Faculty of Science

School of Optometry and Vision Science

&
Gullapalli Pratibha Rao
International Centre for Advancement of Rural Eye Care
(GPR ICARE)

OPTM7001

Introduction to Community Eye Health

SESSION 1, 2020

Information about the Course

Year of Delivery	2020
Course Code	OPTM 7001
Course Name	Introduction to Community Eye Health
Academic Unit	Gullapalli Pratibha Rao International Centre for Advancement of Rural Eye care / School of Optometry and Vision Science
Level of Course	Postgraduate
Units of Credit	6
Session(s) Offered	Session 1
Assumed Knowledge, Prerequisites or Co-requisites	None
Hours per Week	6-8 hours per week
Number of Weeks	9
Commencement Date	24th February 2020 to 1st May 2020 (mid-term break: 23rd March to27th March 2020)

Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convener		Dr Rohit Khanna	rohit@lvpei.org 00-91-9885028085	Arrange by email
Additional Teaching Staff	Dr G N Rao, Prof Jill Keeffe, Dr M Srinivas, Dr Van Lansingh, Dr Parikshit Gogate, Dr Hannah Faal, Dr. Boateng and Dr Ramachandra Pararajasegaram, Dr B R Shamanna and Dr Patanjali Nayar			Arrange by email

Course Details

Course Description	This course aims to provide an understanding of the major global initiatives regarding prevention and control of blindness, and an ability to translate these to a local level. The course includes discussion of the following: (1) the concept of 'community' (2) definitions of blindness and visual impairment (3) global initiatives of VISION 2020: The Right to Sight (4) Universal eye health: a global action plan 2014-2019 (5) impacts of blindness and visual impairment at global and local levels (6) issues in the prevention and control of major blinding eye diseases (7) Understanding the social determinants of blindness and (8) Health systems and eye health (9) An Overview of Aboriginal and Torres strait Islander Health

Course Aims	To gain an understanding of the major global initiatives regarding prevention and control of blindness i.e. 'Vision 2020' and to be able to translate it to local level
Student Learning Outcomes	• To be able to describe common ophthalmology terminologies, their definitions and distinguish between clinical and community eye health care. • To be able to analyze the structure of community • To develop an understanding of strategies of community mobilization and their role in community development • To compare VISION 2020 initiatives at different levels (International, national and local levels). • To be able to apply the principles of comprehensive eye care in various levels to address the eye health needs of communities. • To describe the strategies of Sustainable Development Goals and its relation to control of blindness. • To be able to understand various social determinants for health care and eye care • To be able to understand eye care in context of overall health system • Discuss the importance eye health promotion activities being conducted in and for Indigenous communities in Australia

Graduate Attributes Developed in this Course		

Professional attributes	Select the level of FOCUS 0 = NO FOCUS 1 = MINIMAL 2 = MINOR 3 = MAJOR	Activities / Assessment
Research, inquiry and analytical thinking abilities	1	Activities and assessment tasks in this course involve literature search and critical reading of the literature. The student should be able to do a good literature search and understand its applications
Capability of becoming leaders and advocates in CEH	1	The discussions and assessment tasks will build independent thinking skills and the ability to apply concepts in practical situations. The participant will also look for and assess evidence and its application in terms of a policy change.
Ethical, social and professional understanding	3	This course raises the participant's awareness of the ethical issues and social implications of blindness and also the reason for the initiative of VISION 2020: The Right to Sight
Communication	2	Assessment tasks involve discussion, debate and presentation.
Teamwork, collaborative and management skills	3	Participants will be involved in regular discussion with their colleagues on questions posed by the course tutors. At the same time, they will interact with each other and understand different eye care programs
Information literacy	1	Participants will need to search the relevant literature for types of evidence.
Major Topics (Syllabus Outline)	• Introduction to concept of primary health care and primary eye care	

	• Brief introduction to approaches to development and understanding the intersection of health, society and development • An understanding of the study of community from a variety of perspectives including social theories of community development • The building blocks of community—stakeholders, power relations, social dynamics • The sustainable development goals and eye health • Definition of blindness and visual impairment • Global initiative of VISION 2020: The Right to Sight • Universal eye health: a global action plan 2014-2019 Magnitude and burden of the problem at the global, country, region and local levels and approaches to address it. • Principles of prevention and control of major blinding eye diseases. • Comprehensive eye care programs • Social determinants of Health Care and Eye Care • Health Systems and Eye Health • Discuss the various challenges and priorities concerning Indigenous health in Australia
Relationship to Other Courses within the Program	This course will help the students understand the concepts of community eye health, magnitude and causes of major blinding eye diseases, current initiatives for addressing major blinding diseases in the world. This in turn lays the foundation stone for other courses

Rationale and Strategies Underpinning the Course

Teaching Strategies	Teaching methods in this course include lectures, discussions on assigned readings, group work exercise; article reviews and student presentations
Rationale for learning and teaching in this course	This course will help the students understand the concepts of community eye health, magnitude and causes of major blinding eye diseases, current initiatives for addressing major blinding diseases in the world. Moreover, this course will analyze the relevance, implications, success and failures of current global initiatives.

