

## Scenario One - Anterior Segment Diseases/CL Complications (OPR 6.1, 7.11)

### Essential Practices & Competencies

- Obtain an accurate case history to determine a holistic understanding of the patient's ocular, visual, systemic and familial medical history, current status of visual tasks, and other nonmedical factors in order to establish an understanding of the primary concern and general needs.
- Apply questioning techniques to elicit nonmedical factors that contribute to patient needs.
- Identify conditions beyond the scope of optometry, requiring referral or co-management.
- Recognize signs and symptoms of ocular or systemic medical conditions requiring immediate attention and action or urgent intervention.
- Apply protocols to prioritize and manage urgent and emergency care.
- Make referrals to appropriate healthcare professionals in the community.
- Work as collaborators with healthcare and other professionals in the community in a circle of care to provide safe, high quality, patient-centred care.
- Establish follow-up procedures with members in the circle of care to ensure continuity of patient care.
- Educate patients on contact lens safety, proper use, proper hygiene and proper insertion and removal techniques.
- Engage in dialogue with patient to bring about understanding, and cooperation with management plan.
- Apply clarification and confirmation strategies to ensure comprehension.
- Demonstrate empathy, compassion and responsiveness through word choice, tone of voice and non-verbal communication.
- Use culturally sensitive and inclusive language, communication strategies and non-verbal communication in all professional interactions.
- Recognize patients' physical, psychological, cognitive, linguistic, socio-economic and cultural needs.

### Resources

- Review OPR 6.1 Anterior Segment Examination
- Review OPR 4.5 Referrals
- Review OPR 4.8 Collaboration and Shared Care
- Review OPR 6.5 Contact Lens Therapy
- Review Domain 2 in the Competencies for Optometry
- Pursue COPE-accredited activities ending in Contact Lenses (CL)

## Scenario Two - Posterior Segment/Retinal/Neurological Disorders/Diseases (OPR 6.2, 7.1)

### Essential Practices & Competencies

- Apply clinical judgement and diagnostic assessments to formulate an initial diagnosis, secondary diagnosis, and a differential diagnosis based on the initial case history.
- Recognize that the differential diagnosis will need to be revised and refined based on evolving information.
- Recognize signs and symptoms of ocular or systemic medical conditions requiring immediate attention and action or urgent intervention.
- Be informed about the signs and symptoms of multiple sclerosis and its prevalence in Canada.
- Identify systemic conditions and symptoms, including neurological or psychological conditions, which require assessment and management by other healthcare providers.
- Identify conditions beyond the scope of optometry, requiring referral or co-management.
- Co-manage patients with other healthcare professionals in the circle of care, when appropriate.
- Ensure continuing patient participation in the shared decision-making model for ongoing treatment and management plan.
- Work as collaborators with healthcare and other professionals in the community in a circle of care to provide safe, high quality, patient-centred care.
- Provide information in a manner that is easily understood and considerate of language and cultural needs to ensure patients' ability to make informed decisions.
- Educate the patient on the need for, and importance of, frequency of follow-up on certain conditions.
- Demonstrate empathy, compassion and responsiveness through word choice, tone of voice and non-verbal communication.
- Use culturally sensitive and inclusive language, communication strategies and non-verbal communication in all professional interactions.
- Not dismiss patient concerns if no obvious cause is found.
- Refer patients for secondary, specialized care that may need further treatment or management outside the scope of practice for optometry.
- Work as collaborators with healthcare and other professionals in the community in a circle of care to provide safe, high quality, patient-centred care.

### Resources

- Review OPR 6.2 Posterior Segment Examination
- Review OPR 6.8 Visual Field Assessment
- Review OPR 4.8 Collaboration and Shared Care
- Pursue COPE-accredited activities ending in (NO) (i.e., related to neuro-optometry)

## Scenario Three - Vision Rehabilitation/Low Vision Management (OPR 6.6)

### Essential Practices & Competencies

- Identify when collaboration with social services will be beneficial for the patient.
- Identify and make referrals to social services that support patient objectives and needs when indicated.
- Identify situations where optometrists are legally obligated to make mandatory reports to social services, public health or government agencies.
- Contact child protection services when abuse of a minor is suspected.
- Understand own role and ability, recognizing special interests and skills as well as limitations.
- Establish follow-up procedures with members in the circle of care to ensure continuity of patient care.

