



Course Outline

OPTM3205

Disease Processes of the Eye 2

Optometry and Vision Science

Faculty of Science

[Term 2, 2019]



1. Staff

Position	Name	Email	Consultation times and locations	Contact Details
Course Convenors	Prof. Michael Kalloniatis	mkalloniatis@cfeh.com.au	Contact via email	Contact via email
	Michele Clewett	mclewett@cfeh.com.au		
Lecturers	A/Prof Michele Madigan	m.madigan@unsw.edu.au	Email for appointment	Contact via email
	Dr Angelica Ly	ALy@cfeh.com.au		
	Dr Barbara Zangerl	bzangerl@cfeh.com.au		
	Dr Jack Phu	jphu@cfeh.com.au		
	Dr Lisa Nivison-Smith	lnivison-smith@cfeh.com.au		
Prof Mark Wilcox	m.wilcox@unsw.edu.au			

2. Course information

Units of credit: **6UOC**

Pre-requisite(s): OPTM3105 Disease processes of the eye 1

Teaching times and locations:

Component	HPW	Time	Day	Location
Lecture 1	2	3 to 5pm	Mon	Vallentine Annexe 121
Lecture 2 / tutorial	2	2 to 4pm	Wed	Red Centre Theatre
Lecture 3 / tutorial	1	3 to 4pm	Fri	Vallentine Annexe 121

2.1 Course summary

This course provides an overview of disease processes with particular application to the pathophysiology, epidemiology and clinical features of posterior eye diseases. It follows on from OPTM3105 and will cover metabolic, degenerative, inherited, developmental and inflammatory ocular disease as well as neoplasia. Participants will gain an understanding of the pathological processes underlying disease as well as a solid knowledge of the epidemiology, signs symptoms and clinical presentation of ocular disease. This will equip students with the knowledge necessary for differentially diagnosing ocular disease.

2.2 Course aims

OPTM3205 aims to impart an understanding of the pathophysiological processes underlying ocular disease. By better understanding these processes, participants can better recognise disease states and identify progression of disease. Further, students will learn the epidemiology and clinical characteristics of a wide spectrum of posterior eye disease and in this way develop the foundations necessary for the differential diagnosis of eye disease. Throughout, ocular disease will be discussed in relation to the underlying pathophysiological processes. Didactic lectures, interactive tutorials and supporting on-line educational material will be aligned with assessment tasks designed to both work towards these aims and also to measure achievement of these goals.

2.3 Course learning outcomes (CLO)

At the successful completion of this course you (the student) should be able to:

1. Understand the range of pathophysiological processes underpinning posterior eye disease.
2. Be able to recognise a wide range of posterior eye conditions by integrating knowledge of epidemiology, pathophysiological processes and clinical presentation and be able to communicate your findings effectively.
3. Locate and critically evaluate high quality current information and evidence on posterior eye disease
4. Integrate knowledge gained in other optometry courses (for example, OPTM3105) and the current course (OPTM3205)

2.4 Relationship between course and program learning outcomes and assessments

Course Learning Outcome (CLO)	LO Statement	Program Learning Outcome (PLO)	Related Tasks & Assessment
CLO 1	Understand the range pathophysiological processes underpinning posterior eye disease.	Articulate broad and coherent disciplinary theoretical and technical knowledge in Vision Science and Optometry and their areas of practice (program 3181) Articulate advance and integrate understanding of a complex body of	Lectures, on line resources, assessment quizzes, final exam

		knowledge in Vision Science and Optometry, and their areas of professional practice (3182)	
CLO 2	Be able to diagnose a wide range of eye conditions by acquiring and integrating knowledge of epidemiology, pathophysiological processes and clinical presentation and be able to communicate your findings effectively.	<p>Articulate broad and coherent disciplinary theoretical and technical knowledge in Vision Science and Optometry and their areas of practice (program 3181)</p> <p>Articulate advance and integrate understanding of a complex body of knowledge in Vision Science and Optometry, and their areas of professional practice (3182)</p> <p>Apply knowledge and principles in Vision Science and Optometry to work in Ophthalmic Industry</p> <p>Effectively communicate information in both oral and written formats (3181)</p> <p>Demonstrate effective and professional skills in communicating information and judgements to patients and other health care providers (3182)</p>	Tutorials, on-line resources, case presentations, final exam
CLO 3	Be able to locate and critically evaluate high quality current information and evidence on ocular disease	<p>Use enquiry-based learning and demonstrate analytical skills in the review, consolidation and synthesis of knowledge in Vision Science and Optometry (3181)</p> <p>Use expert, specialised cognitive and technical skills in Vision Science and Optometry to independently and critically analyse and synthesise complex information, problems, concepts and theories (3182)</p> <p>Understand the scientific research process and ability to undertake independent research in Vision Science and Optometry. Apply established theories and concepts to a body of knowledge, and the interpretation and communication of knowledge and ideas to specialist and non-specialist audiences (3182)</p>	Case presentations

