



Optometry Council of
Australia and New Zealand

Optometry Council of Australia and New Zealand
PO Box 16179, Collins Street West VIC 8007
Australia

Tel: +61 3 9670 3173

Web: www.ocanz.org

ACN 074 875 111 ABN 38 074 875 111

Optometry Aboriginal and Torres Strait Islander Health Curriculum – MAPPING TOOL

The purpose of this tool is to support Optometry schools in mapping their course content (including time allocated and assessment) against the *Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework*. It is intended that this document will also assist Schools during the accreditation process, as a means of demonstrating how Aboriginal and Torres Strait Islander Health curriculum is embedded across their program.

The mapping tool has three sections – each covering a theme of the *Optometry Aboriginal and Torres Strait Islander Health Curriculum Framework*.

This tool is an adaptation of *the LIME Network's Indigenous Health Curriculum Mapping Tool: Academic* used by Australian Medical Schools to map their curriculum against the Indigenous Health Curriculum Framework (IHCF).

Theme 1: Integrating cultural safety into reflective practice and professionalism

1a. *There is opportunity for students to identify and analyse their own cultural values and how they influence their worldview*

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours

1b. *Forms of racism, white privilege and their connection with social determinants of health for Aboriginal and/or Torres Strait Islander Australians are explained*

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours

1c. There is opportunity for students to reflect on their own worldview (personal and professions) and positioning (in relation to white privilege impact) on health care delivery, including considerations of policies, codes and legislations, and outcomes for Aboriginal and/or Torres Strait Islander Australians.

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

If you teach Theme 1 at an Entry to Practice level, providing students with practical skills and hands on engagement with this theme, do you:

1d. provide opportunities for students to use their knowledge and skills in creating culturally safe interactions with Aboriginal and/or Torres Strait Islander Australians?

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours (or placement opportunities) are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

1e. provide students with strategies that enable ongoing self-reflexivity in a professional context?

- Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

1f. provide opportunities for students to incorporate anti-racist, social justice and affirmative action approaches in health care practice that address the social determinants of health for Aboriginal and/or Torres Strait Islander Australians

- Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

Theme 2: History and diversity of Aboriginal and/or Torres Strait Islander peoples, the post-colonial experience and implications for population health and health care practice

2a. The diversity of Aboriginal and/or Torres Strait Islander peoples and cultures are explored and cultural values and practices important in the health context considered

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

2b. The Optometry program provides students an opportunity to consider the impact of colonisation on the current health situation of Aboriginal and/or Torres Strait Islander Australians; this includes analysing the effect of historical events on access to and engagement with health services. Implications for building trust and relationships with Aboriginal and/or Torres Strait Islander Australians are identified

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

2c. Current demographic, health indicators and statistical trends, including the strengths and limitations of data collection/reporting and population health policies/strategies, for Aboriginal and/or Torres Strait Islander Australians, are taught

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

If you teach at Theme 2 an Entry to Practice level, providing students with practical skills and hands on engagement with this theme, do you:

2d. Provide students with opportunities to incorporate strategies for delivering health care and designing population health and health workforce policy that builds trust and relationships with Aboriginal and/or Torres Strait Islander Australians?

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours (or placement opportunities) are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

Theme 3: Delivery of culturally safe eye health care in partnership with Aboriginal and/or Torres Strait Islander health professionals, organisations and communities

3a. Clinical practice and service delivery factors impacting on Aboriginal and/or Torres Strait Islander Australians are explained, including the impact of the dominant Western cultural and political paradigm

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

3b. Aboriginal and Torres Strait Islander community-controlled health services and other health sector initiatives, and the role of Aboriginal and/or Torres Strait Islander health professionals are explored. The role of Aboriginal and/or Torres Strait Islander health professionals, organisations, eye health population health programs, and communities in delivering culturally safe health services to Aboriginal and/or Torres Strait Islander Australians from a strengths-based approach is discussed

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

3c. Those eye health conditions that are more prevalent in Aboriginal and/or Torres Strait Islander Australians are discussed and effective and culturally safe management options for Aboriginal and/or Torres Strait Islander Australians are examined

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours

3d. Students are encouraged to critically examine the culture of optometry and the broader health system in terms of their impact on Aboriginal and/or Torres Strait Islander people's health service experiences

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours
	YES / NO If <i>yes</i> , how is it assessed: If <i>no</i> , briefly describe content taught and if/how it is assessed:	hours

3e. The role of optometrists in developing eye health population health programs with Aboriginal and/or Torres Strait Islander colleagues, organisations and community members is explained; students are familiar with strengths-based strategies for building partnerships with Aboriginal and/or Torres Strait Islander health professionals, organisations and communities in delivering all components of eye health

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

If you teach Theme 3 at an Entry to Practice level, providing students with practical skills and hands on engagement with this theme, do you:

3f. Provide opportunities for students to apply principles and practices of cultural safety in the clinical training program

Yes No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours
	YES / NO If yes, how is it assessed: If no, briefly describe content taught and if/how it is assessed:	hours

3g. Offer opportunities for students to demonstrate strategies for personal and professional leadership, lifelong learning and resilience in working with health system challenges to cultural safety, including in partnership with Aboriginal and/or Torres Strait Islander health professionals and leaders

Yes

No

Name of unit/s this content is taught in:

Please complete the table for each unit you have listed:

UNIT NAME	Is it a listed learning outcome in the unit outline?	How many hours are allocated to the content?
	<p style="text-align: center;">YES / NO</p> <p>If <i>yes</i>, how is it assessed:</p> <p>If <i>no</i>, briefly describe content taught and if/how it is assessed:</p>	hours
	<p style="text-align: center;">YES / NO</p> <p>If <i>yes</i>, how is it assessed:</p> <p>If <i>no</i>, briefly describe content taught and if/how it is assessed:</p>	hours
	<p style="text-align: center;">YES / NO</p> <p>If <i>yes</i>, how is it assessed:</p> <p>If <i>no</i>, briefly describe content taught and if/how it is assessed:</p>	hours