



UNSW
AUSTRALIA

School of Optometry and Vision Science

Clinical Supervisor Guide

Never Stand Still

Science



UNSW OPTOMETRY CLINIC

INTRODUCTION

Welcome to supervising UNSW Optometry students during their clinical placements. Students attend various placements throughout Sydney, Australia, overseas and here at the UNSW Optometry Clinic. Clinical placements develop students' clinical skills and academic rigour while exposing them to a wide variety of practice modalities in a variety of cultural settings.

The UNSW Optometry Clinic is open to the general public and our patient base is drawn from UNSW staff, students and the wider community. Each year the clinic sees over 3500 patients. Throughout the time optometry students spend in the Clinic, they will come into contact with patients of all ages, with a diverse range of educational and cultural backgrounds.

The Clinic provides clinical experience to students from Stage 1 to 5 in the Optometry and Vision Science Program. The experience that students gain in the clinic is aimed at improving their clinical skills while building on and integrating the knowledge they have gained throughout the optometry program. The Clinic offers students the opportunity to move from theory into practice under careful supervision in an authentic healthcare setting. Your role as a Clinical Supervisor is crucial to this process.

The UNSW Optometry Clinic operates several internal clinics that, in conjunction with external placements, offer students a broad experience in many aspects of optometric and eye care.

In line with the UNSW Graduate Attributes we aim to develop students who are rigorous scholars, are capable of leadership and practice professionally in a global community. Our clinical program is aligned with the OCANZ Competencies and we are a fully accredited program.

This manual has been developed to provide you with some of the key information that you will need while working as a clinical supervisor of UNSW Optometry students.

I hope that you enjoy your time with our students and that it is a positive and rewarding experience for you. I am looking forward to working with you to educate the next generation of optometrists.

Kathleen Watt
Clinic Director

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THE UNSW OPTOMETRY AND VISION SCIENCE PROGRAM

The Optometry and Vision Science program is a 5 year undergraduate combined Bachelor of Science, Bachelor of Optometry degree.

The first three years of the program include studies in optics, ocular anatomy and physiology and vision science. Pre-clinical training begins in Stage 2 (2nd year) and continues in Stages 3 and 4. Students learn on simulated patients, most commonly fellow optometry students.

In Stage 4 (4th year) students develop their clinical skills in the UNSW Optometry Clinic, external placements and preceptorship while they continue with lectures and practical sessions on campus.

In Stage 5 (5th year) students continue clinical placements at the UNSW Optometry Clinic, external placements and preceptorships. They also complete a research project.

At the completion of the program, students are expected to practice to the OAA Universal (entry-level) and Therapeutic Competency Standards for Optometry (Kiely 2014). The program is accredited by OCANZ and graduates of this program are therapeutically endorsed.

Following successful completion of the program, graduates can apply for registration with the Australian Health Practitioner Regulatory Authority (AHPRA) to practice independently as optometrists.

LEARNING AND TEACHING AT UNSW

UNSW GUIDELINES THAT INFORM LEARNING AND TEACHING

UNSW has developed sixteen guidelines to inform learning and teaching within the University. The guidelines have been used to develop each of the courses throughout the Optometry and Vision Science program and while not all elements are applicable to clinical teaching, you will recognise components that are relevant.

The guidelines are designed to encourage staff to reflect on their teaching and develop strategies to improve the educational experience of students.

The summary points are below. More detailed information, including a comprehensive list of recommended readings, can be found by following the link: <http://teaching.unsw.edu.au/guidelines>

Engage student in learning

1. Actively engage students in the learning process
2. Create an appropriately challenging climate of enquiry; link activities to research and scholarship
3. Develop interesting, challenging activities that are fun for students to engage in
4. Build opportunities for students to reflect on their experiences, challenge their current beliefs and develop new practices and understanding

Contextualise learning

5. Recognise and build on students' prior experience and knowledge
6. Emphasise the relevance of students' learning in professional, disciplinary and personal contexts
7. Encourage dialogue between students and teachers, and among students in and out of class, creating a community of learners

Be inclusive

8. Acknowledge value and draw on the diversity of students' experiences in learning and teaching approaches and activities
9. Use multiple teaching methods and modes of instruction (visual, auditory, kinaesthetic and read/write). Be aware that students have different learning styles

Design curriculum to engage, contextualise and be inclusive

10. Clearly articulate expectations and the course goals, learning outcomes and requirements
11. Encourage students to take responsibility for their own learning, so that they develop higher-order thinking skills such as analysis, synthesis and evaluation
12. Embed acquisition of graduate capabilities in your course. These capabilities are best acquired in a disciplinary context

Teach to engage, contextualise and be inclusive

13. Encourage independent learning through the appropriate use of information and communication technologies
14. Create opportunities for students to learn cooperatively with peers, to help them develop interpersonal, professional and cognitive skills

15. Align assessment practices with the desired learning outcomes
16. Give students meaningful and timely feedback

These guidelines were developed by Emeritus Professor Adrian Lee and Associate Professor Michele Scoufis and passed at the November 2003 meeting of the UNSW Academic Board

UNSW Graduate Capabilities

UNSW aspires to develop globally focussed graduates who are rigorous scholars, capable of leadership and professional practice in an international community.