Course Schedule

Course components	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8 and WEEK 9
Lecture Topics	Welcome Video *Lecture-1* Anatomy and Physiology of the Eye *Lecture-2* Definition of Blindness & Visual Impairment *Lecture-3* VISION 2020: The global Initiative *Lecture-4* Universal eye health: a global action plan 2014-2019	*Lecture-5* Global Burden of Disease and Eye Health *Lecture-6* Blindness and VI in a developing country (India) *Lecture-7* Findings of a large scale Epidemiological study (APEDS) *Lecture-8* VISION 2020: Lessons learned from a National Program (India)	*Lecture-9* Cost of Blindness & VI *Lecture-10* SDG and Eye Health	*Lecture-11* Health Systems and Eye Health *Lecture-12* Primary Eye Care and Primary Health Care	*Lecture-13* Social determinant s of Health Care and Eye care *Lecture-14* Comprehensi ve Eye Care Programs	*Lecture-15* HRD for Eye Care Programs *Lecture-16* Primary Eye Care- The Gambia experience	*Lecture-17* Planning and management of Eye Care Programs (Intro, Cataract, RE)– Part I *Lecture-18* Planning and management of Eye Care Programs (Glaucoma and DR)– Part II	*Module:* Indigenous Eye and Health Care in Australia No Lecture Online Synopsis
	WEEK 1	WEEK 2	WEEK -3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8 and WEEK 9
Tasks: What you need to do, when you need to do it	Access the folder-*Getting started* on Moodle site to learn how to get started in this online course. View Welcome Video & the lectures. Read this course outline. Introduce yourself *via* Discussion forum & complete your online profile.	View four lectures. **Participate in Discussion Forum**	View two lectures. **Participate in Discussion Forum** *Individual Activity1* : Quiz	View two lectures. **Participat e in Discussion Forum**	View two lectures. **Participate in Discussion Forum**	View two lectures. **Participate in Discussion Forum**	View two lectures. **Participate in Discussion Forum** **Individual Activity 2:** Quiz **Individual Activity:** Report writing	Review the online synopsis including the linked references Participate in the weekly online Discussion Forum considering the listed topics

	WEEK 1	WEEK 2	WEEK -3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8 and WEEK 9
Assessment: tasks are assessed & marks are allocated to each	Participation in online forums. (15% of marks for participation in all discussions and other online activities throughout course)	Participation in online forums.	Participation n in online forums. **Individual Activity 1:** Quiz (15%)	Participation n in online forums.	Participation in online forums.	Participation n in online forums.	Participation in online forums. ***Individual Activity 2:*** Quiz (15%) ***Individual Activity:*** Report writing (25%)	Critically review and analyze the content of one reference from the synopsis in a 1,000 word assignment (30%)

Detailed information on the task, its assessment and list of readings are found in the Course Book on the Moodle site.

Note that, while this course has no formal prerequisites, it is important that you have the ability to search for information via the UNSW library and other resources.To prepare yourself for this, you should take the ELISE course offered at http://elise.library.unsw.edu.au/home/welcome.html) This is a brief online introduction to study resources at UNSW, including literature search. The link is also provided in the course book on the moodle Site.

Administration Matters

Expectations of Students	Since this is a fully online course, it is essential that you are able to access the course materials, communicate with colleagues and lecturers online. In order to participate in this course, you must have good quality internet access for the full course duration. In addition, the University uses email as an official form of communication for students. All UNSW students have their own email account. It is extremely important that you know how to use your Unimail and ensure that you check it regularly. You are advised to link your official UNSW email address to your habitual email address (e.g. Gmail). You will miss out on vital information from the School and University if you do not check your Unimail. For more information or if you are having connection or access problems, see: IT Service Desk www.its.unsw.edu.au/support/servdesk/servicedesk_home.html Telephone: 02 9385 1333 Email: servicedesk@unsw.edu.au
Assignment Submissions	The presentation copy must be submitted by email to rohit@lvpei.org. Marked assignments will be returned to you by email, or you can collect it from the course secretary office. Please note that your Unimail email address must be used for all correspondence with the School and UNSW.

