

## MODULE SPECIFICATION

### KEY FACTS

Module name	Professional Certificate in Paediatric Eye Care
Module code	OVM037
School	School of Health Sciences
Department or equivalent	Division of Optometry and Visual Science
UK credits	15
ECTS	7.5
Level	M

### MODULE SUMMARY

#### Module outline and aims

Most optometrists work in the community and are ideally placed to assist in the early detection of ocular problems. This module prepares optometrists for advanced paediatric practice in independent and shared care. The module reviews development of the visual system through infancy and childhood, including normal levels for different age groups. The module focuses on optimising the eye examination for paediatric patients and how best to communicate with infants, children, carers, parents and schools. It also includes the testing, interpretation and management of binocular vision abnormalities and specific learning difficulties.

This module aims to provide you with:

- a comprehensive knowledge of normal and abnormal visual development
- an advanced knowledge of common causes of visual impairment in childhood
- in-depth knowledge and practical skills enabling you to assess visual function and make informed evidence-based management decisions
- a systematic knowledge of paediatric visual problems, dispensing, colour vision, orthoptic anomalies and specific learning difficulties
- an overview of paediatric ophthalmology

#### Content outline

On this module, you will learn about:

Visual Development and common abnormal visual outcomes

Vision screening pathways

History and symptoms

Assessment of infants' and children's' visual function

Ocular health in infants and children

Developmental disabilities e.g. SLD, dyslexia and other abnormalities

Prescribing and dispensing

Management plans for infants and children

Communication

Safeguarding children

Workshops

1. Refraction/Acuity/CS
2. Stereopsis
3. Convergence/accommodation
4. Ocular health assessment
5. Prescribing
6. Dispensing
7. Case-based discussions (to include communication)

### **WHAT WILL I BE EXPECTED TO ACHIEVE?**

**On successful completion of this module, you will be expected to be able to:**

#### Knowledge and understanding:

- Demonstrate an in - depth knowledge of paediatric optometry including prescribing criteria, amblyopia therapy, visual therapy and referral criteria
- Demonstrate a systematic understanding of the various techniques for investigating children's visual functions and ocular health
- Provide a detailed explanation of, and differentiate between, ocular pathology affecting the paediatric population group

#### Skills:

- Exercise and further develop the analytical skills required in the field of paediatric optometry
- Demonstrate a refinement of your analytical and problem-solving skills
- Analyse and synthesise the optometric requirements of a child in practice and evaluate and assess the results of clinical examinations
- Advance your own knowledge and understanding and develop your skills to a high level
- Synthesise information from a number of sources in order to develop your overall knowledge and understanding
- Communicate effectively with children, parents, relatives and carers
- Refine clinical problem-solving skills

- Use appropriate judgement in patient management
- Use new techniques to diagnose paediatric ocular problems
- Operate in a complex and unpredictable environment with an overview of the issues governing best practice
- Refer paediatric patients appropriately

Values and attitudes:

- Use appropriate interpersonal and communication skills
- Show an appropriate professional attitude towards patients, their guardians and colleagues
- Show an awareness of ethical practice

**HOW WILL I LEARN?**

It is well-established that adult learners learn best in smaller groups and with greater interaction. The module therefore uses group work and case discussions as well as lectures and a Virtual Learning Environment called Moodle, where module materials and resources may be accessed. All lecturers are experts and encourage questions and discussion during their teaching. Some will also include specific interaction sessions to encourage critical thinking and to allow you to put what you have learnt into practice. Practical sessions work in groups of about 5/6 allowing you some hands-on experience and the chance to ask in-depth questions. Finally, case discussions allow group discussion about specific cases.