The university has outlined the following Graduate Capabilities as desired learning outcomes for *all* UNSW students.

UNSW programs aspire to graduate:

- a) **Scholars** capable of independent and collaborative enquiry, rigorous in their analysis, critique and reflection, and able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems
- b) **Entrepreneurial leaders** capable of initiating and embracing innovation and change, as well as engaging and enabling others to contribute to change
- c) **Professionals** capable of ethical, self- directed practice and independent lifelong learning
- d) **Global citizens** who are culturally adept and capable of respecting diversity and acting in a socially just and responsible way



STUDENT CLINICAL PLACEMENTS OVERVIEW

Optometry and Vision Science students attend clinical placements in a wide variety of settings in their final years at the SOVS. These placements are chosen to ensure students have broad experience in authentic workplaces and are practice ready graduates. The majority of clinical training occurs while on placements at the UNSW Optometry Clinic with additional experience gained at various practice styles and locations while on external placements and preceptorships.

Internal Placements - UNSW Optometry Clinic

SOVS Students gain experience in the Clinic carry out eye examinations on real patients in an authentic healthcare setting. They also develop skills in optical dispensing, patient management, record keeping communication and practice management. The goal of placement in the Clinic is to develop students to be competent professionals while maintaining safe and appropriate patient care.

Students are rotated through internal clinics throughout their final years. They are assessed using various methods including assessing clinical performance, self-reflection journals, oral examinations, case reports and presentations.

External Placements

Additional placements external to the UNSW Optometry Clinic include clinics in public hospitals, private ophthalmology, imaging referral centres (CFEH), Aboriginal Medical Services, independent and corporate optometry practices and low vision service providers. They are located in the Sydney metropolitan area and throughout Australia. External placements broaden the student experience by allowing them to be exposed to diverse practice modalities, patients and supervisors.

All students attend external placements on rotation throughout the year. While there may be some variation in the experience they receive in each location, each student attends a similar mix of placements.

Students are required to keep a record of all patients seen while on external placements. They have various assessment tasks associated with their placements. Assessment tasks include clinical performance, self-reflection journals, oral examinations, case reports and presentations.

Preceptorships

SOVS students attend two preceptorship placements in their final 2 years of training. Stage 4 preceptorships are of two weeks duration in optometric practices in metropolitan Sydney or rural or remote Australia. Stage 5 preceptorships are of four weeks duration in metropolitan Sydney, rural or remote Australia or overseas. Placements can be in a wide variety of practices including hospital and teaching clinics.

It is understood that students will have very varied experiences on their preceptorships due to the diverse locations and practice styles they attend.

Students are required to attend the required number of hours, keep a record of all patients seen while on preceptorship and write a report on their preceptorship which includes a reflection of their experiences.

CLINICAL SUPERVISION

GENERAL CLINICAL SUPERVISOR COMPETENCIES

Clinical Supervision of SOVS students takes place in a variety of settings with both short and long term placements with the UNSW Optometry Clinic and externally. While it is important for Clinical Supervisors to have appropriate skills and experience, there are additional competencies that are needed in order to be an effective supervisor. These include (but are not limited to):

1. Awareness of and sensitivity to the wider context of the placement and its influence on the supervisory relationship and processes (for example the organisational culture and policies, the timing in student learning and the patient population)
2. The ability to focus on the multiple functions and tasks of clinical supervision (refer section on roles and responsibilities for an overview)
3. The ability to structure supervision and intervene as necessary
4. Being aware of the impact of individual differences such as race, culture, gender, sexuality, disability, social level and lived experience has when supervising in the various roles involved (student/patient, supervisor/student/patient)
5. Having clear understanding and knowledge of the employing organisation and professional association's protocols, procedures and treatment best practice standards
6. Having skills in giving and receiving feedback. This could include informal sessions or formally through standardised assessment
7. The capacity to reflect on their own clinical supervision individually or with other clinical supervisors

Adapted from *AAMFT (2007)*; *Bernard & Goodyear (2009)*; *The Bouverie Centre (Moloney, Vivekananda & Weir 2007, 2010)*; *Powell & Brodsky (1998)*

ROLES AND RESPONSIBILITIES OF CLINICAL SUPERVISORS

The role of the Clinical Supervisors of SOVS students while on clinical placements is multifunctional. Clinical supervisors have responsibilities to the students as well as the patients they see while supervising students.

