UNSW Course Outline

VISN5531 Development and Ageing: Implications for Orientation and Mobility - 2024

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General Course Information

Course Code : VISN5531
Year : 2024
Term : Term 3
Teaching Period : T3
Is a multi-term course? : No
Faculty : Faculty of Medicine and Health
Academic Unit : School of Optometry and Vision Science
Delivery Mode : Online
Delivery Format : Standard
Delivery Location : Kensington
Campus : Sydney
Study Level : Postgraduate
Units of Credit : 6

Useful Links

[Handbook](#) [Class Timetable](#)

Course Details & Outcomes

Course Description

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.

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.

Relationship to Other Courses

Assistance with progression checking:

If you are unsure how this course fits within your program, you can seek guidance on optimising your program structure, from staff at the Nucleus Student Hub.

- Progression plans for UNSW Medicine and Health programs can be found on the UNSW Medicine & Health website.

Course Learning Outcomes

Course Learning Outcomes
CLO1 : Assess the impact of vision impairment and blindness on child development
CLO2 : Evaluate the impact of other sensory impairments and co-morbidities on the development of children who are visually impaired or blind
CLO3 : Identify and review general health conditions that need to be considered in the design of interventions in children and adults
CLO4 : Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions
CLO5 : Explain and appraise the impact of the increased prevalence of vision impairment and co-morbidities with ageing on Orientation and Mobility intervention

Course Learning Outcomes	Assessment Item
CLO1 : Assess the impact of vision impairment and blindness on child development	• Precis • Written Assignment • Final exam
CLO2 : Evaluate the impact of other sensory impairments and co-morbidities on the development of children who are visually impaired or blind	• Precis • Written Assignment • Final exam
CLO3 : Identify and review general health conditions that need to be considered in the design of interventions in children and adults	• Mid term exam • Precis • Written Assignment • Final exam
CLO4 : Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions	• Mid term exam • Precis • Written Assignment • Final exam
CLO5 : Explain and appraise the impact of the increased prevalence of vision impairment and co-morbidities with ageing on Orientation and Mobility intervention	• Precis • Written Assignment • Final exam

Learning and Teaching Technologies

Moodle - Learning Management System | Blackboard Collaborate

Learning and Teaching in this course

All course materials and course announcements are provided on the course learning

management system, Moodle (or Open Access).

If applicable: Microsoft Teams will be used for online lectures, tutorials and lecture recordings. Details of this will be communicated via Moodle.

By accessing and using the ICT resources provided by UNSW, you are agreeing to abide by the 'Acceptable Use of UNSW ICT Resources' policy particularly on respect for intellectual property and copyright, legal and ethical use of ICT resources and security and privacy.

Assessments

Assessment Structure

Assessment Item	Weight	Relevant Dates
Precis Assessment Format: Individual Short Extension: Yes (2 days)	10%	Start Date: Not Applicable Due Date: 11/10/2024 11:59 PM Post Date: 25/10/2024 05:00 PM
Mid term exam Assessment Format: Individual	20%	Start Date: Not Applicable Due Date: Week 6: 14 October - 20 October
Written Assignment Assessment Format: Individual Short Extension: Yes (2 days)	40%	Start Date: Not Applicable Due Date: 15/11/2024 11:59 PM Post Date: 29/11/2024 05:00 PM
Final exam Assessment Format: Individual	30%	Start Date: Not Applicable Due Date: Final examination period

Assessment Details
Precis

Assessment Overview

You will be required to submit a precis of your intended essay topic by Week 4, with feedback provided by the course convenor. This precis will provide a summary of the initial research question and a cursory review of research that will be in the essay.

Course Learning Outcomes

- CLO1 : Assess the impact of vision impairment and blindness on child development
- CLO2 : Evaluate the impact of other sensory impairments and co-morbidities on the development of children who are visually impaired or blind
- CLO3 : Identify and review general health conditions that need to be considered in the design of interventions in children and adults
- CLO4 : Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions
- CLO5 : Explain and appraise the impact of the increased prevalence of vision impairment and co-morbidities with ageing on Orientation and Mobility intervention

Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

Assessment Length

500 words

Submission notes

Refer to Moodle for submission information.

