



UNSW
THE UNIVERSITY OF NEW SOUTH WALES



Faculty of Science

School of Optometry and Vision Science

&

Gullapalli Pratibha Rao

International Centre for Advancement of Rural Eye Care
(GPR ICARE)

OPTM7003

Epidemiology of Blinding Eye Diseases

Term 3, 2019

Information about the Course

Year of Delivery	2019
Course Code	OPTM7003
Course Name	Epidemiology of Eye Diseases
Academic Unit	Gullapalli Pratibha Rao International Centre for Advancement of Rural Eyecare / School of Optometry and Vision Science
Level of Course	Postgraduate
Units of Credit	6
Term(s) Offered	Term 3
Assumed Knowledge, Prerequisites or Co-requisites	None
Hours per Week	6 – 8 hours
Number of Weeks	8
Commencement Date	16 th September 2019

Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convener		Dr. Srinivas Marmamula	sri.marmamula@lvpei.org	Arrange by email

Course Details

Course Description	This course aims to develop an ability to apply the principles of community eye health in the prevention and treatment of common blinding eye diseases in adults and children. The course includes the following topics: (1) causes and risk factors associated with common blinding diseases in adults and children (2) controlling common eye infections (3) the role of screening programs in the prevention and control of blindness and visual impairment (4) Rapid assessment methods used in eye care. Understanding the 4 basic questions in epidemiology – Definition, Magnitude, Causes and Control as it applies to eye care.
Course Aims	This course aims to equip students with the ability to apply the principles of community eye health (CEH) in prevention and treatment of avoidable blindness
Student Learning Outcomes	On completion of this course, it is expected that participants will be able to: <ul style="list-style-type: none"> • Demonstrate an understanding of the 4 basic questions in epidemiology –

	Definition, Magnitude, Causes and Control as they apply to eye care; <ul style="list-style-type: none"> • Identify causes and risk factors associated with common blinding eye diseases in adults and children; • Apply principles of CEH in control strategies for common conditions causing blindness and visual impairment in adults (cataract, corneal blindness, glaucoma, diabetic retinopathy and ARMD); • Describe the epidemiology of common blinding conditions such as cataract, refractive errors, glaucoma and retinal disease; • Develop strategies for management of low vision; • Discuss the role of screening programs in prevention and control of blindness and visual impairment (screening for Diabetic retinopathy, glaucoma and school vision screening program); • Discuss the VISION 2020 initiative and its achievements till date • Describe the importance of rapid assessment studies in planning eye care programs 	
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	3	Activities and assessment tasks in this course involve literature search and understanding/interpretation of the literature. Project work is intended to promote analytical thinking and application of the skills learnt in the class room teaching.
Capability and motivation for intellectual development	3	Activities and assessments of the course are intended to enhance critical thinking skills in the candidates, and to inspire and challenge students to acquire new skills and knowledge. The students are given experience of various working models in eye care. Discussion on the pre-requisites for a successful model and understanding the possible limitations of existing models will motivate students to think in lines of hybrid models that are locally relevant.
Ethical, social and professional understanding	2	This course raises the participant's awareness of the ethical issues in research and its implications in the design of the studies.
Communication	2	Assessment tasks involve discussion, debates, presentations and interactions with peers and tutor...
Teamwork, collaborative and management skills	2	Participants will be involved in regular class room presentations and discussion with their colleagues and group work to help develop their team skills.
Information literacy	3	Participants will need to search the literature using various search engines such as PubMed and will develop an ability to understand the objectives, methodology and major findings discussed in research papers.
Major Topics (Syllabus Outline)	<ul style="list-style-type: none"> • Epidemiology of communicable and non communicable diseases that cause visual impairment in adults and children; 	

	<ul style="list-style-type: none"> • Management of a cataract program; • Corneal blindness, epidemiology, causes and management (including Keratoplasty and results); • Rapid Assessment methods; • Global VISION 2020 initiative and its achievements; • Epidemiology of refractive errors; • Screening programs in public eye health.
Relationship to Other Courses within the Program	This course is a compulsory component of the Masters in Community Eye Health (MCEH) and Graduate Diploma in Community Eye Health (Grad Dip CEH).