Roles and responsibilities – Patients

The Clinical Supervisor is ultimately responsible for patients seen by students while supervising.

Clinical supervisors must ensure that patients are dealt with in an ethical and safe manner.

Clinical supervisors should:

- Be aware of the level of skill of the student being supervised. Students' level of clinical skill and ability to interpret results will vary from their first encounters in Clinics, through to their final weeks. Although the experience they receive prior to placements is similar, students develop at different rates and will have a range of competence
- Observe students closely, particularly early in their placement. Supervisors should encourage students to seek your advice - particularly if they are not confident in performing any techniques
- Take time to check important findings, reviewing results and being involved in important decision making
- Ensure patients receive appropriate management, treatment and follow-up in line with organisational and professional association standards and practices
- Ensure that the patient record accurately represents the patient consultation and is appropriately stored
- Ensure patients receive appropriate reports, referral letters and prescriptions when necessary
- Protect the privacy of patients seen by students in accordance with all appropriate State and Federal Laws

Roles and responsibilities - Students

Clinical supervisors should provide students with opportunities to improve their skills, competence and confidence. They should support students in their learning and provide opportunities for growth that are appropriate for their current level of skill.

Clinical Supervisors ensure that students:

- Perform examination procedures on indication accurately and efficiently
- Become critical observers that are able to accurately interpret clinical findings and test results
- Accurately record clinical findings, case analysis and plan of action
- Develop an understanding of inter-test relationships
- Understand the logic of arriving at a diagnosis, management plan, advice to patient and need for additional testing
- Write a prescription, referral letter and reports when necessary
- Ensure students conduct is professional and ethical in line with organisation and professional association standards and practices

A key role of Clinical Supervision is providing feedback on and assessment of clinical performance. (See section on Feedback and Assessment for additional information). Clinical supervisors should allow students time to critically assess their own performance and identify areas of strength and weakness and support them emotionally through this process. They should monitor students' progress and well-being and evaluate and report on student competence.

EFFECTIVE CLINICAL SUPERVISION

Killminster et al (2007) have reviewed medical education and clinical supervision literature. (The Association for Medical Education in Europe (AMEE) guide). They outline a framework for effective supervision. The framework includes supervision that is in context with the student's level of learning, with frequent and constructive feedback. They note the importance of a good, quality relationship between supervisor and students as this directly impacts the effectiveness of supervision.

They list helpful supervisory behaviours as:

- giving direct guidance on clinical work
- linking theory with practice
- engaging in joint problem solving
- offering feedback and reassurance
- providing a role model
- good interpersonal skills
- good clinical skills
- clinically competent and knowledgeable

They list unhelpful supervisory behaviours as:

- rigidity
- low empathy
- not offering support
- not following students concerns
- not teaching
- being indirect and intolerant
- emphasizing evaluation and negative aspects of performance

A thorough account of elements of quality in the clinical learning environment is presented, and factors known to enable or impede the placement experience are discussed. Enablers include (1) a culture that values quality, (2) effective supervision, (3) learning opportunities, (4) communication and collaboration and (5) resources and facilities. Barriers include (1) occupational stress and (2) workplace incivility and aggression. Other key issues explored include the importance of innovation as a way to enhance quality, considerations for quality in rural and remote placements and diversity issues as they relate to a quality placement experience.

Adapted from Promoting quality in clinical placements: literature review and national stakeholder consultation Final report December 2012 Health Workforce Australia

FEEDBACK

A key role of Clinical Supervisors is providing students with feedback. Effective feedback identifies strengths and weaknesses in student performance and develops strategies for improvement.

While giving feedback it is important to remember that students will have differing levels of skills, competence and confidence and will require an individualised approach. Feedback should be done with sufficient privacy and with consideration of students' emotional health and wellbeing.

There are various methods available to use to give feedback. Below are some methods you may find useful.