<p>CLO 4</p>	<p>Integrate knowledge gained in other optometry courses (for example, OPTM3105 and OPTM3133)</p>	<p>Apply knowledge and principles in Vision Science and Optometry to work in Ophthalmic Industry</p> <p>Articulate broad and coherent disciplinary theoretical and technical knowledge in Vision Science and Optometry and their areas of practice (program 3181)</p> <p>Articulate advance and integrate understanding of a complex body of knowledge in Vision Science and Optometry, and their areas of professional practice (3182)</p>	<p>Tutorials, case presentations,</p>
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3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course uses a blended learning approach with both face to face and on-line learning activities as outlined below.

Face to Face lectures

Lectures will be used in this course to build an understanding of the relevant pathophysiological processes and a connection will be made between these processes and ocular disease. By understanding the pathophysiology behind the disease, participants will be better able to diagnose these diseases and understand disease progression. These lectures will be delivered by a range of lecturers who have specific expertise or experience in the given topics and they form a fundamental part of this course. Attendance at all lectures is highly recommended and interaction with lecturers strongly encouraged to maximise the learning opportunity.

On-line Learning

Several online learning modules are provided each week to complement the face to face lectures. These modules consist of short video segments integrated with text, online activities and questions and use the latest in on-line adaptive learning technology to support face to face learning in achieving the expected course learning outcomes.

Tutorials

Interactive tutorials will be held throughout the session, during which students will work in groups to discuss and work through presentations of ocular disease. This group work will help to develop the ability to work as part of a team, integrating both on-line and face to face learning and then applying it to actual clinical cases. There will be the opportunity to ask questions, to receive feedback on the tutorial cases and also a chance for clarification to be given on topics identified as problematic by the on-line learning activities. Students are expected to attend and participate in discussions to maximise their learning experience. The tutorials are designed to help students achieve learning outcomes 1,2 and 4.

Group Case Presentations

In the final week of session, students will be required to do a 10 minute presentation of an assigned clinical case, addressing the signs, symptoms, epidemiology, underlying pathology and management of the condition being presented. Groups will be expected to answer relevant questions at the completion of their presentation and will be assessed by both the examiners and also their peers. This activity relates to learning outcomes 1 through 4 and will also act as a revision task for the students assessing the presentations.

3.2 Expectations of students

Expectations of Students	<p>Participation</p> <p>During lectures and tutorials, student participation and interaction is both expected and appreciated. Active student engagement improves the learning experience for all and will help to maximise the learning experience.</p> <p>Attendance</p> <p>Students are strongly encouraged to attend all lectures to maximise the learning experience and to benefit from the expertise of the lecturers.</p> <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 or asking attendees to sign an attendance register.</p> <p>The compulsory course components, and the justification for their compulsory nature, are as follows:</p> <ul style="list-style-type: none">• Tutorials run in Weeks 2, 3,4,5 6,7 and 9. These tutorials provide a particularly effective and critical learning experience to help you to contextualise important subject matter presented elsewhere in the course. Group-based assessment tasks will be conducted during the tutorials in weeks 2,3,5,6 and 7.• Week 10 case presentations must be attended by all group members unless special consideration applies. In the case of non-attendance by a group member without special consideration, a zero mark for that member will apply.• The Assessment quizzes in weeks 4 and 9 are compulsory. Failure to attend these assessments will result in a zero score for that assessment unless special consideration applies. <p><u>Attendance registers:</u></p> <p>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>On-line components</p> <p>It is expected that all students complete the on-line assigned activities. These serve to reinforce learning and utilise adaptive learning such that extra information can be provided where necessary to improve understanding of the topic. Valuable analytical data can be</p>
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extracted from these learning modules such that the course presenters can identify poorly understood areas and address these in tutorials and face to face lectures.

Communication

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.

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.

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

4. Course schedule and structure

This course consists of 5 hours of class contact hours. You are expected to take an additional 5 hours of non class contact hours to complete assessments, readings and exam preparation.]

