p><u>Dispensing:</u></p> <p>Student learning in dispensing will utilize more traditional means of teaching; lectures and practical tutorials will be held by expert dispensing instructors to ensure that students are able to learn about the products which can best solve the visual problems of their patients. Most importantly though, the information you learn in these classes will be <u>directly</u> applied within the clinical setting; it is expected that you will actively embed this information into your plan of action for your clinical patients, and into the dispensing work you perform in the clinic.</p>

⁶[Reflecting on your teaching](#)

5. Course Schedule

Some of this information is available on the [Online Handbook](#)⁷ and the [UNSW Timetable](#)⁸.

Stage 4 Clinic Planner 2019

	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER		
MON				1			1	Week 5					MON	
TUE	1			2			2	Week 5		1	Week 3		TUE	
WED	2			3	1		3			2			WED	
THU	3			4	2		4	1		3			THU	
FRI	4	1	1	5	3		5	2		4	1		FRI	
SAT	5	2	2	6	4	1	6	3		5	2		SAT	
SUN	6	3	3	7	5	2	7	4	1	6	3	1	SUN	
MON	7	4	4	8	6	3	Week 1 Introduction	Week 6	Week 10	2	Labor Day	Week 8	2	Exams
TUE	8	5	5	9	7	4	9	5	3	8	Week 10	5	3	MON
WED	9	6	6	10	8	5	10	6	4	9	6	6	4	TUE
THU	10	7	7	11	9	6	11	7	5	10	7	7	5	WED
FRI	11	8	8	12	10	7	12	8	6	11	8	8	6	THU
SAT	12	9	9	13	11	8	13	9	7	12	9	9	7	FRI
SUN	13	10	10	14	12	9	14	10	8	13	10	10	8	SAT
MON	14	11	11	15	13	10	Queen's Bday	Week 7	9	Preceptorship	Week 5	Week 9	9	Exams
TUE	15	12	12	16	14	11	Week 2	Week 7	10	Study Break	Week 5	Week 9	10	MON
WED	16	13	13	17	15	12	Rotation 1	Week 7	11	Study Break	Week 5	Week 9	11	TUE
THU	17	14	14	18	16	13	18	Week 7	12	Study Break	Week 5	Week 9	12	WED
FRI	18	15	15	19	Good Friday	14	19	Week 7	13	Exams	Week 5	Week 9	13	THU
SAT	19	16	16	20	18	15	20	Week 7	14		Week 5	Week 9	14	FRI
SUN	20	17	17	21	19	16	21	Week 7	15		Week 5	Week 9	15	SAT
MON	21	18	18	22	Easter Monday	17	Week 3	Week 8	16	Exams	Week 1	Week 6	Week 10	16
TUE	22	19	19	23	21	18	23	Week 8	17	Preceptorship	Week 6	Week 10	17	MON
WED	23	20	20	24	22	19	24	Week 8	18		Week 6	Week 10	18	TUE
THU	24	21	21	25	ANZAC Day	20	25	Week 8	19		Week 6	Week 10	19	WED
FRI	25	22	22	26	24	21	26	Week 8	20		Week 6	Week 10	20	THU
SAT	26	23	23	27	25	22	27	Week 8	21		Week 6	Week 10	21	FRI
SUN	27	24	24	28	26	23	28	Week 8	22		Week 6	Week 10	22	SAT
MON	28	25	25	29	27	24	Week 4	Week 9	23	Week 2	Week 7	Week 10	23	MON
TUE	29	26	26	30	28	25	Week 4	Week 9	24		Week 7	Week 10	24	TUE
WED	30	27	27		29	26	Week 4	Week 9	25		Week 7	Study Break	25	WED
THU	31	28	28		30	27	Week 4	Week 9	26		Week 7	Study Break	26	THU
FRI			29		31	28	Week 4	Week 9	27		Week 7	Exams	27	FRI
SAT			30			29	Week 4	Week 9	28		Week 7		28	SAT
SUN			31			30	Week 4	Week 9	29		Week 7		29	SUN
MON									30	Week 3			30	MON
TUE													31	TUE
	JANUARY	FEBRUARY	MARCH	APRIL	MAY	JUNE	JULY	AUGUST	SEPTEMBER	OCTOBER	NOVEMBER	DECEMBER		

*NB: As stated in the UNSW Assessment Policy: 'one or more tasks should be set, submitted, marked and returned to students by the mid-point of a course, and a formative assessment no later than the census date for the term at end of week 4 of a 10 week term'