Feedback Frameworks

Feedback Sandwich

A common method to give feedback has been referred to as the Feedback Sandwich (see review in Dohrenwend 2002). This method involves providing feedback in the following order:

1. Ensure a safe reflective space
2. Tell students what they have done well to reinforce that behaviour
3. Tell them where they went wrong or were weak
4. Tell them how they could have done better or what they should do next time

Pleased Platform

Developed by Daphne Hewson (2014)

A slightly adapted version of the Pleased Platform is below:

1. Ensure a safe reflective space
2. Identify issues/challenges
3. Pleased Platform
 - Ask student what are you most pleased about? You may need to rephrase this if a student has difficulty talking about what they are personally pleased about. You may consider rephrasing what would significant others be pleased with?
 - How did you do that?
 - What else? Ask your student to identify several pleased points don't stop at just one or two.
4. Alternative actions?
 - What would you like to do (to have done) differently?
 - What else? List several actions
 - Are there any standards/guidelines that are relevant here?
5. Feedback
 - Use the following phrases as a guide "I noticed that...(positive or problematic behaviour)
 - Is that helpful or not helpful to you/your patients? Why? How? In what ways?
 - What do you want to do about....?
6. Consolidation
 - What have you found most helpful or interesting in our conversation?
 - What would you now highlight in your practice theory?
 - What impact will it have on your work?
 - What are your ready to do now?

Feed Forward

Prof Royce Sadler has written extensively on the topic of student assessment and feedback (see Sadler 2010). One interesting concept he has built on the basic feedback model. He notes that one of the limitations of any feedback approach is that while giving feedback, we may fail to 'feed –forward'. That is, fail to significantly change students' future performance. He argues that by just telling students what to do may not be enough to influence change. Students need to be given the skills to recognize for themselves where they have gone wrong and how they can improve. The catch phrase he uses is "teaching students to notice".

He has a 3 point strategy to encourage student learning to critically assess their own performance:

1. Set the reference level for good work and know what quality looks like

Throughout the year students observe supervisors in action, not only when we are examining as part of a demonstration patient, but also during their consultations when we are checking their work. Perhaps you can ask students to comment what they noticed about your performance with patients, to help them to develop their ability to notice.

2. Compare their performance with the goal

Ask the student to assess their own performance so they can start to recognize areas that they perform well in and areas they need improvement in.

3. Develop strategies to close the gap between their performance and the goal

As a supervisor you can facilitate discussion with your student on how to improve their performance. Some students may require more guidance in this than others, but with practice students should improve and develop an invaluable life skill.

It is important to note that for health care professionals clinical education does not stop once we graduate. We have a professional responsibility to continue to learn and develop skills throughout our careers. By training students to notice their strengths and weaknesses we are setting them up for life.

ASSESSMENT

Students are assessed throughout their clinical placements. Various methods are used for assessment; including observation of clinical performance, self-reflection journals, oral examinations, case reports and presentations.

Assessment at the UNSW Optometry Clinic

While on placement at the UNSW Optometry Clinic, students are assessed in each of the internal clinics.

During Primary Care Clinics students are assessed by Clinical Supervisors during patient consultations. Students are rotated to ensure that they are assessed by a number of different supervisors throughout the year.

Assessment covers 13 areas of competency based on the OAA Universal (entry-level) and Therapeutic Competency Standards for Optometry (Kiely 2014). The competencies include skills testing and higher order thinking - the ability to diagnose and appropriately manage patients - as well as their professionalism.

Students also receive a global score (A-F) which reflects the supervisor's impression of how well they integrate the information from the consultation and their overall performance.

For Primary Care Clinics, the first rotation assessment is not counted towards their final mark (Formative Assessment). Supervisors should provide feedback to students to help recognise strengths and weaknesses in order to improve performance.

Assessment in the second and third clinical rotations is counted towards students final marks (Summative Assessment). There is a greater weighting of assessment in the third rotation.

Visiting Supervisors will provide formative feedback to students in all areas of competency. However, their assessment will not count towards final marks.

Other internal clinics have assessment requirements.

INTERNAL PLACEMENTS - UNSW OPTOMETRY CLINIC

SOVS Students gain experience in the Clinic carry out eye examinations on real patients in an authentic healthcare setting. They also develop skills in optical dispensing, patient management, record keeping communication and practice management. The goal of placement in the Clinic is to develop students to be competent professionals while maintaining safe and appropriate patient care.

Students are rotated through internal clinics throughout their final years. They are assessed using various methods including assessing clinical performance, self-reflection journals, oral examinations, case reports and presentations.

Internal clinics include: Primary Care, Paediatric Primary Care, Contact Lenses, Advanced Contact Lenses, Occupational Colour Vision, Low Vision, Red Eye, Myopia, Vision Training and Dry Eye.

Clinics run throughout the University semester, Monday to Friday and students are rotated through the various clinics throughout the academic year. Students are supervised by Staff optometrists, external Clinical Supervisors, Volunteer Visiting Supervisors, Dispensing staff and Dispensing mentors.