### Resources

- Review OPR 6.1 Anterior Segment Examination
- Review OPR 6.7 Binocular Vision Assessment and Therapy
- Pursue COPE-accredited activities ending in Treatment & Management of Ocular Disease (TD)
- Review Anomalies of Binocular Vision: Diagnosis & Management (Rutstein & Daum)
- Review Section 125 of the Child, Youth and Family Services Act, 2017  
<https://www.ontario.ca/laws/statute/17c14#BK172>
- Review “Yes, You Can. Dispelling the Myths About Sharing Information with Children’s Aid Societies,” a document jointly released by the Office of the Information and Privacy Commissioner of Ontario and the Ontario Provincial Advocate

## Scenario Four - Unusual RF Status Management and Control (OPR 6.4, 6.5, 7.10)

### Resources

- Review OPR 6.4 Spectacle Therapy
- Review OPR 6.3 Refractive Assessment and Prescribing
- Review OPR 7.11 Patients with Dry Eye Disease
- Pursue COPE-accredited activities ending in Functional Vision (FV):
- Review Clinical Management of Binocular Vision (Scheiman and Wick) and TFOS DEWS II Report (TFOS DEWS II Report: [https://www.tearfilm.org/dettreports-tfos\\_dews\\_ii\\_report/7259\\_7248/eng/](https://www.tearfilm.org/dettreports-tfos_dews_ii_report/7259_7248/eng/))

## Scenario Five - Regular Contact Lens Fitting (OPR 6.5)

### Essential Practices & Competencies

- Educate patients on contact lens safety, proper use, proper hygiene and proper insertion and removal techniques.
- Engage in dialogue with patient to bring about understanding, and cooperation with management plan.
- Apply clarification and confirmation strategies to ensure comprehension.
- Demonstrate empathy, compassion and responsiveness through word choice, tone of voice and non-verbal communication.
- Use culturally sensitive and inclusive language, communication strategies and non-verbal communication in all professional interactions.
- Recognize patients' physical, psychological, cognitive, linguistic, socio-economic and cultural needs.
- Educate patients on contact lens safety  
Communicate once optometrists are satisfied that the adaptation process is complete, and that the parameters of the contact lenses are correct, a contact lens prescription can be finalized.

### Resources

- Review OPR 6.5 Contact Lens Therapy
- Review Domain 2 in the Competencies for Optometry
- Review the Controlled Acts in the Regulated Health Professions Act, <https://www.ontario.ca/laws/statute/91r18>
- Pursue COPE-accredited activities ending in Contact Lenses (CL)

## Scenario Six - Common BV Dysfunction Management/Vision Therapy (OPR 6.7)

### Essential Practices & Competencies

- Ask open-ended questions of the child and parent to reveal more information regarding challenges with school performance and other visual tasks.
- Engage in dialogue with the patient and parents to bring about understanding as to the findings and how these relate to school performance and avoidance of near tasks.
- Apply clarification and confirmation strategies to ensure comprehension.
- Demonstrate empathy, compassion and responsiveness through word choice, tone of voice and non-verbal communication.
- Use culturally sensitive and inclusive language, communication strategies and non-verbal communication in all professional interactions.
- Recognize patients' physical, psychological, cognitive, linguistic, socio-economic and cultural needs.

### Resources

- Review OPR 6.7 Binocular Vision Assessment and Therapy
- Review OPR 7.6 Cycloplegic Refraction
- Review OPR 6.3 Refractive Assessment and Prescribing
- Review OPR 7.9 Patients with Learning Disorders
- Pursue COPE-accredited activities ending in Functional Vision/Pediatrics (FV)
- Review Clinical Management of Binocular Vision (Scheiman and Wick)

## Scenario Seven - Glaucoma or Suspected Glaucoma/Ocular Hypertension (OPR 7.2)

### Essential Practices & Competencies

- Collaborate with the healthcare professionals involved in the patient's care to provide holistic, patient-centred care.

### Resources

- Review OPR 6.8 Visual Field Assessment
- Review OPR 7.2 Patients with Glaucoma
- Review OPR 4.5 Referrals
- Pursue COPE-accredited activities ending in Glaucoma (GL)