⁷ UNSW Virtual Handbook: <http://www.handbook.unsw.edu.au>

⁸ UNSW Timetable: <http://www.timetable.unsw.edu.au/>

6. Assessment Tasks and Feedback¹⁰

Clinical component	Task	Knowledge and abilities assessed	Assessment criteria	% of mark	Date of submission	Feedback		
						WHO	WHEN	HOW
4th Year Introduction to Clinics	Intro to clinic procedures, revise primary care skills.	Ability to perform a comprehensive consultation on simulated patient Understand Clinic protocols and procedures	Attendance at all scheduled classes required					
Clinic preparedness Quizzes	Short answer and multiple choice questions	1. Foundation knowledge 2. Ability to integrate and interpret clinical findings	See below	10%	Clinic tutorials Week 2-6	Kathleen Watt	1 week after completion	During tutorials and results posted on Moodle
Primary Care Clinic	Examination of patients presenting to Primary Care Clinic	1. Ability to perform all components of a clinical examination in a thorough yet efficient manner. 2. Ability to integrate and interpret the findings of a clinical examination to provide a most favourable diagnosis and plan of action for that patient.	See below	60%	Immediately following all examinations in Primary Care Clinic	Clinical Supervisors	Throughout and following each clinical examination	Verbal, observation of <i>Examiner Evaluation Form</i> where possible.
Primary Care Journal	Complete a self-reflection journal	Ability to determine strengths and weaknesses in clinical performance based on self- reflection and supervisor feedback and develop strategies to improve.	See below	Hurdle	Journal submitted at last clinic tutorial of each clinical rotation	Kathleen Watt	Beginning of following clinical rotation	Written
Vision Education Centre (VEC)	Examination of pre-school and school-age children presenting to VEC	1. Ability to perform a full vision screening on school age children in a thorough yet efficient manner. 2. Ability to integrate and interpret the findings of a vision screening to determine the need for further examination.	See below	5%	Immediately following each of your clinical examinations when rostered for VEC.	Clinical Supervisor	Throughout and following each clinical roster	Verbal (and possible observation of <i>Examiner Evaluation Form</i> where possible)
VEC Journal	Complete a self-reflection journal	Ability to determine strengths and weaknesses in clinical performance based on self- reflection and supervisor feedback and develop strategies to improve.	See below	Hurdle	1 week following your final rostered VEC	Nil		
Stewart House	Examination of school-age children at Stewart House	1. Ability to perform the specified components of a vision screening on school age children in a thorough yet efficient manner. 2. Ability to integrate and interpret the findings of a vision screening to determine the need for further examination.	See below	5%	Immediately following each of your rostered visits to Stewart House.	Clinical supervisor	Throughout and following each clinical roster	Verbal (and possible observation of <i>Examiner Evaluation Form</i> where possible)
Stewart House Journal	Complete a self-reflection journal	Ability to determine strengths and weaknesses in clinical performance based on self- reflection and supervisor feedback and develop strategies to improve.	See below	Hurdle	1 week following your final rostered Stewart House	Nil		
Aboriginal Medical Service (AMS)	Observation of eye examinations	No formal assessment will take place	Attendance at all scheduled visits	Hurdle	NA	Nil		
Nursing Home Visits	Participation in eye examinations conducted at nursing homes	No formal assessment will take place	Attendance at all scheduled visits	Hurdle	NA	Nil		

Grand Rounds	Attendance and peer-evaluation	Ability to critically appraise presentations	Attendance at all classes and submission of <i>Grand Rounds Assessment Sheet</i>	Hurdle	<i>Immediately following Grand Rounds</i>	Nil
Dispensing	Practical and Clinical dispensing	<ol style="list-style-type: none"> 1. Appropriately fit spectacle lenses into metal and plastic frames and fit these to patients. 2. Identify, measure, and mark-up single vision, bifocal and progressive lenses. 3. Select and provide a quote for the most appropriate spectacle lenses for clinical patients. 4. Complete a practical lens application assessment 	See below	20%	Various – see below	See below

¹⁰ Approaches to assessment: <https://teaching.unsw.edu.au/assessment>

IMPORTANT INFORMATION ABOUT PASSING CLINICAL OPTOMETRY 4A & 4B

In order to pass Clinical Optometry 4A & 4B students are required to:

1. Pass each of the strands of this course
2. Examine a comparable number of patients to their peers in each of the clinical strands in this course

Where the competency of a student is in doubt, the student may be given the opportunity to conduct further examinations in the Supplementary Exam Period (see Section 10 of this document). The school does not intend to hold further training or examinations following completion of the supplementary period, although this is possible in rare circumstances.

Information on each of the strands in this course and their associated assessment tasks is provided below:

a. Strand 1 - Primary Care Component

i. Clinical preparedness quiz

Multiple choice and short answer quizzes will be conducted at the commencement of Primary Care tutorials in weeks 2 to 6. Each quiz will be 5 minutes in duration. The quiz will cover material from throughout the undergraduate Optometry and Vision Science program.

A pass mark of 65% overall is required to pass this component. If a student fails to achieve this mark following the 5 quizzes an additional written task will be given. This task will be marked as satisfactory/unsatisfactory with a pass mark of 65%.

ii. Primary Care Clinic

During Primary Care Clinics, Stage 4 students are expected to perform all the clinical procedures associated with a comprehensive eye examination, including routine dilated fundus examination. Advanced clinical procedures including gonioscopy, lacrimal lavage, foreign body removal etc. should only be performed upon indication, following consultation with your clinical supervisor.