The information in this section is for those teaching SOVS students in the UNSW Optometry Clinic.

STUDENTS EXPERIENCE PRIOR TO STAGE 4

Students have training in most standard clinical tests including retinoscopy, refraction, binocular vision testing, slit lamp examination, fundoscopy, binocular indirect ophthalmoscopy, gonioscopy and tonometry. Most of their practice is with simulated patients (their colleagues or computerised instruments) and they carry out 2 complete consultations on 'family and friends' in the clinic.

During Stage 4 students have lectures and practical sessions in contact lenses, binocular vision, ocular therapeutics and paediatrics. They will need guidance from their supervisors in how to deal with patients that fall into these categories.

Prior to starting in the Clinic, their dispensing knowledge is generic in nature Dispensing presentations from optical suppliers take place during the year, so they will develop this knowledge throughout the year.

UNSW INDUCTION

Clinical Supervisors are required to complete the Casual Checklist form and return to the Clinic Director prior to Semester commencing. The Induction Casual Checklist includes important information for you as an employee of UNSW, including Work Health and Safety. You can find the Casual Checklist at the following website <http://optometryclinic.unsw.wikispaces.net> or www.hr.unsw.edu.au/employee/orientation/CasualChecklist.rtf

PARKING

Supervisors can collect a parking permit from reception in order to park in the Barker St Car Park on campus (entry via Gate 14). With this permit, Clinical and Visiting Supervisors can park on levels 2 to 4, except in the 'Reserved' spots. The permit should be displayed on the car dashboard.

Clinical supervisors will need to sign the Supervisor Parking Logbook on collection and return of the parking permit. The permit should be collected for each visit to the Clinic and should not be taken home.

Clinical supervisors are not permitted to park in the patient parking at any time.

If there are insufficient parking permits there is limited street parking and some paid parking spots on campus.

TIME SHEETS

Clinical supervisors are to fill out a time sheet each time they work in the Clinic. Empty time sheets can be found in the mail tray marked "Time Sheets" in the Staff Office and on completion should be returned to the UNSW Optometry Clinic Administrative Assistant's (Nicole Grskovic) mail tray in the same room.

CLINICAL EQUIPMENT

Clinical Supervisors will be provided with a tray of standard diagnostic lenses and diagnostic pharmaceutical agents for each clinic bay. Trays can be found in the Staff Office. The Clinic Supervisor is to return their tray to the Staff Office at the conclusion of the clinic and Alcaine drops are to be returned to the Staff Room refrigerator.

The Key Clinician is responsible for accessing additional equipment that may be required during a clinic.

The Key Clinician will be available for assistance with equipment if there is any uncertainty about their use (e.g. fundus camera, OCT).

If clinic equipment is missing or in need of repair, fill in the *Equipment Repair Form* (located in each consultation room) and pass it on to receptionist or Resident Optometrist as soon as possible.

Under no circumstances should equipment belonging to the Clinic be taken for personal use by SOVS students, SOVS staff, Clinical Supervisors or Visiting Clinical Supervisors. It is the students' responsibility to ensure their own health and safety when carrying personal equipment and belongings to and from the clinic. If equipment is bulky or heavy, then options for managing this include using a bag with wheels, using a backpack or making multiple trips to transport equipment.

ACCESSING STAFF INFORMATION (INCLUDING PAY ADVICE)

You will need to log on the UNSW information system MyUNSW: <https://www.my.unsw.edu.au> In order to access this system you will need to know your UNSW Staff znumber and zpass. To obtain your z number/zpass go to <https://www.it.unsw.edu.au/staff/zpass/index.html>

UNSW OPTOMETRY CLINIC ADDITIONAL RESOURCES

For additional Clinical Supervisor information please see the UNSW Optometry Clinic Supervisor website. This site includes the UNSW Optometry Clinic Manual, Clinic policies and protocols as well as online training modules. See www.clinsupervisor.com

EXTERNAL PLACEMENTS

Additional placements external to the UNSW Optometry Clinic include clinics in public hospitals, private ophthalmology, imaging referral centres (CFEH), Aboriginal Medical Services, independent and corporate optometry practices and low vision service providers. They are located in the Sydney metropolitan area and throughout Australia. External placements broaden the student experience by allowing them to be exposed to diverse practice modalities, patients and supervisors.

All students attend external placements on rotation throughout the year. While there may be some variation in the experience they receive in each location, each student attends a similar mix of placements.

Students are required to keep a record of all patients seen while on external placements. They have various assessment tasks associated with their placements. Assessment tasks include clinical performance, self-reflection journals, oral examinations, case reports and presentations.