Assignment submission Turnitin type

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

If your Convenor has concerns that your submission contains passages of AI-generated text or media, you may be asked to account for your work. If you are unable to satisfactorily demonstrate your understanding of your submission you may be referred to UNSW Conduct & Integrity Office for investigation for academic misconduct and possible penalties.

For more information on Generative AI and permitted use please see here.

Mid term exam

Assessment Overview

This test will assess you on your knowledge regarding the impact of ageing on the practice of orientation and mobility. The format will be short answer questions, multiple choice and problem-solving questions which will assess your understanding and ability to clearly explain topics presented in the course. Feedback will be provided 2 weeks after the assessment date.

Course Learning Outcomes

- CLO3 : Identify and review general health conditions that need to be considered in the design of interventions in children and adults
- CLO4 : Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions

Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

Written Assignment

Assessment Overview

This assessment will require you to write a 3000 word essay supported with current evidence on an assigned topic. Topics will be released as the beginning of the term and will focus on key aspects on the course. The essay will be a review and critical analysis of a collection and synthesis of related research papers to answer the question. Written feedback will be given in two weeks from submission.

Course Learning Outcomes

- CLO1 : Assess the impact of vision impairment and blindness on child development
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- CLO3 : Identify and review general health conditions that need to be considered in the design of interventions in children and adults
- CLO4 : Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions
- CLO5 : Explain and appraise the impact of the increased prevalence of vision impairment and co-morbidities with ageing on Orientation and Mobility intervention

Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

Assessment Length

3000 words

This assignment is submitted through Turnitin and students can see Turnitin similarity reports.

Generative AI Permission Level

Simple Editing Assistance

In completing this assessment, you are permitted to use standard editing and referencing functions in the software you use to complete your assessment. These functions are described below. You must not use any functions that generate or paraphrase passages of text or other media, whether based on your own work or not.

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Final exam

Assessment Overview

A test comprising of multiple choice, short answer extended response questions and problem-solving questions will be given to assess all course materials. Feedback will be provided as the final course mark.

Course Learning Outcomes

- CLO1 : Assess the impact of vision impairment and blindness on child development
- CLO2 : Evaluate the impact of other sensory impairments and co-morbidities on the development of children who are visually impaired or blind
- CLO3 : Identify and review general health conditions that need to be considered in the design of interventions in children and adults
- CLO4 : Identify and evaluate how significant points of transition in the lifespan affect Orientation and Mobility interventions
- CLO5 : Explain and appraise the impact of the increased prevalence of vision impairment and co-morbidities with ageing on Orientation and Mobility intervention

Detailed Assessment Description

Detailed information about this assessment will be provided on the course Moodle page.

Assignment submission Turnitin type

Not Applicable

Generative AI Permission Level

No Assistance

This assessment is designed for you to complete without the use of any generative AI. You are not permitted to use any generative AI tools, software or service to search for or generate information or answers.

For more information on Generative AI and permitted use please see here.

General Assessment Information

Detailed instructions regarding assessments for this course are provided on the course Moodle page.

For student information on results, grades, and guides to assessment see: Assessment | UNSW Current Students

Grading Basis

Standard

Requirements to pass course

In order to pass this course students must:

- Achieve a composite grade of at least 50 out of 100

- Meet any additional requirements specified in the assessment details section and on Moodle.

