



Jordan University of Science and Technology
Faculty of Applied Medical Sciences
Department of Allied Medical Sciences
Second Semester 2013/2014
Course Syllabus

| Course Information | |
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| Course Title | Community Eye care |
| Course Code | OPT 464 |
| Prerequisites | OPT 447 |
| Course Credits | 2 Credit Hours (practical 1: theoretical 1) |
| Lecture's Venue | Princess Basma Clinic – Primary Eye Care Unit -Irbid |
| Course Coordinator/s | Dr. May Bakkar Dr. Mera Haddad, Miss Dana Koff, Miss Izdihar Salman |
| Office Hours | You need to arrange meeting with your assigned supervisors at same time of your clinic day in Princess Basma Clinics |
| E-mail | mmbakkar@just.edu.jo |
| Course Description | |
| <p>The aim of the community eye care course is to provide students with the basic knowledge of the public health & how it relates to optometry. Optometrists' role in the prevention of blindness will be explored. Different concepts of public health & community eye care will be discussed. During the course students will identify the main causes of blindness (particularly avoidable blindness) and visual impairments, also they will search to identify the major issues, which confront the delivery of eye care services. They are expected to raise awareness about selected eye diseases among the community.</p> <p>Community eye care will be a new experience for 4th year optometry students', in which they will understand eye health as a public health issue, not merely a matter of loss of visual function(s).</p> <p>In this course, it is aimed to clarify that ocular diseases are a sum of community, environmental, social, as well as economical determinants that burden on people health (e.g. ocular health). It is also aimed to understand the impact of ocular health on community health & economy.</p> | |

| Textbook | |
|-------------------------|--|
| Title | Basics of Public Health Core Competencies |
| Author(s) | <i>Larry Holmes, JR.</i> |
| Year | 2009 |
| Publisher | Jones & Bartlett Publishers |
| Other references | <p>Community Health & Wellness: A Socio-ecological Approach. <i>Mcmurray A.</i> 2007, Mosby.</p> <p>Evidence Based Eye Care. <i>Kertes P & Johnson T.</i> 2007, Lippincott Williams & Wilkins.</p> <p>http://www.WHO.net</p> <p>http://www.uniteforsight.org/community-eye-health-course/module1</p> |
| Notes | Lectures, handout and other reading material will be available on E- Learning |

| Assessment | | |
|-------------------------|--|-------------------|
| Assessment | Expected Due Date | Percentage |
| Mid exam | 5 th week | 30% |
| Major Assignment | <p>The student is expected to come up with a well designed plan on how to implement their own project</p> <p>At the end, this requires the students to submit an essay of their own writing that describe the problem the are going to search and the it is significance, prevalence and a plan for community outreach</p> | 30% |
| Poster/ Brochure | Week 10 (results/output of the project should be present in a way it is accessible to the community (brochure, poster or other approaches that mainly targeting the community | 30% |
| Presentations | <p>Week 13, 14</p> <p>Student should reflect on their own experience in particular they got from the project. Also general optometric knowledge This should be present through an open day mainly targeting public audience.</p> | 10% |

| Course Objectives | | Percentage |
|-------------------|---|------------|
| Theoretical | <ul style="list-style-type: none"> • Definition of public health & community eye care • The core functions of public health • Social determinants of health • To introduce the students to needs of the community • Global blindness & visual impairments • The major causes of avoidable blindness & visual impairments world-wide, according to their prevalence • Refractive errors & low vision as public health issues (prevalence, impact on patients life, impact on community, available eye care services, barriers to access eye care services, how to overcome these barriers, the role of optometrists in such cases) • Ottawa Charter & Vision 2020, how will they affect the achievement of the UN millennium development goals | 40% |
| Practical | <ul style="list-style-type: none"> • To train the students how to conduct screening for a particular eye disease or visual dysfunction that could be considered a public health issue. • Gathering statistics about topic of interest • To train student to be public health optometrists (i.e. interaction of students with the local community) • The role of optometrists in raising the awareness of people, government & NGOs regarding these issues by preparing posters and brochures or reaching public media. • Students should participate in an out-campus (e.g. hospitals, university, schools or elderly residency) activity while doing research. This depends on the nature of their project which will be agreed with the joint supervisor/s. | 60% |

| Teaching & Learning Methods |
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| <ul style="list-style-type: none"> • E-learning • Group discussion with assigned supervisors • Assignment • Lectures: online lectures and other learning resources will be available on E-learning. Discussion and specific information about your project should be gained through your self-reading, preparation and regular meetings with your supervisors. |