Supervisors are asked to provide you with constructive feedback on your performance throughout and following the clinical examination. Due to time constraints this may not always be possible following each clinic; if this is the case, you should approach your supervisor to arrange an alternative time.

Assessment for the Primary Care Clinic differs across each of the three clinical rotations during Term 2 and 3.

Task	Dates of Assessment	Knowledge and abilities assessed	% of mark for Primary Care Clinic
Low assessment period	Clinic Rotation 1 Monday 10 th June 2019 Friday 19 th July 2019	You will be <u>evaluated</u> on all facets of your clinical examination which will reflect your ability to: <ol style="list-style-type: none"> 1. Perform all the components of a clinical examination in a thorough yet efficient manner 2. Effectively integrate clinical findings to provide an overall diagnosis (as evidenced by your entry into the Case Analysis box on the record card). 3. Provide the patient with the best possible solutions and management plan (as evidenced by your entry into the Plan of Action box on the record card). 	Hurdle
Mid-assessment period	Clinic Rotation 2 Monday 22 nd July – Monday 12 th August 2019 Monday 23 rd September – Friday 4 th October 2019	You will be <u>assessed</u> on all facets of your clinical examination which will reflect your ability to: <ol style="list-style-type: none"> 1. Perform all the components of a clinical examination in a thorough yet efficient manner. 2. Effectively integrate clinical findings to provide an overall diagnosis (as evidenced by your entry into the Case Analysis box on the record card). 3. Provide the patient with the best possible solutions and management plan (as evidenced by your entry into the Plan of Action box on the record card). 	30%
Full-assessment period	Clinic Rotation 3	You will be assessed on all facets of your clinical examination which will reflect your ability to:	70%

	Monday 7 th October - Monday 25 th November 2019	<ol style="list-style-type: none"> 1. Perform all the components of a clinical examination in a thorough yet efficient manner. 2. Effectively integrate clinical findings to provide an overall diagnosis (as evidenced by your entry into the Case Analysis box on the record card). 3. Provide the patient with the best possible solutions and management plan (as evidenced by your entry into the Plan of Action box on the record card). <p>Note that for your final 4 weeks of clinic, supervisors will continue to give feedback designed to aid in your development as a clinician, however, you will not receive your grade or 'unsatisfactories'.</p>	
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Low assessment period:

The aims of this phase of assessment are to:

1. Encourage students to revise foundation knowledge to best prepare for clinical examinations
2. Provide a period of 'settling-in' where students feel welcome and comfortable in the environment of the UNSW Optometry Clinic
3. Encourage students to engage with and learn from their clinical supervisors, without the pressure of assessment, about how best to organise and structure their clinical examination, critically analyse the findings to determine diagnoses and formulate appropriate management options for their patient, in a timely manner
4. Provide feedback on the student's performance in each clinical examination
5. Provide specific feedback on student performance in each of the 13 areas of core clinical competency

During the Low assessment period, clinical supervisors will evaluate student performance using the Stage 4 Primary Care Clinic *Supervisor's Evaluation Form* (see copy on Moodle) which will provide evaluation and feedback of your ability to perform the clinical skills components of a clinical examination.

Mid assessment period:

The aims of this phase of assessment are to:

1. Provide students with an opportunity to become accustomed with the clinical format of assessing performance with a relatively lower weighting towards final assessment
2. Encourage students to engage with and learn from their clinical supervisors about how to critically analyse the findings to determine diagnoses and formulate appropriate management options for their patient
3. Encourage students to start thinking in a more 'outcome-based' manner – to think about why their patient is in the chair, and what the student is going to do about solving their visual problems
4. Provide the student and the school with an assessment of student performance while these skills are developing
5. Provide feedback on the student's performance in each clinical examination, and specific feedback on student's performance in each of the 13 areas of core clinical competency

During the Mid-Assessment period, clinical supervisors will evaluate student performance using the Stage 4 Primary Care Clinic *Supervisor's Assessment Form* (see copy on Moodle) which will assess student performance according to two separate but related forms of assessment:

1. Core Areas of Clinical Competency – the 13 areas of core competency listed on the *Supervisor's Assessment Form* reflect key areas of practice necessary to meet the OCANZ competencies required for registration as an Optometrist. Supervisors will assess whether the student has satisfactorily met the level of competency required for each of the 13 areas. This will (i) provide feedback to students on areas where improvement is required, and (ii) provide the school with a holistic picture of competence in each of the areas across the clinical year. Your clinical supervisor may be provided with a list of your performance in each of the areas of core competency so that they can work with you to improve your performance in this area.
2. Overall Grade – Supervisors will provide an overall grade of performance on a six-point scale (A to F). This grade will be converted to a numerical equivalent and used to calculate the final mark for the Primary Care component of the course. Students are expected to achieve an average grade of 'C' or above to pass the course.