Each external placement has additional information manuals for students that have been developed by in conjunction with the placement provider and the SOVS.

PRECEPTORSHIPS

The Preceptorships aim to provide students with experience in an authentic workplace setting in order to develop them into work ready graduates. Preceptorships provide students with the opportunity to apply skills and learning gained in their entire undergraduate program to real life situations.

Students attend 2 preceptorships in the 5 year program:

Stage 4 (Year 4) students

- Two week placement
- Approximately 20 patients
- Not a compulsory component of undergraduate program
- In ophthalmic practices preferably in rural and remote Australia

Stage 5 (Final Year) students

- Four week (18 days) placement
- Approximately 50 patients
- Compulsory component of undergraduate program
- In ophthalmic practices in Australia and around the world

STUDENTS' EXPERIENCE PRIOR TO PRECEPTORSHIPS

Students participating in these programs have had the following experience at the UNSW Optometry Clinic and other external placements as part of their Stage 4 and Stage 5 studies:

Stage 4 Preceptorship

- Performed all the clinical procedures associated with a comprehensive eye examination, including routine dilated fundus examination on a limited number of patients (<20) under supervision of an optometrist
- Performed other clinical procedures, including gonioscopy, on indication and under the direct supervision of an optometrist
- Limited guided practical experience in the therapeutic management of ocular disease.
- Applied their dispensing skills, including recommendation of the most suitable options to meet patient's visual needs

Students have NOT completed studies in contact lenses or advanced binocular vision - including the management of strabismus and amblyopia and paediatrics.

Stage 5 Preceptorship

- Performed all the clinical procedures associated with a comprehensive eye examination - including routine dilated fundus examination - under supervision of an optometrist
- Performed other clinical procedures - including gonioscopy, pachymetry, ocular coherence topography, lacrimal lavage and foreign body removal on indication - under the direct supervision of an optometrist
- Guided practical experience in the therapeutic management of ocular disease.
- Fitted a limited number of patients with contact lenses

- Applied their dispensing skills, including recommendation of the most suitable options to meet patient's visual needs

WHAT WE WOULD LIKE OUR STUDENTS TO EXPERIENCE?

During the Stage 4 Preceptorship, it is hoped that students:

Will gain experience in:

- Practice Management: including record keeping, waiting room organisation, recall/reminder systems
- Handling patients: in the waiting room, in the consulting room and over the telephone
- Dispensing: ordering and checking jobs, minor frame repairs and adjustments
- Contact Lenses: fitting, delivery (including insertion and removal training and instructing patients on lens care and maintenance) and aftercare
- Disease management

Will observe and participate, where possible, in the examination of at least 20 patients *under the supervision of an optometrist* - including the following areas on indication:

- history and symptoms
- retinoscopy
- refraction
- binocular vision analysis
- slitlamp biomicroscopy
- ophthalmoscopy, direct and indirect
- gonioscopy
- visual field analysis
- tonometry
- contact lenses, fitting, delivery and aftercare
- other advanced imaging techniques as available

Will undertake frame and lens selection for their patients as well as the delivery of optical appliances if required.

During the four week Stage 5 Preceptorship, it is hoped that students:

Will gain experience in:

- Practice Management: including record keeping, waiting room organisation, recall/reminder systems
- Handling patients: in the waiting room, in the consulting room and over the telephone
- Dispensing: ordering and checking jobs, minor frame repairs and adjustments
- Contact Lenses: fitting, delivery (including insertion and removal training and instructing patients on lens care and maintenance) and aftercare
- Disease management

Will observe and participate, where possible, in the examination of at least 50 patients *under the supervision of an optometrist* - including the following areas on indication:

- history and symptoms
- retinoscopy
- refraction
- binocular vision analysis

- slitlamp biomicroscopy
- ophthalmoscopy, direct and indirect
- gonioscopy
- visual field analysis
- tonometry
- contact lenses, fitting, delivery and aftercare
- other advanced imaging techniques as available

Will undertake frame and lens selection for their patients as well as the delivery of optical appliances if required.

It is understood that the experience will vary depending on the individual practice location and equipment available.

The Preceptorship supervisor (an optometrist or ophthalmologist) has the responsibility for each patient seen by a student during Preceptorship.

The Preceptorship supervisor should discuss with the student critical aspects of the examination especially with regard to patient management.

WHAT WILL YOUR ROLE BE DURING THE PRECEPTORSHIP?