Learning Outcomes: Upon successful completion of this course, students will be able to

| Related objective (S) | Reference(s) Handouts |
|------------------------------|--|
| Theoretical | Introduction |
| | Definition of public health & community eye care |
| | The core functions of public health |
| | Social determinants of health |
| | To introduce the students to community needs. |
| | Global blindness & visual impairments |
| | Avoidable blindness & visual impairments |
| | Refractive errors & low vision as public health issues |
| | Ottawa Charter & Vision 2020 and the UN millennium development goals. |
| Practical | Conducting of research/screening Raising community awareness by provision of posters, brochures, etc. |

Useful Resources

<http://www.uniteforsight.org/community-eye-health-course/module1>

| Course Content | | |
|----------------|--|---|
| Week | Topics | Chapter in Textbook (handouts) |
| 1 | Introduction, definition of public health & community eye care | handout |
| 2 | Why Eye Care Is Important | http://www.uniteforsight.org/community-eye-health-course/module1 |
| 3 | Patient Barriers to Eye Care | http://www.uniteforsight.org/community-eye-health-course/module2 |
| 4 | Accessing Medical Care: Unique Barriers for Women | http://www.uniteforsight.org/community-eye-health-course/module2b |
| 5 | Best Practices in Eye Care | http://www.uniteforsight.org/community-eye-health-course/module3 |
| 6 | Considerations Regarding Eye Medication | http://www.uniteforsight.org/community-eye-health-course/module5 |
| 7 | Cataracts: Leading Cause of Blindness Worldwide | http://www.uniteforsight.org/community-eye-health-course/module6 |
| 8 | Presbyopia: Universal Age-Related Visual Impairment | http://www.uniteforsight.org/community-eye-health-course/module7 |
| 9 | The Significant Harm of Worst Practices In Eye Care | http://www.uniteforsight.org/community-eye-health-course/module8 |
| 10 | Eye Disease and Mental Health | http://www.uniteforsight.org/community-eye-health-course/module9 |
| 11 | Smoke Exposure and Cataracts | http://www.uniteforsight.org/community-eye-health-course/module10 |
| 12 | Revision | |

| Week | Title of the Lecture |
|-------------|--|
| 1 | Introduction, definition of public health & community eye care |
| 2 | Why Eye Care Is Important |
| 3 | Patient Barriers to Eye Care |
| 4 | Accessing Medical Care: Unique Barriers for Women |
| 5 | Best Practices in Eye Care |
| 6 | Considerations Regarding Eye Medication |
| 7 | Cataracts: Leading Cause of Blindness Worldwide |
| 8 | Presbyopia: Universal Age-Related Visual Impairment |
| 9 | The Significant Harm of Worst Practices In Eye Care |
| 10 | Eye Disease and Mental Health |
| 11 | Smoke Exposure and Cataracts |
| 12 | Project presentation and discussion |
| 13 | Project presentation and discussion |
| 14 | Project presentation and discussion |

Additional Notes

Attendance policy:

- Students are expected to attend **all** the course lectures if attendance is required'.
- Unexcused absences of more than 10% of the required attendance will deserve a fail in this course.
- In a case of excused absence e.g. illness or emergency, students should contact the course coordinator immediately. And a formal written excuse from the physician should be submitted by the student in a case of illness, otherwise the absence will be considered unexcused.
- In case of absence on the date of exam(s), students will not be allowed to set for a makeup exam unless they have got an approval from the deanship of AMS for this regard.

Expected workload:

- Students are expected to be a good participant during the course lectures/meetings'
- Students are expected to think critically about the knowledge that they will get during the course.
- Students should set for all the specified examinations
- Students are obligated to do all assignments & homework.
- All students should participate in an out-campus (e.g. schools or elderly residency) activity while doing research.

Feedback:

- All feedback, comments, opinions, concerns, requests, enquires or questions are welcomed & should be discussed in the first place with the supervisors; either by email or in-person.
- If the supervisor hasn't been cooperative regarding a specific issue, students can follow the hierarchy starting with the course coordinator, the head of the department, followed by the dean & finally the president office. Until their problem(s) is solved.
- Exams results, feedback as well as key answers will be reported & discussed after one week of the examinations date.
- Questions regarding lectures' contents can either be discussed during the lecture (preferably) or during the office hours