



UNSW
THE UNIVERSITY OF NEW SOUTH WALES



LV Prasad Eye Institute

Faculty of Science

School of Optometry and Vision Science

And

Gullapalli Pratibha Rao

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

OPTM7006

Eye Care Program Management

Term 3, 2019

Information about the Course

Year of Delivery	2019
Course Code	OPTM7006
Course Name	Eye Care Program Management
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	2
Assumed Knowledge, Prerequisites or Co-requisites	None
Hours per Week	6 – 8 hours per week
Number of Weeks	9
Commencement Date	16 th September 2019

Staff Involved in the Course

Staff	Role	Name	Contact Details	Consultation Times
Course Convener		Mettla Asha Latha	Phone: +914030615618 Email: ashalatha@lvpei.org a.mettla@ unsw.edu.au	Arrange by email

Course Details

Course Description	This course aims to develop students' ability to apply their knowledge on the issues related to community eye health, and to incorporate this knowledge with management principles and functions. The course combines theory with practice, and includes the following topics: (1) program planning and management (2) eye care service delivery models (3) social marketing (4) management systems and tools (5) human resource development (6) eye care program monitoring and evaluation
Course Aims	This course aims to equip students to design, plan, implement, manage and evaluate appropriate eye care programs.
Student Learning Outcomes	On completion of this course, it is expected that participants will be able to: <ul style="list-style-type: none"> • Assess the demand for eye care services in the community and apply appropriate social marketing strategies to increase service uptake; • Develop and implement effective disease specific programs in the community to reduce blindness using planning concepts, technologies and tools; • Develop and manage budgets; • Identify and plan for HR needs including recruitment, training and managing teams effectively; • Monitor, evaluate and document specific programs; and • Assess and plan for infrastructure and technology needs at different levels of eye care service delivery.

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	2	Activities and assessment tasks in this course involve literature search and critical reading of the literature in relation to different eye care service delivery models and systems.
Capability of becoming leaders and advocates in CEH	3	Activities and assessment tasks in this course involve capacity building for effective eye care management.
Ethical, social and professional understanding	3	Program plan development within this course raises the participant's awareness of the ethical issues and social implications related to the provision of eye care in communities.
Communication	3	Assessment tasks involve discussion, debate and presentation as well as written communication.
Teamwork, collaborative and management skills	3	Participants will be involved in regular class room presentations and community interactions and discussion with their colleagues and tutors
Information literacy	3	Participants will need to search the literature for various project and programs pertaining to eye care and will learn to critique those.
Major Topics (Syllabus Outline)	This course includes cover topics such as program planning and management, eye care service delivery models, social marketing, management systems and tools, human resource development and eye care program monitoring and evaluation	
Relationship to Other Courses within the Program	This course is a compulsory component of the Master of Community Eye Health and Graduate Diploma in Community eye health. The course will provide program participants with the skills needed to plan, develop, implement and manage eye care programs effectively.	

Rationale and Strategies Underpinning the Course

Teaching Strategies	Online teaching methods in this course include lectures, group exercises and discussion on assigned topics. Students will work on independent assignments and discuss collectively such as situation analysis, program plan development and estimation of prevalence within a community. In addition the participants will engage in program planning, developing monitoring tools and evaluating programs throughout the course as a project activity.
Rationale for learning and teaching in this course	The rationale for use of these methods is to ensure an analytical approach with active involvement in program planning, literature search and critique on demand generation and social marketing, thinking about various strategies and how it can be used in community eye health, and learning to work with others in a team to gather information and evaluate its worth.

Course Schedule

Course components	WEEK 1	WEEK 2	WEEK 3	WEEK 4	WEEK 5	WEEK 6	WEEK 7	WEEK 8	WEEK 9
Lecture topics	Welcome video Lecture 1 - Vision 2020	Lecture 2 - Log Frame Analysis Lecture 3- Service Marketing Lecture 4 - Planning Monitoring and Evaluation of Cataract services (PME)	Lecture 5 - PME - Refractive error Lecture 6 - PME - Glaucoma Lecture 7 - Demand Generation	Lecture 8 - Costing & budget Lecture 9 – Cash flow Management Lecture 10 - PME – Diabetic Retinopathy	Lecture 11 - PME – Corneal blindness prevention Lecture 12 –PME – Rural service delivery Lecture 13 - Managerial skills – Communication Lecture 14 - Managerial skills - HR management	Lecture 15 - Training Needs Assessment Lecture 16 - Develop Training Curriculum Lecture 17 - Rapport Building & Networking	Lecture 18 - Team building Lecture 19 – Presentation skills Lecture 20 - Training & Teaching Methods	Lecture 21- MIS Lecture 22 - Monitoring & evaluation	No lectures this week
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. Read this course outline. Introduce yourself via the discussion forum. Complete your	View 3 lectures Lecture discussion <i>Project identification</i>	View 3 lectures Lecture discussion Expert Q&A <i>Activity 1 : Project title submission</i>	View 3 lectures Lecture discussion Expert Q&A <i>Activity 2 : Project objectives submission</i>	View 4 lectures Lecture discussion Expert Q&A <i>Problem tree analysis, Log frame analysis and Demand estimation -(Quiz 1) (20%)</i>	View 3 lectures Lecture discussion	View 3 lectures Lecture discussion <i>Written test</i>	View 2 lectures Lecture discussion <i>MIS and Costing (Quiz 2)</i>	<i>Project written report</i>

	online profile. Continuously update the glossary with new words that you come across								
	16-20Sept	23-27Sept	30Sept-4Oct	7-11Oct	14-18Oct	21-25Oct	28Oct-1Nov	4-8Nov	11-15Nov
ASSESSMENT: Tasks that are assessed, and the marks allocated to each.	Participation in online forums Expert Q&A discussion (on Vision 2020)	Participation in online forums	Participation in online forums <i>Project Title Submission (Activity 1)</i>	Participation in online forums <i>Project objectives Submission (Activity 2)</i>	Participation in online forums <i>Problem tree analysis, Log frame analysis and Demand estimation -(Quiz 1) (25%)</i>	Participation in online forums	Participation in online forums <i>Written test (25%)</i>	Participation in online forums <i>MIS and Costing (Quiz 2) (15%)</i>	Participation in online forums <i>Project written report and participation in all discussion forums (35%) On or before 11th November 2019</i>

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 by the library 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

<p>Expectations of Students</p>	<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>
<p>Assignment Submissions</p>	<p>Procedures for submission of assignments in this course are provided in the moodle website for the course.</p> <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 These policies are applicable equally to undergraduate and postgraduate courses.</p>
<p>Occupational Health and Safety¹</p>	<p>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.</p>
<p>Assessment Procedures</p>	<p style="text-align: center;">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 result of all assessments for the course is 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>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 my UNSW). 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</p>

	<p>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 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>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 convener 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	<p>Local Contact</p> <p>Dr Padmaja Kumari Rani rpk@lvpei.org</p>	<p>School Contact</p> <p>Prof. Helen Swarbrick h.swarbrick@unsw.edu.au Tel: 9385 4373</p>	<p>University Contact</p> <p>Graduate Research School</p> <p>University Counselling Services</p>

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 plagiarised 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