Week [Date/Session]	Lecture Topics	Activity	Related CLO
Week 1	Introduction to OPTM3205 Introduction to apoptosis Developmental ocular disease	Video Lectures	1,3
Week 2	Metabolic disease 1 Metabolic disease 2	On-line activities Tutorial (1 hour)	1,2,4
Week 3	Inherited ocular disease Trauma Opportunistic infection – viral and parasitic	On-line activities Tutorial (2 hour)	1,2,4
Week 4	Immunology/Autoimmune disease Inflammation Extended tutorial	On-line activities Assessment quiz	1,2,4
Week 5	Neoplasia 1 Neoplasia 2	On-line activities Tutorial (1 hour)	1,2,4
Week 6	Vascular disease 1 Vascular disease 2	On-line activities Tutorial (2 hour)	1,2,4,
Week 7	Degenerative changes in the visual pathways Disorders of the visual pathways	On-line activities Tutorial (1 hour)	1,2,4
Week 8	Degenerative retinal conditions 1 Degenerative retinal conditions 2 Degenerative retinal conditions 3	On-line activities Tutorial (2 hour)	1,2,4
Week 9	Degenerative retinal conditions 4 Extended tutorial	On-line activities Assessment quiz 2	1,2,4
Week 10	Case Presentations	Review tutorial	1,2,3,4

5. Assessment

5.1 Assessment tasks

Assessment task	Length	Weight	Due date <i>(normally midnight on due date)</i>
<p>Assessment 1: Formative assessment 1: quiz</p> <p>MCQ and short answer questions covering material presented in class (lectures and tutorials) and also in on-line resources.</p>	45 min	20% total (10% each)	Weeks 4 and 9
<p>Assessment 2: Formative assessment 2: Tutorial</p> <p>Working in groups to discuss case presentations and completing related short answer questions.</p>	1 hour	5% total (1% each)	Weeks 2,3,5,6,7 in class
<p>Assessment 3: Formative assessment 3: Case presentation</p> <p>Groups are assigned a case of ocular disease to analyse, identify the underlying pathological processes, generate a differential diagnosis and final diagnosis and discuss epidemiology for the condition. Findings are to be presented in a 10 minute group oral presentation in week 10. The group must be prepared to answer related questions following the presentation. Peer assessment marks will be combined with examiners' marks to determine the final result. Note that an accompanying Powerpoint presentation is required to be submitted by 5pm Monday 5th August through Turn it in (2 slides per page, PDF format).</p>	10 minutes including Q&A	15%	Week 10 in class
<p>Assessment 4: Summative assessment - Final exam</p> <p>The final exam MUST be passed in order to pass this course. If the exam is not passed but the combined course mark is 50% or over, a grade of UF will be awarded. If the exam is passed but the overall course mark is less than 50%, a FL grade will be awarded.</p>	2 hours	60%	During UNSW examination period

Further information

UNSW grading system: student.unsw.edu.au/grades

UNSW assessment policy: student.unsw.edu.au/assessment

5.2 Assessment criteria and standards

Formative assessments 1, 2 and Summative assessment (final exam): Accurate response.

Formative assessment 3 (Case presentation): will be assessed using the following rubric. Peer assessment and examiner assessment will be combined to reach a final mark for this task.

Criteria	Performance standards				Additional comments
	Circle the description that best describes how well the group fulfilled the criteria.				
Rationale Has the group reached a logical diagnosis and explained their reasoning well?	The group has explained the clinical findings that led them to their differential diagnosis and also the rationale for their final diagnosis.	The group has managed to identify both a differential and final diagnosis but has not really explained the rationale behind these.	The group has made minor errors in their diagnostic thought processes which has led to incorrect conclusions.	The group has used flawed diagnostic thought processes which has significantly impacted their final diagnosis.	
Content How good is the work that was done?	The work appears to have been completed without errors.	The work contains some minor errors that are unlikely to undermine the main conclusions.	The work contains serious errors—the conclusions are cast into serious doubt.	The work appears to be incomplete—it fails to address the required criteria.	
Communication How well is the work presented?	The diagnostic process, conclusions, presentation of the underlying pathophysiology and epidemiology are all clearly articulated and the presentation is engaging.	The diagnostic process and understanding of the underlying pathophysiology and epidemiology is fairly clear but only after probing. Some aspects of the presentation were poorly considered.	Multiple deficiencies: more than one aspect of the presentation (diagnostic process, pathophysiology, epidemiology, conclusions) is not clear.	Verbal communication is poor and the presentation is difficult to follow.	
Q&A How well is the student able to answer questions?	The group listens carefully and answers questions easily and directly. They demonstrate a solid knowledge and understanding of the topic.	The group appears to have a reasonable knowledge of the topic but show some uncertainty when answering questions..	The group attempts to answer questions about the topic but clearly doesn't really understand.	The group is effectively unable to answer questions about the topic.	

