



VISN5531 Course Outline

Development and Aging: Implications for O&M

*School of Optometry and Vision Science
Faculty of Medicine & Health*

UNSW Sydney

Term 1, 2022

1. Staff

Position	Name	Email	Contact Details
Course Convenor	Dr Ingrid Jimenez	ingrid.jimenezbarbosa@unsw.edu.au	ingrid.jimenezbarbosa@unsw.edu.au School of Optometry and Vision Science, Level 3, North Wing, Rupert Myers Building
Co-Convenors	Dr Sharon Oberstein	s.oberstein@unsw.edu.au	s.oberstein@unsw.edu.au UNSW Optometry Clinic, School of Optometry and Vision Science, Ground Floor, North Wing, Rupert Myers Building
	A/Prof Sieu Khuu	s.khuu@unsw.edu.au	s.khuu@unsw.edu.au School of Optometry and Vision Science, Level 3, North Wing, Rupert Myers Building
Tutor	Dr. Michael Gleeson	michael.gleeson@unsw.edu.au	TBA
Other Lecturers	Dr Sheela Kumaran	sheela.kumaran@unsw.edu.au	TBA
	Michele Madigan	m.madigan@unsw.edu.au	

2. Course information

Units of credit: **6**

Pre-requisite(s): **completed VISN5512 and VISN5513.**

Teaching times and locations: Fully Online (please refer to course Moodle site for up-to-date information)

.2.1 Course summary

This course provides students with a broad understanding of human development and ageing

with respect to vision impairment and blindness. This course will be delivered online, and its scope includes an in-depth review of child development, the effects of low vision and blindness on child development and the increased prevalence of vision impairment and co-morbidities with ageing.

2.2 Course aims

This course aims to develop knowledge of child development, the effects of low vision and blindness on that development, the effects of aging, and the increased prevalence of vision impairment and co-morbidities.

2.3 Course learning outcomes (CLO)

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

1. Assess the impact of vision impairment and blindness on child development
2. Evaluate the impact of other sensory impairments and co-morbidities on the development of children who are visually impaired or blind
3. Identify and review general health conditions that need to be considered in the design of interventions in children and adults
4. Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions
5. Explain and appraise the impact of the increased prevalence of vision impairment and comorbidities with ageing on Orientation and Mobility intervention

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	Assess the impact of vision impairment and blindness on child development	PLO1 PLO3 PLO4 PL06	Assessment 1 Assessment 2 Assessment 3
CLO 2	Evaluate the impact of other sensory impairments and co-morbidities on the	PLO4 PLO6	Assessment 1 Assessment 2

	development of children who are visually impaired or blind		Assessment 3
CLO 3	Identify and review general health conditions that need to be considered in the design of interventions in children and adults	PLO4 PLO5 PLO6	Assessment 1 Assessment 2 Assessment 3
CLO 4	Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions	PLO1 PLO2 PLO3 PLO4 PLO5 PLO6	Assessment 1 Assessment 2 Assessment 3
CLO 5	Explain and appraise the impact of the increased prevalence of vision impairment and comorbidities with ageing on Orientation and Mobility intervention	PLO1 PLO3 PLO4 PLO5 PLO6	Assessment 1 Assessment 2 Assessment 3

3. Strategies and approaches to learning

3.1 Learning and teaching activities

This course will be delivered across 1 term of study and will be online. It will comprise of a series of pre-recorded lectures that will be delivered on a weekly basis through the 10-week teaching term. Lectures will be supported by online tutorials to promote greater understanding and application of content. In tutorials and practicals, students will engage in reviewing research, case studies and engage in activities that expands their conceptualisation of the implication of additional disabilities and major transition points in the human lifespan. Teaching will be a combination of online lectures, tutorials and practicals in which students will engage in evidence-based learning, case studies and interactive multimedia exercises.

4. Course schedule and structure

See Moodle for a detailed schedule.

Aligned CLOs	Lecture contents	Tutorials (Blackboard Collaborate) Thursdays 4-5 pm	Assessments	Week
CLO 1. Assess the impact of vision impairment and blindness on child development	Introduction			O-week
	Lecture block 1: Foundations to lifespan of human beings 1.1 Concept of human development and main domains: physical; cognitive; psychosocial. 1.2 Periods of human development 1.3 Development of the eye and vision 1.4 Importance of child development at different stages: a) cognitive; b) social and emotional; c) speech and language; d) fine motor skill; e) gross motor skills; f) adaptative behaviour 1.5 Effects of low vision and blindness on child developmental stages			Week 1
			Assessment Precis details release this week	Week 2
CLO 2. Evaluate the impact of other sensory impairments and co-morbidities on the development of children who are visually impaired or blind	Lecture Block 2: Impact of other sensory impairments and co-morbidities on the development of children 2.1 Co-morbidities in children visually impaired (Down syndrome, cerebral palsy; autism; attention deficit hyperactivity disorder; intellectual disability; epilepsy and CVI (cortical visual impairment)) 2.2. Overview of the impact of sensory impairments on the development of children			Week 3
	2.3 Other sensory impairments (Deaf blindness) young and adults	TUTORIAL In this tutorial you will have the opportunity to discuss your Precis Assessment. The details of this assessment will be release in week 2.	Precis Assessment 10%	Week 4
CLO 4. Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions	Lecture block 3: significant points of transition in the lifespan affect O & M interventions 3.1 A life-span theory of development and its challenges 3.2 Developmental transitions in life span (bodily transitions; health transitions; friendship and romantic transitions; parenthood and other family		Precis submission 10%	Week 5

