

# NOTES TO THE INSTRUCTOR

## PRE-UNIT SETUP

There is a website students access in **Activity 2** and **Activity 12** that requires Internet access and Macromedia *Shockwave*. If the computer the students will be using does not have Macromedia *Shockwave* installed, you should download it at <http://www.adobe.com/shockwave/download/> or tell students to skip the online simulations in those two activities.

In **Activity 3**, students will perform several eye tests involving reading eye charts. The visual acuity chart and the astigmatism chart will need to be hung on a wall in the classroom area. A point 20 ft. from the visual acuity chart should be marked on the floor (masking tape works well). A point 10 ft. from the astigmatism chart should also be marked on the floor.

If space constraints prohibit you from marking an area 20 ft. away from the visual acuity chart, the testing may be conducted from the 10 ft. mark set for the astigmatism test. When testing is conducted in this manner, the numerator is changed, but not the denominator in the resulting fraction. For instance, the 20/20 line, when read at 10 feet, is recorded as 10/20. This is the equivalent of 20/40 vision.

During **Activity 12**, students will need access to a sink. The antibacterial soap, two PVP surgical scrub brush-sponges, and the paper towels should be available in the CPU area.

Copies of the **General Patient Information** worksheet should be available in the students' workstation. Although we provide 100-sheet pads of the **General Patient Information** worksheet, it is recommended that you place the minimum number of worksheets in the workstation. This will keep students from wasting worksheets. For your convenience, these worksheets are also located in the **Student Handouts** section of the Instructor's Overview. You can photocopy the worksheets found there or print them from the Instructor's Overview file found on the Career Pathways Unit's (CPU's) CD. You may also purchase additional pads from Applied Technologies.

At the end of each activity, students analyze what they have learned using directed journal entries. The students are instructed to ask you where and how to save these files. The files should be saved in a place that is easy to remember, as the exact file cannot be directly referenced in the text. In addition, some of the hands-on activities in this CPU may require students to save their work in an appropriate place. It is again up to you to designate where and how to save such files.

## ACTIVITIES

Several activities in this CPU require that students take and administer various vision tests. These tests are in no way a reliable means of diagnosing refractive errors or ophthalmic diseases, nor should these tests be taken as an indication that a previously diagnosed or suspected visual condition is not present. Only a qualified eye care professional can evaluate and diagnose a vision condition. If any student believes that he or she has a vision condition, the student should visit a optometrist or ophthalmologist immediately. Everyone should visit an eye doctor every two years to ensure continued ophthalmic health.

In **Activity 1**, students are to conduct research on careers associated with optical diagnostics. Research materials may include books, magazines, interviews, and Internet searches. The following is a short list of websites containing information on careers in the health care field:

<http://www.health-careers.com/> (you can order free resources)