5.3 Submission of assessment tasks

Assignment Submissions	<p>Formative assessment 1 will be issued, completed and collected during lecture time in weeks 4 and 9.</p> <p>Formative assessment 2 will be issued and submitted during the tutorial times in weeks 2,3,5,6,7.</p> <p>Formative assessment 3 will be delivered orally during week 10. An accompanying powerpoint presentation must be submitted by 5pm Monday 5th August through Turn it In. Failure to submit this component on time will result in a penalty of 25% of the total marks available.</p> <p>Submissions requesting extension of a deadline relating to assessment tasks must be made in writing WITH supporting documentation to Michele Clewett mclewett@cfeh.com.au Michael Kalloniatis mkalloniatis@cfeh.com.au needs to be copied in on all emails.</p>
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Assessment Procedures UNSW Assessment Policy¹	SCHOOL OF OPTOMETRY AND VISION SCIENCE, UNSW SUPPLEMENTARY EXAMINATION INFORMATION, 2019
	<p>SPECIAL CONSIDERATION</p> <p>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. UNSW operates under a Fit to Sit/ Submit rule for all assessments. If a student wishes to submit an application for special consideration for an exam or assessment, the application must be submitted prior to the start of the exam or before an assessment is submitted. If a student sits the exam/ submits an assignment, they are declaring themselves well enough to do so. 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>CHRONIC ISSUES AND PRE-EXISTING CONDITIONS</p> <p>If you have chronic issues and pre-existing conditions, we recommend you apply for Educational adjustments for disability support through Disability Services. Register for Disability Services at https://student.unsw.edu.au/disability-registration</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 on the UNSW website: https://student.unsw.edu.au/special-consideration.</p> <p><u>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.</u></p>

This information will be available on the School web site at <http://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.

SUPPLEMENTARY EXAMINATIONS FOR 2019 WILL BE HELD AS FOLLOWS:

FOR TERM 1:

- **STAGE 1-4* COURSES: FRIDAY, 24 MAY 2019 – SATURDAY, 25 MAY 2019**
- **THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 1 2019**

FOR TERM 2:

- **STAGE 1-3 COURSES: FRIDAY, 6 SEPTEMBER 2019 - SATURDAY, 7 SEPTEMBER 2019**
- **STAGE 4* COURSES: FRIDAY, 6 SEPTEMBER 2019**
- **THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 2 2019**

FOR TERM 3:

- **STAGE 5 COURSES ONLY: DURING THE WEEK OF MONDAY, 9 DECEMBER 2019 – FRIDAY, 13 DECEMBER 2019.**
- **STAGE 1-4* COURSES: FRIDAY, 20 DECEMBER 2019, SATURDAY, 21 DECEMBER AND MONDAY, 23 DECEMBER 2019.**

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 still applies.**

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.

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.

* Stage 4 includes courses in the first year of the MCLinOptom program.

School of Optometry and Vision Science, UNSW, 14 March 2019

¹[UNSW Assessment Policy](#)

5.4. Feedback on assessment

Feedback for assessment tasks will be provided in a timely manner through the following means:

Formative assessment 1: In-class discussion during the tutorial session immediately following the assessment task. Marks will be available in Moodle prior to the tutorial session.

Formative assessment 2: Immediate feedback in class following submission of answers.

Formative assessment 3: Immediate discussion in class through the question and answer segment. Marks will be available in Moodle within 1 week of the presentation.

6. Academic integrity, referencing and plagiarism

Referencing is a way of acknowledging the sources of information that you use to research your assignments. You need to provide a reference whenever you draw on someone else's words, ideas or research. Not referencing other people's work can constitute plagiarism.

Further information about referencing styles can be located at student.unsw.edu.au/referencing

Academic integrity is fundamental to success at university. Academic integrity can be defined as a commitment to six fundamental values in academic pursuits: honesty, trust, fairness, respect, responsibility and courage.² At UNSW, this means that your work must be your own, and others' ideas should be appropriately acknowledged. If you don't follow these rules, plagiarism may be detected in your work.