Course Schedule

Teaching Week/Module	Activity Type	Content
Week 0 : 2 September - 8 September	Reading	'O' Week
Week 1 : 9 September - 15 September	Lecture	Lecture Block 1: Foundations to lifespan of human beings Concept of human development and main domains: physical; cognitive; psychosocial.
	Tutorial	Virtual Classrom (BB Collaborate): Thursday 12th September 4-5pm AEST Introduction and welcome to VISN5531.
Week 2 : 16 September - 22 September	Lecture	Lecture Block 1: Continued 1.2 Periods of human development 1.3 Development of the eye and vision 1.4 Importance of child development at different stages 1.5 Effects of low vision and blindness on child developmental stages
Week 3 : 23 September - 29 September	Lecture	Lecture Block 2: Impact of other sensory impairments and co-morbidities on the development of children 2.1 Co-morbidities in children visually impaired 2.2 Overview of the impact of sensory impairments on the development of children
	Tutorial	Virtual Classrom (BB Collaborate): Thursday 26th September 4-5pm AEST Select Assessment 1 topic
Week 4 : 30 September - 6 October	Lecture	Lecture Block 2: Continued Impact of other sensory impairments and co-morbidities on the development of children 3. Hearing loss 4. Other sensory impairments (Deaf blindness) young and adults
	Tutorial	Virtual Classrom (BB Collaborate): Thursday 3rd October 4-5pm AEST Drop-in session, in this tutorial you will have the opportunity to discuss your Precis Assessment. The details of this assessment were released in Week 1.
Week 5 : 7 October - 13 October	Lecture	Lecture Block 3: Significant points of transition in the lifespan affect O & M interventions 1. A life-span theory of development and its challenges 2. Developmental transitions in life span and its relations with O& M interventions.
	Assessment	Assesment 1 Precis (10%) Due 11/10/2024
Week 6 : 14 October - 20 October	Assessment	Mid Term Exam (20%)
Week 7 : 21 October - 27 October	Lecture	Lecture Block 4: Interdisciplinary approach for Interventions in children and adults: General Health1. General Health conditions to consider and challenge of ageing: Diabetes, hypertension, cancer, cardiovascular disease, stroke or transient ischemic attack complications, Parkinson, Alzheimer, bones, joints osteoporosis, multiple sclerosis, migraine; malnutrition, anorexia, and bulimia.
Week 8 : 28 October - 3 November	Lecture	Lecture Block 4: Continued Interdisciplinary approach for Interventions in children and adults: Interdisciplinary approach for Interventions in children and adults (continued): Mental Health Mental and cognitive health implications in O & M for children, adults, and aged people. Its importance for life interventions or preventive activities
	Tutorial	Virtual Classrom (BB Collaborate): Thursday 31st October 4-5pm AEST In these tutorials, 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 was released in Weeks 5-6
Week 9 : 4 November - 10 November	Lecture	Lecture Block 5: Early intervention for children with vision impairment/Quality of Life assessment • Importance of History taking in sensory impairments and co-morbidities in children with vision loss. • How to analyse and justify selection of an assessment tool to inform your practice (child developmental assessment tools (monitor, screening, and evaluation) • Adaptations of techniques and other strategies use during intervention • Adaptation of assessment tools to inform working with children with complex needs
	Tutorial	Virtual Classrom (BB Collaborate): Thursday 7th November 4-5pm AEST Continued from Week 8: In these tutorials, 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 was released in Weeks 5-6
Week 10 : 11 November - 17 November	Lecture	Lecture Block 5: Continued Interdisciplinary approach for Interventions in children and adults 5. Impact of the increased prevalence of vision

		impairment and comorbidities with ageing on O& M intervention 6. The prevalence and consequences of vision impairment in later life 7. Global prevalence of presbyopia and vision impairment from uncorrected presbyopia 8. Vision impairment and incidence of dementia and cognitive impairment
	Assessment	Wrtten Assignemnt (40%) Due 15/11/24.
Week 11 : 18 November - 24 November	Reading	Time to study.
Week 12 : 25 November - 1 December	Assessment	Final Exam (30%)

Attendance Requirements

Students are strongly encouraged to attend all classes and review lecture recordings.

General Schedule Information

The times and locations of classes can be found on myUNSW, opens in a new window under Class Timetable.

The expected engagement for all UNSW 6UOC courses is 150 hours per term. This includes lectures, tutorials, readings, and completion of assessments and exam preparation (if relevant).

Course Resources

Prescribed Resources

Recommended resources for this course are provided on the course Moodle page.

Recommended Resources

Recommended resources for this course are provided on the course Moodle page.

Additional Costs

Some SOVS courses have additional costs. Please check the course Moodle page for information about additional costs for this course.

Course Evaluation and Development

Student feedback is taken seriously, and continual improvements are made to the course based, in part, on such feedback.

We use student feedback from myExperience surveys to develop and make improvements to the course each year. We do this by identifying areas of the course that require development from both the rating responses and written comments. Please spare a few minutes to complete the myExperience surveys for this course posted at the top of the Moodle page at the end of term.

Staff Details

Position	Name	Email	Location	Phone	Availability	Equitable Learning Services Contact	Primary Contact
	Lisa Keay					No	Yes
	Sheela Kumar an					No	No
	Felicity Gates					No	No

Other Useful Information

Academic Information

As a student of UNSW Medicine & Health you are expected to familiarise yourself with the contents of this course outline and the UNSW Student Code and policies and procedures related to your studies.