Rationale and Strategies Underpinning the Course

Teaching Strategies	Online teaching methods in this course include lectures, exercises on the estimation of disease burden, and reading and interpretation of the published literature. In addition the students will participate in discussion on disease burden in their local context.
Rationale for learning and teaching in this course,	The rationale for use of these methods is to ensure that students acquire the ability to apply principles of CEH in prevention and treatment of common blinding eye diseases in adult and children, and to develop skills to critically evaluate the published literature.

Course schedule

Course components	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
Lectures Topics	Welcome video Lecture 1 Epidemiology of blindness	Lecture 2 Epidemiology of cataract & economics of cataract management Lecture 3 Monitoring cataract outcomes Lecture 4 Glaucoma in developing countries	Lecture 5 Screening, Assessment and management of glaucoma Lecture 6 Epidemiology of corneal blindness Lecture 7 Infectious keratitis and keratoplasty in the developing world	Lecture 8 Eye banking Lecture 9 Refractive errors and presbyopia	Lecture 10 Diabetic retinopathy & screening for DR Lecture 11 ARMD from a public health perspective Lecture 12 Epidemiology of visual impairment in children	Lecture 13 School Eye Screening Lecture 14 Visual and refractive development in children Lecture 15 Nutrition and Eye health	Lecture 16 Primary health care & Primary Eye care Lecture 17 ROP (Retinopathy of prematurity) screening Lecture 18 Low Vision	Lectures 19 Vision 2020 Initiative Lecture 20 Achievements of Vision 2020 Initiative Lecture 21 Rapid Assessment (RA) methods in eye care
	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
TASKS: what you need to do, and 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 and lecture 1 Read this course outline. Introduce yourself via the discussion forum.	View 3 lectures Participation in online forums	View 3 lectures Participation in online forums Individual activity 1: Identification of topic or (cause) for individual project Attempt: Quiz 1	View 2 lectures Participation in online forums	View 3 lectures Participation in online forums Expert Q&A Attempt: Quiz: 2	View 3 lectures Participation in online forums	View 3 lectures Participation in online forums Attempt: Quiz 3	No lectures Discussion based on the individual project report Feedback

	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8
ASSESSMENT: Tasks that are assessed, and the marks allocated to each	15% participation mark for discussion throughout the course	Participation in online forums	Participation in online forums Quiz 1 (15%)	Participation in online forums	Participation in online forums Quiz 2 (15%)	Participation in online forums Quiz 3 (15%)	Participation in online forums Quiz 4 (15%)	Participation in online forums Individual activity1: Submit Final Report on Epidemiology of an eye condition and Blindness Prevention Program on selected condition (or) cause (25%)

Detailed information on the task, its assessment and list of readings are found in the Course outline 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	<p>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.</p> <p>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</p>
Assignment Submissions	Procedures for submission of assignments in this course are provided in the moodle website for the course.

	<p>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</p> <p>These policies are applicable equally to undergraduate and postgraduate courses.</p>
Occupational Health and Safety	<p>A copy of the General Safety Induction is available from education department of LV Prasad Eye Institute. These policies and procedures apply equally to undergraduate and postgraduate courses.</p>
Assessment Procedures	<p>SUPPLEMENTARY ASSESSMENT INFORMATION, 2019</p> <p>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 results of all assessments for the course are known.</p> <p>There are two circumstances whereby a supplementary assessment may be granted:</p> <p>COMPETENCY IN DOUBT</p> <p>Students whose competency level is in doubt after the final assessment(s) may be offered supplementary assessment in the course(s) concerned.</p> <p>SPECIAL CONSIDERATION</p> <p>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.</p> <p>SPECIAL CONSIDERATION</p> <p>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.</p> <p>Special Consideration - Pre-Existing Conditions</p> <p>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</p>

	<p>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.</p> <p>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.</p> <p>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.</p> <p>Dates for supplementary assessment will be set by the course convenor.</p> <p>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.</p>		
Equity and Diversity	<p>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 convenor prior to, or at the commencement of, their course.</p> <p>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.</p>		
Grievance Policy	Local Contact	School Contact	University Contact
	<p>Dr.Padmaja Kumari Rani rpk@lvpei.org</p>	<p>Professor Helen Swarbrick h.swarbrick@unsw.edu.au</p>	<p>Compass University Counselling Services Tel: 9385 5418</p>

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