	The School Policy on Submission of Assignments (including penalties for late assignments) and the Assignment Attachment Sheet are available from the website at: http://www.optom.unsw.edu.au/current/undertgraduate/policies.html These policies are applicable equally to undergraduate and postgraduate courses.
Occupational Health and Safety	A copy of the General Safety Induction is available from education department of L.V.Prasad Eye Institute. These policies and procedures apply equally to undergraduate and postgraduate courses.
Assessment Procedures	SUPPLEMENTARY ASSESSMENT INFORMATION, 2014 Postgraduate courses include a range of assessment tasks, such as essays, learning journals, presentations and examinations, which may take place during and/or at the end of the course. The following refers to supplementary assessment that in some cases may be granted once the result of all assessments for the course is known. There are two circumstances whereby a supplementary assessment may be granted: COMPETENCY IN DOUBT Students whose competency level is in doubt after the final assessment(s) may be offered supplementary assessment in the course(s) concerned. SPECIAL CONSIDERATION On some occasions, sickness, misadventure or other circumstances beyond your control may prevent you from completing a course requirement, such as attending a formal end of session examination. In these cases you may apply for Special Consideration. To do this you must complete a 'Request for Consideration' form (available from UNSW Student Central (formerly called New South Q), the School Office, or download from myUNSW). This form must be accompanied by certified official documentation (see form for details). You must lodge the original of this form with ICARE / UNSW Student Central as soon as practicable after the problem occurs and within three working days of the assessment to which it refers. Special Consideration - Pre-Existing Conditions Many conditions that are the subject of special consideration applications are pre- existing and could be used repeatedly to gain examinations at a later date. These include conditions aggravated or triggered by the stress of the assessment. With the help of your doctor and/or other health care practitioners, steps can be taken ahead of the assessment time to minimise or avoid the consequences of these conditions. When applying for special consideration on the basis of a condition that was already known to be a problem for you and which you have already used as the basis for a special consideration application, the School will require you to provide a certificate that details the preventative measures taken and why they were not successful. This will then be taken into account when considering the application. Absence from an examination is a serious matter, normally resulting in a Fail (FL) grade. If you are medically unfit to attend an examination, YOU MUST CONTACT THE COURSE CONVENOR DIRECTLY ON THE DAY OF THE EXAMINATION TO ADVISE OF THIS. You must also submit a Request for consideration application as detailed above.

	You are reminded that supplementary assessments are not granted lightly or automatically. Eligibility for supplementary assessments, for both of the above situations, is determined by the School Examination Committee, which meets soon after the formal examination period has ended. You cannot "apply" for a supplementary assessment, so please do not contact the School or Course Controllers to request a supplementary assessment. Dates for supplementary assessment will be set by the course convenor. If additional assessment is not scheduled, this does NOT indicate whether or not a student has passed or failed the course. Results will be received in the usual way. Please do not contact the School in this regard.
Equity and Diversity	Those students who have a disability that requires some adjustment in their teaching or learning environment are encouraged to discuss their study needs with the course convener prior to, or at the commencement of, their course. Issues to be discussed may include access to materials, signers or note-takers, the provision of services and additional exam and assessment arrangements. Early notification is essential to enable any necessary adjustments to be made.

Grievance Policy	Local Contact	School Contact	University Contact
	Dr.Padmaja Kumari Rani rpk@lvpei.org	Dr. Isabelle Jalbert i.jalbert@unsw.edu.au	Graduate Research School University Counselling Services

Academic Honesty and Plagiarism

What is Plagiarism?

Plagiarism is the presentation of the thoughts or work of another as one's own.
*Examples include:
- direct duplication of the thoughts or work of another, including by copying material, ideas or concepts from a book, article, report or other written document

(whether published or unpublished), composition, artwork, design, drawing, circuitry, computer program or software, web site, Internet, other electronic resource, or another person's assignment without appropriate acknowledgement;
- paraphrasing another person's work with very minor changes keeping the meaning, form and/or progression of ideas of the original;
- piecing together sections of the work of others into a new whole;
- presenting an assessment item as independent work when it has been produced in whole or part in collusion with other people, for example, another student or

a tutor; and
- Claiming credit for a proportion a work contributed to a group assessment item that is greater than that actually contributed.†

For the purposes of this policy, submitting an assessment item that has already been submitted for academic credit elsewhere may be considered plagiarism.

Knowingly permitting your work to be copied by another student may also be considered to be plagiarism. Note that an assessment item produced in oral, not written, form, or involving live presentation, may similarly contain plagiarized material.

The inclusion of the thoughts or work of another with attribution appropriate to the academic discipline does not amount to plagiarism.

The Learning Centre website is main repository for resources for staff and students on plagiarism and academic honesty. These resources can be located via:
www.lc.unsw.edu.au/plagiarism

The Learning Centre also provides substantial educational written materials, workshops, and tutorials to aid students, for example, in:
- Correct referencing practices;
- Paraphrasing, summarising, essay writing, and time management;
- Appropriate use of, and attribution for, a range of materials including text, images, formulae and concepts.

Individual assistance is available on request from The Learning Centre.

Students are also reminded that careful time management is an important part of study and one of the identified causes of plagiarism is poor time management. Students should allow sufficient time for research, drafting, and the proper referencing of sources in preparing all assessment items.

* Based on that proposed to the University of Newcastle by the St James Ethics Centre. Used with kind permission from the University of Newcastle

† Adapted with kind permission from the University of Melbourne