Student Code of Conduct

Throughout your time studying at UNSW Medicine & Health, you share a responsibility with us for maintaining a safe, harmonious and tolerant University environment. This includes within the courses you undertake during your degree and your interactions with the UNSW community, both on campus and online.

The UNSW Student Code of Conduct website provides a framework for the standard of conduct expected of UNSW students with respect to both academic integrity and your responsibility as a UNSW citizen.

Where the University believes a student may have breached the code, the University may take disciplinary action in accordance with the Student Misconduct Procedure.

The Student Conduct and Integrity Office provides further resources to assist you to understand your conduct obligations as a student at UNSW.

Academic Honesty and Plagarism

Academic integrity

UNSW has an ongoing commitment to fostering a culture of learning informed by academic integrity. All UNSW staff and students have a responsibility to adhere to the principle of

academic integrity, and ethical scholarship of learning is fundamental to your success at UNSW Medicine & Health.

Plagiarism, contract cheating, and inappropriate use of generative AI undermine academic integrity and are not tolerated at UNSW. For more information see the Academic Integrity and Plagiarism toolkit.

In addition to the information you are required to review in your ELISE training, UNSW Medicine & Health strongly recommends that you complete the Working with Academic Integrity module before submitting your first assessment task.

Referencing

Referencing is a way of acknowledging the sources of information that you use to research your assignments. Preferred referencing styles vary among UNSW Medicine & Health disciplines, so check your course Learning Management System (e.g. Moodle or Open Learning) page for information on preferred referencing styles.

For further information on referencing support and styles, see the Current Student Referencing page.

Academic misconduct and plagiarism

At UNSW, academic misconduct is managed in accordance with the Student Misconduct Procedure. Allegations of plagiarism are generally handled according to the UNSW Plagiarism Management Procedure. Plagiarism is defined in the UNSW Plagiarism Policy and is not tolerated at UNSW.

Use of Generative AI and other tools in your assessment

UNSW has provided guiding statements for the use of Generative AI in assessments. This will differ, depending on the individual assessment task, your course requirements, and the course stage within your program.

Your course convenor will outline if and how you can use Generative AI in each of your assessment tasks. Inappropriate use of generative AI is considered academic misconduct.

Options for the use of generative AI include: (1) no assistance (for invigilated assessments); (2) simple editing assistance; (3) drafting assistance; and (4) full assistance with attribution; and (5)

Generative AI software-based assessments. See your individual assessment descriptions for the level of permitted use of generative AI for each task and see your course Moodle (or Open Learning) page for the full instructions on permitted use of generative AI in your assessment tasks for this course.

Instructions may include a requirement to submit the original generative AI responses, or drafts of your original work, or provide on request.

Submission of Assessment Tasks

Short extensions and special consideration

Short extension

UNSW has a short extension procedure for submission of assessment tasks. Not all tasks are eligible, and eligible tasks have a predetermined extension length. UNSW Medicine and Health have set School-level extension lengths for eligible assessment tasks. See your course assessment descriptions for more information.

Students must check the availability of a short extension in the individual assessment task information for their courses.

Short extensions do not require supporting documentation. They must be submitted through Special Consideration before the assessment task deadline. No late applications will be accepted.

Late penalties apply to submission of assessment tasks without approved extension.

Special consideration

In cases where illness, misadventure or other circumstances beyond your control will prevent you from submitting your assessment by the due date and you require an extension, you need to formally apply for Special Consideration through myUNSW.

UNSW has a **Fit to Sit/Submit rule**, which means that by sitting or submitting an assessment on the scheduled assessment date, you are declaring that you are fit to do so and cannot later apply for Special Consideration. Examinations include centrally timetabled examinations and scheduled, timed examinations and tests managed by your School.

Important information relating to Short Extension and Special Consideration is available here, including eligibility for Special Consideration, circumstances where students with Equitable Learning Plans can apply for Short Extensions and Special Consideration, and the appeals process.

Examinations

Information about the conduct of examinations in your course is provided on your course Moodle page.