Full-assessment period:

The aims of this phase of assessment are to:

1. Provide the student and the school with an assessment of student performance to ensure that the student has developed the ability to conduct an organized, efficient clinical examination, demonstrating accurate clinical skills
2. Provide the student and the school with an assessment of student performance to ensure that the student is developing the ability to critically analyse the clinical findings to determine diagnoses and formulate appropriate management options for their patient.

3. Provide the student and the school with an assessment of student performance to ensure that the student is developing a more 'outcome-based' or 'problem-based' approach to patient assessment and care
4. Provide feedback on the student's performance in each clinical examination, and specific feedback on student's performance in each of the 13 areas of core clinical competency.
5. Provide the school with an evaluation of student performance to assess suitability to progress to Stage 5 of the program.

During the Full-Assessment period, clinical supervisors will evaluate student performance using the Stage 4 Primary Care Clinic *Supervisor's Assessment Form* (see copy on Moodle) which will assess student performance according to two separate but related forms of assessment:

1. Core Areas of Clinical Competency – the 13 areas of core competency listed on the *Supervisor's Assessment Form* reflect key areas of practice necessary to meet the OCANZ competencies required for registration as an Optometrist. Supervisors will assess whether the student has satisfactorily met the level of competency required for each of the 13 areas. This will (i) provide feedback to students on areas where improvement is required, and (ii) provide the school with a holistic picture of competence in each of the areas across the clinical year. Your clinical supervisor may be provided with a list of your performance in each of the areas of core competency so that they can work with you to improve your performance in areas identified as weak.
2. Overall Grade – Supervisors will provide an overall grade of performance on a six-point scale (A to F). This grade will be converted to a numerical equivalent and used to calculate the final mark for the Primary Care component of the course. Students are expected to achieve an average grade of 'C' or above to pass the course.
3. Note that for your final 4 weeks of clinic, supervisors will continue to give feedback designed to aid in your development as a clinician, however, you will not receive your grade or 'unsatisfactory'.

Primary Care Journal:

Each student will be issued with a *Primary Care Clinic Journal*, in which they are required to keep a detailed record of each patient they examine during the Primary Care Clinic. Each patient gives the student an opportunity to self-reflect both on the clinical case they were faced with, and how they responded and performed. Students should also record the verbal feedback they receive from their supervisor(s) immediately after each clinic. For the satisfactory completion of the Primary Care Clinic component of this course, the completed journal must be submitted to the Course Convenor following the last tutorial of each rotation 1 and 2 with a final submission by Friday 27th October 2017 (hurdle).

TO PASS THE PRIMARY CARE COMPONENT OF THIS COURSE

In order to pass the primary care component of this course, students are required to:

1. Achieve a **minimum average mark of 65%** in the Primary Care Clinic component of the course (equivalent to a 'C' grade on the *Supervisor's Assessment Form*)
2. Demonstrate a satisfactory level of competency in each of the 13 areas of core competency. Those who demonstrate an unsatisfactory level of competency for at least 30% of the assessments in the same area for any of the 13 areas of core competency across the mid- and full-assessment periods combined may be required to undergo further assessment
3. Receive an E or F grade for no greater than 20% of the patients they have examined across the mid- and full-assessment periods;
4. Examine a comparable number of patients to their peers during each of the three assessment periods. This number will be evaluated at the end of Session II and is dependent on patient numbers.
5. Submit their completed Primary Care Clinic Journal.

If students do not meet each of these requirements, they may be granted supplementary examinations if their level of competency is in doubt.

Supplementary examinations will take place in the Supplementary Examination Period outlined in the SOVS policy (see later in this document or the school website). The school does not intend to hold further training or examinations following completion of the supplementary period, though this is possible in rare circumstances.

b. Strand 2 - Vision Education Centre (VEC):

Assessment in the Vision Education Centre will evaluate your ability to interact and communicate with children and to perform vision screenings and modified clinical examinations for pre-school and school-aged children. Marks from each of your evaluations in VEC will be collated to provide an overall score of student proficiency.

You are also required to keep a record of your clinical experience during VEC vision screenings in your *Vision Education Centre (VEC) Journal*. You will have the opportunity to reflect on the clinical skills learnt; record your thoughts on your performance and your supervisor's feedback. For satisfactory completion of this component of the course, you are required to submit your completed journal on Moodle within 1 week of your final rostered VEC Clinic (Hurdle).

c. Strand 3 - Stewart House:

Assessment at Stewart House will evaluate your ability to interact and communicate with children and to perform vision screenings for school-aged children. Marks from each of your evaluations at Stewart House will be collated to provide an overall score of student proficiency.

You are also required to keep a record of your clinical experience at Stewart House in your *Stewart House Journal*. You will have the opportunity to reflect on the clinical skills learnt; record your thoughts on your performance, and your supervisor's feedback. For satisfactory completion of this component of the course, you are required to submit your completed journal on Moodle within 1 week of your final rostered Stewart House Clinic (Hurdle).