Further information about academic integrity and **plagiarism** can be located at:

- The *Current Students* site student.unsw.edu.au/plagiarism, and
- The *ELISE* training site subjectguides.library.unsw.edu.au/elise

The *Conduct and Integrity Unit* provides further resources to assist you to understand your conduct obligations as a student: student.unsw.edu.au/conduct.

²International Center for Academic Integrity, 'The Fundamental Values of Academic Integrity', T. Fishman (ed), Clemson University, 2013.

7. Readings and resources

Required Text:

Bowling, B 'Kanski's Clinical Ophthalmology' 8th edition, Elsevier Butterworth-Heinemann Publishers, 2016.

This textbook is a comprehensive Ocular Disease Atlas that later becomes an excellent everyday resource in your clinical practice. You can purchase this book through the UNSW bookshop. This will include on-line access to 'Kanskionline'. This text can also be accessed online through the UNSW library.

Useful resources

Note these are not required texts but may be helpful in your study of this subject

Forrester, J, Dick, A, McMenamin, P, Roberts, F, Pearlman, E. "The Eye – Basic Sciences in Practice" 4th Edition, 2015. Available through UNSW bookshop. A copy is held at the UNSW library.

Ehlers JP and Shah CP. 'The Wills Eye Manual', Lippincott Williams and Wilkins, 5th edition, 2008. Available through the UNSW bookshop and online through the UNSW library. A copy is also held at the UNSW library.

Remington, L. "Clinical Anatomy and Physiology of the Visual System" 3rd edition, 2012. Available through the UNSW library as an e-book.

Snell, R, Lemp, M. "Clinical Anatomy of the Eye" 2nd edition, 1998. A copy is held in the UNSW library.

Yanoff M and Sassani JW. 'Ocular Pathology', Mosby, 6th edition, 2009. Available through the UNSW bookshop. A copy is held at the UNSW library

Compulsory and optional readings as specified by the lecturers and course material throughout the semester will be listed on Moodle and provided when not accessible on-line through the UNSW library.

Moodle announcements for OPTM3231 are an essential part of call every day or two. Announcements from staff to the whole class will be made through this medium for any changes, last minutes updates, etc. Zmail will only be used for personal messages to individual students.

8. Administrative matters

Required Equipment, Training and Enabling Skills

Equipment Required	None required
Enabling Skills Training Required to Complete this Course	Skills beyond ELISE level online information literacy are expected. Go to UNSW Library/Online Training/LOIS and complete the complete series of tutorials. Those with poor English skills (relating to writing, oral delivery, grammar, expression) should visit the UNSW Learning Centre for help before it is too late.

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		This course will run for the first time in 2019. Annual review will be undertaken based on student feedback.
myExperience³		Course feedback may be given through myExperience.

Other		Not applicable

Work Health and Safety⁴	<p>Information on relevant Occupational Health and Safety policies and expectations both at UNSW and if there are any school specific requirements.</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: https://www.optometry.unsw.edu.au/whs/work-health-and-safety</p>		
Equity and Diversity	<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>		
Student Complaint Procedure⁴	School Contact	Faculty Contact	University Contact
	<p>Prof. Helen Swarbrick h.swarbrick@unsw.edu.au Tel: 9385 4373</p>	<p>A/Prof Janelle Wheat Deputy Dean (Education) j.wheat@unsw.edu.au Tel: 9385 0752</p> <p>Or</p> <p>Dr Gavin Edwards Associate Dean (Academic Programs) g.edwards@unsw.edu.au Tel: 9385 4652</p>	<p>Student Integrity Unit (SIU) Telephone 02 9385 8515, email studentcomplaints@unsw.edu.au</p>

**University Counselling
and Psychological
Services⁵**

Information on Counselling and Psychological Services [CAPS] is available at:

<https://www.counselling.unsw.edu.au/>

Tel: 9385 5418

³myExperience process: <https://teaching.unsw.edu.au/myexperience>

⁴[UNSW OHS Home page](#)

⁵[Student Complaint Procedure](#)

⁶[University Counselling and Psychological Services](#)

9. Additional support for students

- The *Current Students* Gateway: student.unsw.edu.au
- Academic Skills and Support: student.unsw.edu.au/skills
- Student Wellbeing, Health and Safety: student.unsw.edu.au/wellbeing
- Disability Support Services: student.unsw.edu.au/disability
- UNSW IT Service Centre: www.it.unsw.edu.au/students