*Teaching pattern:*

Teaching component	Teaching type	Contact hours (scheduled)	Self-directed study hours (independent)	Placement hours	Total student learning hours
Online Materials	Online	5.5	24.5	0	30
Lectures, practical classes and workshops, demonstrations	Lectures	21.5	98.5	0	120
Totals		27	123	0	150

**WHAT TYPES OF ASSESSMENT AND FEEDBACK CAN I EXPECT?**

## Assessments

The assessment will consist of three written assessments. You must pass each of the components to be awarded a module pass. Questions will test your critical and evaluative understanding, clinical recognition skills, ability to differentially diagnose and application of knowledge. The assessment consists of:

OSCEs

SAQs

Patient management case scenarios (which test your ability to analyse clinical results and manage patients appropriately)

Case records

*Assessment pattern:*

<b>Assessment component</b>	<b>Assessment type</b>	<b>Weighting</b>	<b>Minimum qualifying mark</b>	<b>Pass/Fail?</b>
Patient management case scenario Exam	Written Exam	20	50	N/A
SAQ Exam	Written Exam	10	50	N/A
Case records	Written Exam	20	50	N/A
OSCE	Practical skills	50	50	Y

All components have a pass mark of 50% and the OSCEs must be passed by achieving over 50% and passing 4 out of 6 stations.

## Resit Provisions

If the Assessment Board for the Programme requires that a resit be conducted then you should normally resit any component where the component pass mark has not been reached, but the component mark will be capped at 50% irrespective of the original/resit component marks. The marks gained for the rest of the components will stand.

## Assessment criteria

Assessment Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate in order to complete an assessment successfully and Grade-Related Criteria are descriptions of the skills, knowledge or attributes you need to demonstrate to achieve a certain grade or mark in an assessment. Assessment Criteria and Grade-Related Criteria for module assessments will be made available to you prior to an assessment taking place. More information will be available from the module leader

## Feedback on assessment

Following an assessment, you will be given your marks and feedback in line with the Assessment Regulations and Policy. More information on the timing and type of

feedback that will be provided for each assessment will be available from the module leader.

### Assessment Regulations

**An overall mark of 50% must be obtained in the OSCEs, and 4 out of 6 stations must be passed in order to pass the module. Each component must be passed at 50%.**

Any minimum qualifying marks for specific assessments are listed in the table above. The weighting of the different components can also be found above. The Programme Specification contains information on what happens if you fail an assessment component or the module.

### INDICATIVE READING LIST

Duckman, R.H. (2012) Visual development, diagnosis and treatment of the paediatric patient. London: Lippencott, Williams and Wilkins.

Evans, B.J. (2007) Pickwell's binocular vision anomalies. London: Butterworth-Heinemann.

Wright, K.W. and Ning Y.J. (2012) Paediatric ophthalmology and strabismus New York: Oxford University Press

#### Journals

Griffiths, P.G., Taylor, R.H., Henderson, L.M. and Barret, B.T. (2016) The effect of coloured overlays and lenses on reading: a systemic review of the literature. *Ophthalmic & Physiological Optics*. 36 519–544.

Rudnicka A.R., Kapetanakis, V.V., Wathern, A.K., Logan, N.S. Gilmartin, B., Whincup, P.H. Cook, D.G. and Owen C.G. (2016) Global variations and time trends in the prevalence of childhood myopia, a systematic review and quantitative meta-analysis: implications for aetiology and early prevention. *Br J Ophthalmol*. 2016;100:882–890.

Taylor V., Bossi M., Greenwood J.A., and Dahlmann-Noor A. (2016) Childhood amblyopia: current management and new trends. *British Medical Bulletin*. 119:75–86.

Watt, T., Robertson, K. and Jacobs, R.J. (2015) Refractive error, binocular vision and accommodation of children with Down syndrome *Clin Exp Optom*. 98: 3–11.

Notes relating to each lecture are provided on-line. Individual lecture notes also specify recommended further reading (including journal articles and research reports).

Version: 3.0  
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For use from: 2018-19

**Appendix:**

<b>CODES</b>		
<b>HESA Code</b>	<b>Description</b>	<b>Price Group</b>
4	Anatomy and Physiology	B
<b>JACS Code</b>	<b>Description</b>	<b>Percentage (%)</b>
B510	The study of the principles and techniques for examining, diagnosing and treating conditions of the human visual system	100