Note that you will be rostered to Stewart House placement over 2 rotations. Your journal is required following your second rotation at Stewart House

d. Stand 4 - Aboriginal Medical Centre (AMS):

Student performance will not be evaluated during your rotations at the AMS. However, students must attend all allocated visits and actively participate to satisfy the requirements to pass this course (Hurdle).

e. Strand 5 - Nursing Home Visits

Student performance will not be evaluated during your Nursing Home visits. However, students must attend all allocated visits and actively participate to satisfy the requirements to pass this course (Hurdle).

f. Strand 6 - Grand Rounds

To pass this component of the course (Hurdle), students must:

- Attend all scheduled Grand Rounds.
- Evaluate Stage 5 case presentations by submitting a completed *Grand Round Assessment Sheet* at the completion of each week's Grand Rounds.

g. Strand 7 - Dispensing

The dispensing strand consists of four separate components: *Dispensing Lectures*, *Practical Assessments* in the practical classes (held in the Transitions Lens Laboratory on Level 3), *Clinical Assessments* held within Primary Care Clinics in the UNSW Optometry Clinic and a *Dispensing assignment*. Students must pass each of the four components to pass this strand of the course.

Task	Dates of Assessment	Knowledge and abilities assessed	% of mark for Dispensing	Feedback		
				WHO	WHEN	HOW
Dispensing Lectures	Compulsory 100% attendance at all lectures (Friday 10:00am to 11:00am)		Nil (hurdle only)	N/A		
Practical Assessment	Ongoing throughout the year in dispensing practicals	You will be assessed on your ability to: <ol style="list-style-type: none"> 1. Successfully complete practical skills (hurdle only). 2. Identify, measure and mark-up single vision, bifocal and progressive lenses and compare to industry standards. 3. Appropriately fit spectacle lenses into plastic and metal frames. 	30%	Vinod Maseedupally Grant Hannaford	During practical classes	Verbal and posted on Moodle
Clinical Assessment	Ongoing when rostered on Dispensing in Rotations 1, 2 & 3. Students must complete 9 assessments in total throughout the year and be assessed at least 7	You will be assessed on your ability to select and provide a quote for the most appropriate spectacle lenses for clinical patients, or on your ability to deliver or adjust spectacles for a patient (maximum 2 assessment of this type). Only assessments from Rotations 2 and 3 will count towards your final grade.	70%	Debbie Huber and additional Clinical Dispensing Instructors and Mentors	Immediate	Verbal and/or observation of assessment form

	times across Rotations 2 & 3.					
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During your clinical assessment you will be assessed using the Clinical Dispensing Student Assessment form. This form is posted on Moodle.

Dispensing skills, in particular the ability to recommend the most suitable lenses for a patient's visual correction, will also form a critical element of assessment in the Primary Care Clinic (see description of Primary Care Clinic Component in this course outline). One of the 13 categories of competency specifically allocated to assessing the student's ability to choose appropriate visual corrections for their patient. Students will be expected to complete the *Patient Recommendation Sheet* and perform a satisfactory handover to the dispensing student in order to pass this component.