	transitions; education; career and employment; cultural and society context) and its relations with O& M interventions.			
	MID TERM EXAM			Week 6
CLO 3. Identify and review general health conditions that need to be considered in the design of interventions in children and adults	Lecture Block 4 Part 1: Interdisciplinary approach for Interventions in children and adults General Health conditions: 4.1 General Health conditions to consider and challenge of aging: Diabetes, hypertension, cancer, cardiovascular disease, stroke or transient ischaemic attack complications, Parkinson, Alzheimer, bones, joints osteoporosis, multiple sclerosis, migraine; malnutrition, anorexia, and bulimia.	TUTORIAL- Week 7 and 8 <u>Thursday 4-5pm</u> <u>31st March and April 7th/2022</u> In this tutorial, you will be prepared to adapt session for clients with additional motor complexities. Working with a physio or occupational Therapist -for manual and powered wheelchairs - wheeled walkers - support canes crutches – mobility Material to use in this tutorial will be release on <i>Week 5-6</i>		Week 7
	Lecture Block4 Part 2: Interdisciplinary approach for Interventions in children and adults General Health conditions: 4.2 Mental and cognitive health implications in O & M for children, adults, and aged people. Its importance for life interventions or preventive activities.			Week 8

CLO 2. Evaluate the impact of other sensory impairments and co-morbidities on the development of children who are visually impaired or blind	Lecture Block 5 Part 1: Early intervention for children with vision impairment/Quality of Life assessment 5.1 Importance of History taking in sensory impairments and co-morbidities in children with vision loss. 5.2 How to analyse and justify selection of an assessment tool to inform your practice (child developmental assessment tools (monitor, screening, and evaluation) 5.3 Adaptations of techniques and other strategies use during intervention 5.4 Adaptation of assessment tools to inform working with children with complex needs			Week 9
CLO 5. Explain and appraise the impact of the increased prevalence of vision impairment and comorbidities with ageing on Orientation and Mobility intervention	Lecture Block 5 Part 2: Interdisciplinary approach for Interventions in children and adults Impact of the increased prevalence of vision impairment and comorbidities with ageing on O& M intervention The prevalence and consequences of vision impairment in later life Global prevalence of presbyopia and vision impairment from uncorrected presbyopia Vision impairment and incidence of dementia and cognitive impairment		Written assignment 40%	Week 10
			FINAL EXAM	Study week

5. Assessment

5.1 Assessment tasks and criteria

There are three assessment tasks in this course designed to enable you to demonstrate that you have achieved the course learning outcomes. Completion and submission of all assessment tasks by the due date are necessary to receive a final mark in the course. Late submissions without approved Special Considerations will be subject to a 10% penalty of the assessment task weighting per day. See:

<https://www.optometry.unsw.edu.au/study/undergraduate-degrees/important-information-and-policies>

	ASSESSMENT TYPE	DUE DATE	WEIGHTING	CLO(s)	FEEDBACK	
					TYPE	DATE
1	Assessment: Written Assignment	On-going (Wk3-Wk10)	40%	1, 2, 3, 4,5	Written Feedback on student performance	Week 10
2	Examination: Mid Term exam	Week 6	20%	1, 2, 3, 4,5	Written	During grade release period
3	Examination: Final Exam	Exam Period	30%	1, 2, 3, 4,5	Written	During grade release period
4	Precis	On-going (Week 4-Week 8)	10%	1,2,3,4,5	Feedback on student performance	During grade release period

Further information

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

UNSW assessment policy: [Assessment Policy](#)

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

5.3 Submission of assessment tasks

Assignment Submissions	<p>Assignments should be submitted via Moodle (electronic submission). This includes completed reports, essays, logs etc, which should be scanned/photographed and submitted via Moodle.</p> <p>https://www.optometry.unsw.edu.au/study/undergraduate-degrees/important-information-and-policies</p>
Assessment Procedures UNSW Assessment Policy¹	<p>SCHOOL OF OPTOMETRY AND VISION SCIENCE, UNSW SCHOOL OF OPTOMETRY AND VISION SCIENCE, UNSW</p> <p>SUPPLEMENTARY EXAMINATION INFORMATION, 2022</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. 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 and attach student's supporting documentation (such as a medical certificate).</p> <p>CHRONIC ISSUES AND PRE-EXISTING CONDITIONS</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 Equitable Learning Support (formerly Disability Support Services) at <https://student.unsw.edu.au/els/register>

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>

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.

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.