The role of the Preceptorship supervisor is to ensure the student under their care:

- Records an accurate patient history
- Instructs the patient correctly
- Performs each examination procedure efficiently and accurately
- Understands the optometric techniques and uses a flexible approach
- Interprets the clinical findings correctly
- Understands the methods and logic of arriving at a diagnosis and treatment plan
- Completes the record thoroughly and legibly in accordance with the guidelines developed for record keeping by the Optometry Board of Australia
- Completes an accurate prescription where necessary
- Refers as required and recognises the need for further examination
- Writes reports/referrals where necessary

It is also hoped that the Preceptorship supervisor will be able to:

- Ensure every patient examination is a learning experience for the student
- Allow the student to put previous knowledge into clinical experience
- Teach applied problem solving
- Encourage the student to make clinical decisions and judgements
- Discuss the case with the student with regards to procedures, diagnosis and management
- Assist both technical and communication skills
- Provide advice to the student if they have questions about work-related discomfort (To assist you with this, we have prepared resources which are available at <http://www.optometry.unsw.edu.au/whs/work-related-discomfort-program>)

- Prepare for the consultation by reading through past records if appropriate
- Be friendly, helpful, honest, professional, available and consistent

Throughout the Preceptorship, supervising practitioners will ensure that students are developing skills in patient care by giving verbal feedback on their performance.

INDUCTION MEETING

Each student will also be asked to contact you prior to their attendance to discuss the placement, including:

- Attendance times including meal breaks
- Dress code
- Opening hours
- Roles of staff
- Transport options
- Who to contact if they are sick and unable to attend
- The format of a typical day at your practice

Other Work Health and Safety induction information relevant to your practice

HOW WILL THE STUDENTS BE ASSESSED?

To meet the requirements of the Preceptorship program each student has been asked to complete a binder while on placement and complete a written report following the placement.

The binder includes:

- A Student Evaluation and Supervisor feedback form to be completed by the student's supervisor at the end of the placement
- A placement log to record de-identified summary information of all patients seen
- Five (5) report sheets. The student must complete a more detailed report sheet for five (5) of the patients seen during the Preceptorship. Report sheets are used to help students develop their patient recording skills and to allow reflection of the cases encountered while on Preceptorship, Report sheets must be signed by the supervisor once complete. Note that the report sheets should only include patient data that has been de-identified
- Guidelines for the student on how to write their report after the placement

It is the student's responsibility to complete this binder while on placement (and ask their supervisor to sign where appropriate and to complete the Student Evaluation and Supervisor feedback form).

Written report:

Students will be required to submit to UNSW a written report on their Preceptorship placement. The report will briefly describe the placement workplace, the role carried out by the student and address how the experiences gained during Preceptorship met the aims and

learning outcomes (see above). The report will include a placement log of patients seen. The final written report will be between 2000 to 3000 words. The student is asked to provide the Preceptorship supervisor with a copy of this report.

Written confirmation of successful completion of Preceptorship:

Confirmation of the successful completion of the placement must be in writing from the Preceptorship supervisor.

Student introduction

After placements are allocated by the School of Optometry and Vision Science, the student will provide you with a letter of introduction and a copy of their CV.

CHANGES TO THE PLACEMENT

It is great if the experience at your practice can be enriched by a day at a local ophthalmologist clinic or another practice. However, we need to be notified of this in advance to ensure appropriate insurance coverage for students. Therefore, please contact Michelle Bonanno if there is any change to the original itinerary or schedule of the placement eg. a visit to another practice or ophthalmology clinic or if the placement will finish on an earlier or later date.

THANK YOU

We believe that the preceptorship program is a very important component of the education of our final year students. We realise the imposition that the program makes upon your time and that of your staff and we are most appreciative of your assistance and support in this initiative.

CONTACT DETAILS:

For further information regarding the Preceptorship program please contact Michelle Bonnano.

EXPECTATIONS OF STUDENTS

Students are expected to treat their patients, supervisors and colleagues with respect and to behave in a professional manner when at the UNSW Optometry Clinic and on all associated placements and preceptorships. Students must comply with the UNSW Code of Conduct and the Optometry Board of Australia Code of Conduct for Optometrists.

APPEARANCE AND HYGIENE

Students are expected to maintain professional dress, in addition to professional behaviour, at all times while they are in the Clinic or on external placements and preceptorships.

Students are required to wear the UNSW Optometry Clinic uniform for all internal clinics. This includes the prescribed student shirt with black or grey business style trousers or skirts of an appropriate length. Students must wear their own UNSW Optometry Clinic name badge. In addition men are to wear a black business tie. Students must wear closed professional shoes in an appropriate dark colour. Comfortable, lower heeled shoes (i.e. not stilettos) are advised because students may be standing for many hours, especially if they are assigned to multiple clinics in one day. During colder months, students may wear business appropriate jackets or cardigans in either plain black or dark grey.