7. Additional Resources and Support

Text Books	<p>There are no required textbooks for this course. However the following texts (which you may have already acquired throughout your studies) are recommended as reference texts:</p> <p><u>Clinical texts:</u></p> <ul style="list-style-type: none"> • Alward WLM. Colour atlas of gonioscopy. Wolfe 1994. Mosby Year Book Europe, London (ISBN 0723417903) • Bartlett JD. Ophthalmic drug facts 24th Edition. 2012. Lippincott Williams & Wilkins (ISBN: 9781574393453) • Bartlett and Jaanus (2007). <i>Clinical ocular pharmacology</i>. Butterworth-Heinemann. • Bowling (2015). <i>Kanski's Clinical ophthalmology: a systematic approach</i>. Elsevier. • Bruce and Loughlin (2011). <i>Anterior eye disease and therapeutics A-Z</i>. Butterworth-Heinemann: Oxford. • Bruce, O'Day, McKay, Swann (2008). <i>Posterior eye disease and glaucoma A-Z</i>. Elsevier. • Carlson and Kurtz (2012). <i>Clinical procedures for ocular examination</i>. The McGraw-Hill Companies. • Grosvenor (2007). <i>Primary care optometry (5th Ed)</i>. Butterworth Heinemann Elsevier. • Gerstenblith and Rabinowitz (2012), <i>The Wills eye manual: office and emergency room diagnosis and treatment of eye disease (6th Edition)</i> Lippincott, Williams and Wilkins. • Millidot (2014). <i>Dictionary of optometry and visual science (7th Ed)</i>. Butterworth-Heinemann. • Scheiman and Wick (2008) <i>Clinical management of binocular vision (3rd Ed)</i>. Lippincott Williams & Wilkins. • <u>Dispensing texts:</u> • Wilson and Daras (2014). <i>Practical optical dispensing</i>. 3rd edition, OTEN Sydney. • Wilson, Stenersen and Daras (2014). <i>Practical optical workshop</i>. Second edition OTEN Sydney <p><i>Texts are available from the UNSW Bookshop or at the UNSW Library</i></p>
Course Manual	<p>The UNSW Optometry Clinic Manual 2018 and other important documents can be found on Moodle.</p>
Required Readings	<p>Austrroads Assessing Fitness to Drive. http://www.austrroads.com.au/drivers-vehicles/assessing-fitness-to-drive</p> <p>NHMRC Guidelines. For the screening, prognosis, diagnosis, management and prevention of Glaucoma 2010. http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/cp113_glaucoma_120404.pdf</p> <p>NHMRC Guidelines. Management of Diabetic Retinopathy 2008. http://www.nhmrc.gov.au/files/nhmrc/publications/attachments/di15.pdf</p> <p>In addition, you are expected to revise and be familiar your notes and texts from earlier courses within the Optometry and Vision Science program.</p>
Additional Readings	<p>Lecturers, tutors, clinical staff and clinical supervisors may at times suggest further reading to compliment your learning experience.</p>
Recommended Internet Sites	<p>A variety of information about this course including course outlines, timetables, discussions, announcements, and results can be found on Moodle at: https://moodle.telt.unsw.edu.au/login/index.php</p> <p>Additional recommended websites include: https://amhonline.amh.net.au http://www.optometryboard.gov.au/Policies-Codes-Guidelines.aspx http://www.nhmrc.gov.au/guidelines/publications/cp113-cp113b http://www.aao.org/education/ http://www.pacificu.edu/optometry/ce/online_ce.cfm http://cogancollection.nei.nih.gov/</p>

	http://www.gonioscopy.org/ http://www.djo.harvard.edu/ http://webeye.ophth.uiowa.edu/eyeforum http://www.aao.org/clinical-education http://www.mims.com.au/ https://www.aop.org.uk/ot http://www.auspharmacist.net.au http://www.centreforeyehealth.com.au/
Societies	<p>Your representatives on the UNSW Optomsoc will be organizing a number of social functions this year, including the annual Eye Ball. For further information about Optomsoc events go to: http://www.optom.unsw.edu.au/current/undergraduate/optomsoc.html</p> <p>The Optometrist Association (NSW/ACT) takes a strong interest in the functioning of the school, and particularly of the UNSW Optometry Clinic. The website is http://www.oaansw.com.au/</p>
Computer Laboratories or Study Spaces	<p>The School of Optometry and Vision Science has its own student computer laboratory located in Room LG21 on the lower ground floor of the Old Main Building (OMB). Access is by student-card only. If you have difficulty with access, contact the School's student Enquiry Office (Room 3.003). You must abide by the school rules for this laboratory. A schedule of the availability of the computer lab and any class bookings is posted outside the lab.</p> <p>The UNSW Library contains numerous study and computing spaces. Consult the UNSW Library website (http://library.unsw.edu.au/) for opening hours – they are often open longer at exam time. If you are concerned getting to/from the library at night, you can contact UNSW Security (http://www.security.unsw.edu.au/ or 9315 6000) for personal escort services around the UNSW campus</p>

8. Required Equipment, Training and Enabling Skills

Equipment Required	<p>The clinical equipment you have acquired throughout the degree program will be necessary for conducting eye examinations within the UNSW Optometry Clinic. The required equipment includes:</p> <ul style="list-style-type: none"> – Binocular Indirect Ophthalmoscope – Condensing lenses – Direct ophthalmoscope and Retinoscope – Trial frame – Tonometer probe – Fully-stocked equipment kits <p>Ensure that all of your equipment is labelled and you record any serial numbers. It is expected that when you are in the UNSW Optometry Clinic and on external placements, you will abide by the clinic dress code (see UNSW Optometry Clinic: Clinic Manual 2017) at all times, including wearing your own student name badge.</p>
Enabling Skills Training Required to Complete this Course	<p>The enabling skills required for this course have been included in the pre-requisite courses you have completed before enrolling in Clinical Optometry 4A & 4B. Further assistance with writing, oral communications, grammar and expression can be provided by the UNSW Learning Centre (www.lc.unsw.edu.au).</p> <p>Any required Health and Safety (HS) training will included in the course practicals and/or tutorials, and hence additional training will not be required.</p>

9. Course Evaluation and Development

Student feedback is gathered periodically by various means. Such feedback is considered carefully with a view to acting on it constructively wherever possible. This course outline conveys how feedback has helped to shape and develop this course.