SUPPLEMENTARY EXAMINATIONS FOR 2022 WILL BE HELD AS FOLLOWS: FOR TERM 1:

- **STAGE 1-4* COURSES: WEDNESDAY, 18 MAY 2022 – FRIDAY, 20 MAY 2022**
- **THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 1 2022**

FOR TERM 2:

- **STAGE 1-4 COURSES: WEDNESDAY, 31 AUGUST 2022 - FRIDAY, 2 SEPTEMBER 2022**
- **THERE WILL BE NO SUPPLEMENTARY EXAMINATIONS FOR STAGE 5 STUDENTS IN TERM 2 2022**

FOR TERM 3:

- **STAGE 5 COURSES ONLY: DURING THE WEEK OF MONDAY, 12 DECEMBER 2022 – FRIDAY, 16 DECEMBER 2022**
- **STAGE 1-4* COURSES: WEDNESDAY, 14 DECEMBER 2022 - FRIDAY, 16 DECEMBER 2022**

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, 23 November 2021

5.4. Feedback on assessment

Task	Feedback		
	WHO	WHEN	HOW
1. Precis	Lecturers/Convenor	During tutorial Week 4	Mark based on rubric feedback on strengths and weaknesses via Moodle (two weeks after submission)
2. Written assignment: Essay	Lecturers/Convenors	Written assignment week 10 submission	Mark based on rubric feedback on strengths and weaknesses via Moodle
3. Mid-term exam	Course Convenor	Week 5	Marks on Moodle, general feedback on Moodle and review at the Tutorial
4. Final examination	Exam Section UNSW	N/A	Final course mark – Exam Section

6. Academic integrity, referencing and plagiarism

Referencing acknowledges 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 (please see below). 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

Suggested Useful Books:

1. Forrester JV, Dick AD, McMenamin PG, Lee, WR (2016) *The Eye: Basic Sciences in Practice*, W.B. Saunders, 4th edition. Available as an eBook via the UNSW Library or at the UNSW Bookshop.
2. Remington, LA (2012) *Clinical Anatomy & Physiology of the Visual System*, 3rd edition. Elsevier. VISON2111 Textbook; available as an eBook via the UNSW Library or at the UNSW Bookshop.
3. Rosenbloom, Alfred A and Meredith W Morgan, *Vision and Aging* (Butterworth-Heinemann, 2nd ed., 1993)

Required readings: may comprise chapters from textbooks or key articles and are indicated clearly on Leganto, or in lectures.

8. Administrative matters

School of Optometry and Vision Science
UNSW, Sydney
SYDNEY NSW 2052, AUSTRALIA
<https://www.optometry.unsw.edu.au/>

Required Equipment, Training and Enabling Skills

Equipment Required	No special equipment is required for this course.
Enabling Skills Training Required to Complete this Course	<p>Skills beyond the ELISE level online information literacy are expected and UNSW Library/Online Training/LOIS provide a series of tutorials that can be completed to enable this requirement.</p> <p>Students with limited English skills (related to writing, comprehension, oral delivery and grammar) are encouraged to visit the UNSW Learning Centre. On-line assistance via UNSW Library and Outreach Librarians is also available for all students.</p> <p>Some resources should be accessed. These will be available in the Course Administration Moodle section. These include links to UNSW resources for developing group work skills, discussion skills, essay writing skills, EndNote skills, and videos to watch regarding clinical procedures.</p>

Work Health and Safety³	<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/about/information-and-policies/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 Equitable Learning Services (formerly Disability Support Services). Appointments with Equitable Learning Services are now being offered as video, phone and in person at the Kensington Campus. Contact ELS via Email: els@unsw.edu.au or https://student.unsw.edu.au/els</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>

	School Contact	Faculty Contact	University Contact
Student Complaint Procedure⁴	A/Prof Sieu Khuu s.khuu@unsw.edu.au Tel: 9385 4620	Professor Gary Velan Senior Vice Dean Education g.velan@unsw.edu.au Tel: 9385 1278	Student Conduct and Integrity Unit Tel 02 9385 8515 Email: studentconduct@unsw.edu.au
University Counselling and Psychological Services⁵	Information on Psychology and Wellness (Formerly known as Counselling and Psychological Services) is available at: https://www.counselling.unsw.edu.au/ Tel: 9385 5418		
Psychology and Wellness	Information on Psychology and Wellness: https://student.unsw.edu.au/counselling Telephone: Students in Australia: 02 9348 0084 (Monday - Friday 9am-5pm) or 1300 787 026 (after hours) International students not in Australia: +61 2 8905 0307 (any time of day or night) Students who visited Psychology and Wellness in 2021: 02 9385 5418 (Monday - Friday 9am-5pm)		

²myExperience process: <https://teaching.unsw.edu.au/myexperience>

³[UNSW Work Health and Safety](#)

⁴[Student Complaint Procedure](#)

⁵[Psychology and Wellness](#)

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
- Equitable Learning Services (formerly Disability Support Services): <https://student.unsw.edu.au/els>
- UNSW IT Service Centre: <https://www.myit.unsw.edu.au/>