Students are not permitted to wear jeans, sports attire, bare feet, sneakers, boots or thongs at any time in the UNSW Optometry Clinic or on placements or preceptorships. It is expected that students remove visible facial piercings and ensure all tattoos are covered.

Students should also be aware of their personal hygiene. Everyone's general presentation should be neat, clean and fresh smelling.

Students should wash their hands in front of the patient before starting an examination.

ATTENDANCE

It is compulsory for students to attend all their rostered clinics, tutorials and placements. Students are expected to arrive 15 minutes before their rostered clinic is scheduled to start in order to ensure they are ready to take their patients on time.

Students are to be present for the entire duration of the clinic.

MOBILE PHONES

Mobile phones should be turned off during scheduled clinics. Students are not to make or receive personal phone calls during their scheduled clinics. At no time should phones be on the desk in the consulting room (irrespective of whether it is being used as a clock or phone).

WORK RELATED DISCOMFORT

Work related discomfort can occur with some clinical procedures, it can be prevented and/or managed. A video – “Reducing your risk of work-related discomfort in the consultation room” is available on UNSWTV at the School of Optometry and Vision Science page <http://tv.unsw.edu.au/school/optometry-and-vision-science>

Optometry Australia has also published guidelines on the topic, which are available at:

<http://www.optometrists.asn.au/for-optometrists/professional-practice-notes.aspx>

Students are encouraged to speak with their clinical supervisors if they have any questions about work-related discomfort. Clinical supervisors are encouraged to raise this as a discussion point with students if they observe students working in a way which places them at risk of work-related discomfort.

STUDENT INSURANCE AND COMPLIANCE

UNSW provides insurance coverage for students on an approved work experience placement. Please see: https://www.fin.unsw.edu.au/files/Insurance/letter_of_indemnity.pdf for details.

Please note that any practice hosting a student on placement is required to provide workplace orientation and Work Health and Safety (WHS) orientation (including high risk emergency situations) and the opportunity for workplace debriefing with their supervisor.

UNSW cannot require students to use their own vehicles for placement tasks as this is not covered by University Insurance. If this is an issue for your practice please contact Michelle Bonanno.

All students have obtained a National Police Check Certificate at the beginning of their 4th year of study. Students are responsible for obtaining and releasing this information to placement and preceptorship sites on request. The SOVS does not release any of this information to placement and preceptorship sites.

MEDICARE

Below is an excerpt from Optometry Australia's publication Medicare Benefits Schedule Item use Guide (2014) page 37.

Student supervision

Section 3.1 (c) of the CFU states that the undertaking relates to any clinically relevant service ordinarily rendered by an optometrist in relation to consultation on ocular or vision problems, but does not include 'an attendance on behalf of teaching institutions on patients of supervised students of optometry'.

Medicare benefits are paid only for consultations rendered by a participating optometrist. Where students are observing and participating in a consultation under the direct supervision of an optometrist, from the perspective of Medicare the presence of the student is incidental. The primary purpose of the consultation is for the optometrist to deliver a health-care service to the patient, and that is the service for which Medicare benefits are payable.

For a Medicare benefit to be payable, the service must be performed personally by an optometrist participating in the undertaking. This



precludes claims being made under Medicare where any part of the service claimed is provided solely by a student. Participating optometrists may choose to involve a student in the delivery of a service, but the service itself must be performed personally by the participating optometrist who must meet all the requirements described in the MBS items, irrespective of the assistance provided by the student.

UNSW SUPPORT SERVICES FOR STUDENTS

The UNSW Counselling and Psychological Services provides a free and confidential service to all students enrolled at UNSW. A range of services are offered to assist students to make the most of their university experiences, such as:

- Individual counselling
- Specific programs, workshops and seminars for skills development
- Self-help resources so that students can help themselves to information and resources that promote wellbeing and adjustment to university life

Contact: <http://www.counselling.unsw.edu.au>

Level 2, East Wing,
Quadrangle Building,
University of New South Wales,
Kensington, 2052

Telephone: +61 (2) 9385 5418

Fax: +61 (2) 9385 6115

Email: counselling@unsw.edu.au

Office Hours 9:00am - 5:00pm (Australian Eastern Standard Time)
Monday to Friday

UNSW SOVS CONTACT DETAILS

For further information regarding the Preceptorship program please contact:

Placement co-ordinator

Michelle Bonnano

Clinic Director

Kathleen Watt

Course Co-ordinator

Stage 5 Preceptorships Lily Ho