Mechanisms of Review	Last Review Date	Comments or Changes Resulting from Reviews
Major Course Review	<i>Nil</i>	

myExperience¹¹		<p>This course was evaluated in 2015 using the UNSW Course and Teaching Evaluation and Improvement (CATEI) process. This process allows independent and confidential feedback on aspects and features of the entire course (Form A).</p> <p>The 2015 CATEI results indicated that all students were satisfied with the quality of this course. There was overall agreement that the course was challenging and interesting, provided effective opportunities for active student participation in learning activities, was effective for developing thinking skills (e.g. critical analysis, problem solving) and that students learnt a lot from this course, the assessment methods and tasks in this course were appropriate given the course aims, and the integration of the different components of the course was useful.</p> <p>The majority of students also agreed that the aims of this course were clear, they were given helpful feedback on how they were going in the course and were provided with clear information about the assessment requirements for this course.</p> <p>Students are encouraged to read this document closely as it contains the aims of the course and details all the assessment requirements.</p> <p>Consistency of supervision was raised as an issue. A clinical supervisor working party has been established with aims to improve the student experience. Students will continue to be rotated through the clinic so that they are exposed to a wide variety of supervisors.</p>
Other		<p>Student comments about the best features of this course included:</p> <ul style="list-style-type: none"> • It provided a chance to put theoretical knowledge learnt during the program into practice • Interesting to see a wide range of patients of different ages, cultures and socio-economic groups • It is good to get a mix of supervisors, learning how different optometrists do things • Dispensing lectures were interesting as there was a different speaker each week <p>Learning during tutorials</p>

¹¹ myExperience process: <https://teaching.unsw.edu.au/myexperience>

10. Administration Matters

Expectations of Students	<p>Some components of this course are compulsory, and you are expected to attend. Attendance at compulsory course components will be monitored by taking a roll</p> <p><u>Attendance registers:</u> In courses where signature on an attendance register is used to monitor attendance, all enrolled students must provide a specimen signature on a central School register by the end of the first week of semester. The central register will be overseen by Dr Dale Larden/Paul Zytnik. Please bring your student card with you when providing your specimen signature. Only one variant of your signature may be used on the central register and on all attendance registers.</p> <p>If your signature does not appear on an attendance register for a compulsory course component, or if the signature on the attendance register does not match the signature on the central register, it will be assumed that you were absent from the compulsory course component.</p> <p>Attempts to falsify the central register or attendance registers will be managed under UNSW Student Misconduct Procedures: https://www.gs.unsw.edu.au/policy/documents/studentmisconductprocedures.pdf</p> <p>The University uses email as an official form of communication for students. All UNSW students have their own email account. The School of Optometry and Vision Science will also make use of this form of communication.</p> <p>It is extremely important that you know how to use your Zmail and ensure that you check it regularly. You are advised to link your official UNSW email address to your habitual email address (e.g. hotmail). You will miss out on vital information from the School and University if you do not check your Zmail.</p> <p>For more information or if you are having connection or access problems, see: IT Service Centre www.it.unsw.edu.au/ Telephone: 02 9385 1333 Email: itservicecentre@unsw.edu.au</p>
Assignment Submissions	<p><u>How to submit assignments:</u></p> <p>For the specific submission requirements of each assessment task, please refer to the detailed assessment information for each strand in Section 6 of this course outline.</p> <p>Assignments should be submitted via Moodle (electronic submission). This includes completed laboratory reports and logs which should be scanned/photographed and submitted via Moodle.</p> <p>The School Policy on Submission of Assignments (including penalties for late assignments) and the Assignment Attachment Sheet are available from the School office (RMB3.003) and the School website at: http://www.optometry.unsw.edu.au/current/policies-and-procedures</p>