Timed online assessment tasks

If you experience a technical or connection problem during a timed online assessment, such as a timed quiz, you can apply for Special Consideration. To be eligible to apply you need to contact the Course Convenor and advise them of the issue immediately. You will need to submit an application for Special Consideration immediately, and upload screenshots, error messages or other evidence of the technical issue as supporting documentation. Additional information can be found on: https://student.unsw.edu.au/special-consideration

Other assessment tasks

Late submission of assessment tasks

UNSW has standard late submission penalties as outlined in the UNSW Assessment Implementation Procedure, with no permitted variation. All late assignments (unless extension or exemption previously agreed) will be penalised by 5% of the maximum mark per calendar day (including Saturday, Sunday and public holidays).

Late submissions penalties are capped at five calendar days (120 hours). This means that a student is not permitted to submit an assessment more than 5 calendar days (120 hours) after the due date for that assessment (unless extension or exemption previously agreed).

Failure to complete an assessment task

You are expected to complete all assessment tasks for your courses. In some courses, there will be a minimum pass mark required on a specific assessment task (a "hurdle task") due to the need to assure clinical competency.

Where a hurdle task is applicable, additional information is provided in the assessment

information on your course Moodle page.

Feedback on assessments

Feedback on your performance in assessment tasks will be provided to you in a timely manner. For assessment tasks completed within the teaching period of a course, other than a final assessment, feedback will be provided within 10 working days of submission, under normal circumstances.

Feedback on continuous assessment tasks (e.g. laboratory and studio-based, workplace-based, weekly quizzes) will be provided prior to the midpoint of the course.

Any variation from the above information that is specific to an assessment task will be clearly indicated in the course and assessment information provided to you on your course Moodle (or Open Learning) page.

Faculty-specific Information

Additional support for students

The university offers a wide range of support services that are available for students. Here are some links for you to explore.

- The Current Students Gateway: https://student.unsw.edu.au

- Academic Skills and Support: https://student.unsw.edu.au/academic-skills

- Student support: https://www.student.unsw.edu.au/support

- Student Wellbeing, Health and Safety: https://student.unsw.edu.au/wellbeing

Mind Smart Guides are a series of mental health self-help resources designed to give you the psychological flexibility, resilience and self-management skills you need to thrive at university and at work.

- Mind Smart Guides: https://student.unsw.edu.au/mindsmart

- Equitable Learning Services: https://student.unsw.edu.au/els

- Guide to studying online: https://www.student.unsw.edu.au/online-study

Most courses in UNSW Medicine & Health use Moodle as your Learning Management System. Guidance for using UNSW Moodle can be found on the Current Student page. Difficulties with Moodle should be logged with the IT Service Centre.

- Moodle Support: https://student.unsw.edu.au/moodle-support

The IT Service Desk is your central point of contact for assistance and support with remote and on-campus study.

- UNSW IT Service Centre: https://www.myit.unsw.edu.au/services/students

Course evaluation and development

At UNSW Medicine & Health, students take an active role in designing their courses and their overall student experience. We regularly seek feedback from students, and continuous improvements are made based on your input. Towards the end of the term, you will be asked to participate in the myExperience survey, which serves as a source of evaluative feedback from students. Your input to this quality enhancement process is valuable in helping us meet your learning needs and deliver an effective and enriching learning experience. Student responses are carefully considered, and the action taken to enhance educational quality is documented in the myFeedback Matters section of your Moodle (or Open Learning) course page.

School Contact Information

School guidelines on contacting staff:

Course questions

All questions related to course content should be posted on Moodle or as directed by your Course Convenor.

In cases where email communication with course convenors is necessary, we kindly request the following:

- Use your official email address for any correspondence with teaching staff.

- We expect a high standard of communication. All communication should avoid using short-hand or texting language.

- Include your full name, student ID, and your course code and name in all communication.

Our course convenors are expected to respond to emails during standard working hours of Monday to Friday, 9am-5pm.

Administrative questions

If you have an administrative question about your program of study at the School please submit your enquiry online at UNSW Ask Us.

Complaints and appeals

Student complaints and appeals: https://student.unsw.edu.au/complaints

If you have any grievances about your studies, we invite you to address these initially to the Course Convenor. If the response does not meet your expectations, you may then contact the School Grievance Officer, A/Prof Sieu Khuu (s.khuu@unsw.edu.au).