

MODULE SPECIFICATION

1. Overview

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|--|--|----|------|---|
| Academic Year (student cohort covered by specification) | 2019-20 | | | |
| Module Code | 3400 | | | |
| Module Title | Epidemiological Methods Applied to Eye Diseases | | | |
| Module Organiser(s) | Dr John BUCHAN | | | |
| Faculty | ITD | | | |
| FHEQ Level | Level 7 | | | |
| Credit Value | CATS | 10 | ECTS | 5 |
| HESA Cost Centre | 105 | | | |
| HECoS Code | 100261:101335 | | | |
| Term of Delivery | Term 1 | | | |
| Mode of Delivery | Face to face | | | |
| Mode of Study | Full time | | | |
| Language of Study | English | | | |
| Pre-Requisites | None, although experience of eye health would be an advantage | | | |
| Accreditation by Professional Statutory and Regulatory Body | Not currently accredited by any other body | | | |
| Module Cap (Maximum number of students) | 20 | | | |
| Target Audience | This module is a compulsory module for MSc Public Health for Eye Care | | | |
| Module Description | This module covers the principles of epidemiology as applied to the major causes of blindness. Features of the different epidemiological study designs to address eye health research questions will be explored, and an overview of the evidence base around the major causes of blindness, including prevention and treatment will be provided. Additional work will be involved on interpretation of the strength of evidence from a range of different study types as applied to blinding eye disease. | | | |
| Duration | 3 weeks at 2 days per week | | | |
| Timetabling slot | Term 1 | | | |
| Last Revised (e.g. year changes approved) | June 2019 | | | |

2. Programme(s) that this module is part of

| Programme | Status |
|-----------------------------------|------------|
| MSc in Public Health for Eye Care | Compulsory |

3. Module Aim and Intended Learning Outcomes

| Overall aim of the module |
|---|
| The overall module aim is to: <ul style="list-style-type: none"> Apply the principals of epidemiology to the study of eye health |

| Module Intended Learning Outcomes |
|---|
| Upon successful completion of the module a student will be able to: <ol style="list-style-type: none"> Describe key features of different epidemiological study designs to address eye health research questions Describe the magnitude and causes of visual loss and blindness in different socio-economic settings Know the aetiology and risk factors for the major blinding diseases Critically read scientific papers on the epidemiology of blinding eye diseases |

4. Indicative Syllabus

| Session Content |
|---|
| The module is expected to cover the following topics: <ul style="list-style-type: none"> Principles of epidemiology as applied to the major causes of blindness Features of the different epidemiological study designs to address eye health research questions Overview of the evidence base around the major causes of blindness, including prevention and treatment Interpretation of the strength of evidence from a range of different study types as applied to blinding eye disease |

5. Teaching and Learning

| Notional Learning Hours | | |
|---------------------------------|-----------------|-----------------------------|
| Type of Learning Time | Number of Hours | Expressed as Percentage (%) |
| Contact time | 30 | 30 |
| Directed self-study | 20 | 20 |
| Self-directed learning | 10 | 10 |
| Assessment, review and revision | 40 | 40 |
| Total | 100 | 100 |



Teaching and Learning Strategy

The teaching strategy for this module is lecture/workshop based face to face teaching supported by integrated Online Educational Resource material utilised at various points (pre-session, during sessions and post-session revision). Computer lab facilitated practical teaching sessions provide hands on experience of Rapid Assessment of Avoidable Blindness tool utilisation and analysis. Formative assessments will complement the other taught components to ensure understanding of the material delivered and highlight areas where understanding is poor. Written formative assessment will involve critical review of published papers of epidemiological studies of common eye diseases using structured short answer questions as described below.

Indicative Breakdown of Contact Time

| Type of delivery | Total (hours) |
|----------------------|---------------|
| Lecture | 7 |
| Seminar | 14 |
| Tutorial | 0 |
| Computer Practical | 9 |
| Laboratory Practical | 0 |
| Fieldwork | 0 |
| Project Supervision | 0 |
| Total | 30 |

6. Assessment

Assessment Strategy

Formative: In order to assess progress, in-class discussions will be complemented by a written formative assessment during the module in which students will critically review published papers of epidemiological studies of common eye diseases using structured short answer questions. This will also help prepare the students for the summative assessment which will take a similar format.

Summative: the module has an end of module assessment consisting of MCQs or short answer questions or a combination thereof, which will take place on the last day of the module. Whilst some MCQ may be incorporated to test specific aspects of knowledge, the understanding of the subject will be the focus of this summative assessment and short answer questions are, from experience of this module, good discriminators of understanding, without being overly punitive if students misunderstand a question or a particular question finds a gap in a particular student's knowledge or understanding.

Summative assessment will map tightly to the learning objectives and will ensure learning across the content, with each content area being potentially examined.

1. The short answer questions will directly ask students to describe key features of different epidemiological study designs and relate these to eye health research questions



2. Knowledge of the magnitude and causes of visual loss and blindness in different socio-economic settings will be necessary to answer questions effectively
3. Failure to have understood the aetiology and risk factors for the major blinding diseases will be detected through the assessment
4. Some of the short answer questions will include a stem that describes a scientific study on the epidemiology of blinding eye diseases and questions will then test critical thought processes

Summative assessment

| Assessment Type | Assessment Length (i.e.) | Weighting (%) | Intended Module Learning Outcomes Tested |
|---|-----------------------------|------------------|--|
| <i>Timed Test (in-module test e.g. MCQ)</i> | 2 hours | | 1-4 |

Resitting assessment

Resits will accord with the LSHTM's [Resits Policy](#)

For individual students resitting a group assessment there will be an approved alternative assessment as detailed below.

| Assessment being replaced | Approved Alternative Assessment Type | Approved Alternative Assessment Length |
|---------------------------|---|---|
| <i>n/a</i> | <i>n/a</i> | <i>n/a</i> |

7. Resources

Indicative reading list (if applicable)

Students are asked to register for the LSHTM OER (<https://open.lshtm.ac.uk/login/index.php>) and register for:

- Ophthalmic Epidemiology 1. Basic Principles
- Ophthalmic Epidemiology 2: Application to Eye Disease
- They are also asked to work through the material on Ophthalmic Epidemiology 1. Basic Principles, sections 1.1 – 1.12 by way of introduction to the module

Other resources

Guidance note: Please list the other study resources for the module.



8. Teaching for Disabilities and Learning Differences

- Each session on the module has lecture handouts and copies of the slides made available to students prior to the session
- All lectures are recorded so students wishing to listen again can work through the audio, and view the slides via the handouts to revise the session
- Each session on the module has been integrated with Open Educational Resource material, including graphic illustrations and video material to support different learning styles