<p>Work Health and Safety¹²</p>	<p>Information on relevant policies and expectations is provided during General Safety Induction training. A copy of the Induction booklet distributed at this training is available from the School of Optometry and Vision Science office (RMB3.003) and the School website at: http://www.optometry.unsw.edu.au/whs/work-health-and-safety</p>
<p>Assessment Procedures</p> <p>UNSW Assessment Policy¹³</p>	<p>SCHOOL OF OPTOMETRY AND VISION SCIENCE, UNSW SUPPLEMENTARY EXAMINATION INFORMATION, 2019</p> <p>There are two circumstances whereby a supplementary examination may be granted:</p> <p>COMPETENCY IN DOUBT Students whose competency level is in doubt after the final examination(s) may be eligible to sit a supplementary examination in the course(s) concerned.</p> <p>Please check the School website for this information.</p> <p>SPECIAL CONSIDERATION On some occasions, sickness, misadventure or other circumstances beyond your control may prevent you from completing a course requirement, such as attending a formal end of semester examination. In these cases you may apply for Special Consideration. To do this you must make formal application for Special Consideration for the course/s affected as soon as practicable after the problem occurs and within three working days of the assessment to which it refers. The application must be made via Online Services in myUNSW. Log into myUNSW and go to My Student Profile tab > My Student Services > Online Services > Special Consideration. Submit the application (including supporting documentation) to UNSW Student Central.</p> <p>Special Consideration - Pre-Existing Conditions Many conditions that are the subject of special consideration applications are pre-existing and could be used repeatedly to gain examinations at a later date. These include conditions aggravated or triggered by the stress of the assessment. With the help of your doctor and/or other health care practitioners, steps can be taken ahead of the assessment time to minimise or avoid the consequences of these conditions. When applying for special consideration on the basis of a condition that was already known to be a problem for you and which you have already used as the basis for a special consideration application, the School will require you to provide a certificate that details the preventative measures taken and why they were not successful. This will then be taken into account when considering the application.</p> <p>Absence from a final examination is a serious matter, normally resulting in a Fail (FL) grade. If you are medically unfit to attend an examination, YOU MUST CONTACT THE SCHOOL DIRECTLY ON THE DAY OF THE EXAMINATION TO ADVISE OF THIS (telephone 02 9385 4639, email: optometry@unsw.edu.au). You must also submit a Request for Special Consideration application as detailed above.</p> <p>You are reminded that supplementary examinations are not granted lightly or automatically. Eligibility for supplementary examinations, for both of the above situations, is determined by the School Examination Committee, which meets soon after the formal examination period has ended. You cannot “apply” for a supplementary examination, so please do not contact the School or Course Controllers to request a supplementary examination.</p> <p>It is the responsibility of the student to consult the web site or noticeboard to ascertain whether they have supplementary examinations. This information WILL NOT be conveyed in ANY other manner. Interstate, overseas or any other absence cannot be used as an excuse.</p> <p>This information will be available on the School web site at https://www.optometry.unsw.edu.au (do not confuse the School website with the myUNSW website) and posted on the notice board on Level 3. This information will be available as soon as possible after the School Examination Committee meeting.</p> <p>SUPPLEMENTARY EXAMINATIONS FOR 2019 WILL BE HELD AS FOLLOWS:</p> <p>FOR TERM 1:</p> <ul style="list-style-type: none"> • STAGE 1-4* COURSES: Friday May 24th to 31st • THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 1 2019 <p>FOR TERM 2:</p> <ul style="list-style-type: none"> • STAGE 1-4* COURSES: Friday September 6th to 13th • THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 2 2019

¹² [UNSW OHS Home page](#)

¹³ [UNSW Assessment Policy](#)

¹⁴ [Student Complaint Procedure](#)

	<p>FOR TERM 3:</p> <ul style="list-style-type: none"> • STAGE 1-4* COURSES: end of December or early January (TBA) • STAGE 5 COURSES: end of December or early January (TBA) <p>Supplementary examinations will be held at the scheduled time only. If students who are granted supplementary examinations do not attend, a failure will be recorded for that course. Students should not make travel arrangements, or any other commitments, before establishing whether or not they have supplementary examinations. Ignorance of these procedures, interstate, overseas or any other absence will not be accepted as an excuse. But usual Special Consideration for illness still applies.</p> <p>If additional assessment is not scheduled, this does NOT indicate whether or not a student has passed or failed the course. Results will be received in the usual way. Please do not contact the School in this regard.</p> <p>Please note the above applies to OPTM and VISN courses only. Any information on supplementary examinations for servicing courses (e.g. CHEM****) is the responsibility of the School conducting the course.</p> <p>* Stage 4 includes courses in the first year of the MClinoptom program.</p>		
<p>Equity and Diversity</p>	<p>Those students who have a disability or are dealing with personal circumstances that affect their study that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course Convenor prior to, or at the commencement of, their course, or with the Equity Officer (Disability) in the Equity and Diversity Unit (9385 4734 or http://www.studentequity.unsw.edu.au/).</p> <p>Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.</p>		
<p>Student Complaint Procedure¹⁴</p>	<p>School Contact</p> <p>Prof. Helen Swarbrick h.swarbrick@unsw.edu.au Tel: 9385 4373</p>	<p>Faculty Contact</p> <p>A/Prof Janelle Wheat Deputy Dean (Education) Contact details: TBA</p> <p>Or</p> <p>Dr Gavin Edwards Associate Dean (Academic Programs) g.edwards@unsw.edu.au Tel: 9385 4652</p>	<p>University Contact</p> <p>Student Integrity Unit (SIU) Telephone 02 9385 8515, email studentcomplaints@unsw.edu.au</p>
<p>University Counselling and Psychological Services¹⁵</p>	<p>Information on Counselling and Psychological Services [CAPS] is available at: https://www.counselling.unsw.edu.au/ Tel: 9385 5418</p>		

¹⁵ [University Counselling and Psychological Services](https://www.counselling.unsw.edu.au/)

11. UNSW Academic Honesty and Plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.

*Examples include:

- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document (whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or a tutor; and
- claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism.

Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarised material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does *not* amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:

<https://student.unsw.edu.au/plagiarism>

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:

- correct referencing practices;
- paraphrasing, summarising, essay writing, and time management;
- appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne