



Syllabus*: OPHTHALMOLOGY First/Second Semester 2021 /2022

COURSE INFORMATION	
<p>Course Name: Ophthalmology 1 Department: Special Surgery Faculty: Medicine Credit Hours: 2.25</p>	<p>Course number: 111502503 Course date: 2-week rotation Course meeting time: 8:00 Course location: Princes Hamza Teaching Hospital Course coordinator: Dr. Mohammad Abu-Ain Office location: Ophthalmology dept. Phone: 0790870633 Email: abuain@hotmail.co.uk Pre-requested course: none</p>
DELIVERY METHODS	
<p>The course will be delivered through a combination of active learning strategies. These will include:</p> <ul style="list-style-type: none">● PowerPoint lectures and active classroom based discussion and seminars● Collaborative learning through small groups acting in an interdisciplinary context.● Relevant films and documentaries● Video lectures● E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team● Clinic based discussions , real patient clinical examination● Theatre based discussion ; Observation of various ophthalmic surgical procedures	

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance.* It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- Use of the work, ideas, images or words of someone else without his/her permission or reference to them.
- Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.
- Misrepresentation of the sources that were used.

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students’ handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
e.g. Exam 1	e.g. 35%	Add date/time
During the course activity & Quizzes	e.g. 20%	Add date/time

e.g. Final Exam (3)	e.g. 45%	Add date/time
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Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer and/or descriptive questions.

Homework: Will be given for each chapter, while the chapter in progress you are supposed to work on them continuously and submit in next lecture when I finish the chapter.

You are also expected to work on in-chapter examples, self-tests and representative number of end of chapter problems. The answers of self-tests and end of chapter exercises are given at the end of the book.

Quizzes: Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

Course description:

This is a short course covering the common Ophthalmic diseases and the serious ones that any general practitioner will be exposed to. Through the course there would be both lectures covering the theoretical part and clinics to cover the practical part.

There will be coverage for both the basic and clinical sciences that are of particular interest.

The interaction will be multidisciplinary between lecturer, students, and patients.

Learning outcomes:

- 1- To be able to take appropriate case history with emphasis on ophthalmic pathologies and its symptomatology.
- 2- To be alerted to serious vision-threatening problems based on history.
- 3- To conduct a focused eye exam with emphasis on the following techniques:
 - a- Visual acuity (including use of pinhole).
 - b- Confrontation visual fields
 - c- External inspection of ocular adnexa
 - d- Pupillary examination including direct, consensual, and swinging-light test.
 - e- Pen-light exam of anterior segment.
 - f- Extraocular muscle motility and ocular alignment.
 - g- Direct ophthalmoscopy.
- 4- To be able to formulate a list of differential diagnosis and plan of management and timely referral to more specialized ophthalmic service.

Instructional methods:

- Seminars.
- Clinics.
- Operative room.
- Case discussion.

Text book and material:

- 1- Lecture notes on Ophthalmology by Bruce James , Chris Chew and Anthony Bron. Latest edition. Blackwell science .
- 2- Clinical ophthalmology by Kanski , 8th edition. Butterworth-Heinman company

Grading Policy:

Grades can be based on the following:

- In-course evaluation = 20%
- Final clinical OSCE exam = 35%
- Final written exam = 45%
- Total mark = 100%

Course Policies:

Late Assignments

Students are expected to present their assignment on scheduled time, if not, a new date is given to the student to present his seminar. Late assignment will affect the grade by 5 points unless there is an excuse.

Missed exams

Make up exam will be held to students who missed their exam when they have an excuse accepted by the department.

Absence

Ophthalmology rotation is 10 working days, absence by 2 or more days requires repeating the rotation.

Cheating

Cheating is extremely prohibited and will be dealt with according to university policies.

Classroom Protocol:

Students are expected to arrive at 9:00 AM.

Attendance is taken each day.

Students are expected to respect other students and instructors.

Participation is graded according to presenting seminars, attending daily activities, good behavior, patient care, medical knowledge, communication skills, and professionalism.

Important Dates to Remember:

Final exam will be set by department of surgery

End of rotation exam will be on every 4 weeks of each rotation (i.e. two groups will take the exam at one time)

Student rights and responsibilities:

Group coordinator should contact course instructor before starting the rotation to assure that students are aware of the rotation instructions and contents.

The students' major group will be split into two subgroups.

Students are not allowed to attend the clinic without a white coat and a penlight.

Each student should bring his/her surgical scrub to be used during OR sessions.

Students who are assigned to attend OR should watch relevant videos for surgeries scheduled next day. For example, YouTube videos for phacoemulsification, squint surgery and vitrectomy may be a choice.

Students should distribute the seminars between them before starting their rotation: one student for each seminar. Seminars 3 and 7 may take two students.

Total allocated time for the seminar is 1.5 hours. Seminar should be presented by the assigned student aided by PowerPoint slides. Emphasis should be on incorporating lots of figures and images. Number of slides should be just enough to cover one-hour presentation leaving enough time for discussion.

The OSCE exam is held every 4 weeks.

Course Schedule:

No.	Title	Objectives
1	Ocular anatomy and physiology (<i>Handout</i>) <i>Self-reading</i>	<ul style="list-style-type: none"> • Surface ocular anatomy • Details of layers of the globe and its structure. • Physiologic mechanism of vision and ocular function
2	Refractive errors	<ul style="list-style-type: none"> • Physics of refractive errors • Different states of refractive errors and management: myopia, hyperopia, astigmatism and presbyopia. • Special cases including keratoconus and aphakia
3	Painless red eye	To know symptoms, signs and management of the following diseases: <ol style="list-style-type: none"> 1. Infectious conjunctivitis 2. Allergic conjunctivitis 3. Subconjunctival hemorrhages 4. Degenerative conjunctival lesions.
4	Painful red eye:	To know symptoms, signs and management of the following diseases <ol style="list-style-type: none"> 1. Keratitis 2. Uveitis 3. Angle-closure glaucoma 4. Scleritis/Episcleritis
4	Acute visual loss	<ul style="list-style-type: none"> • Pupillary light reflex, RAPD

		<ul style="list-style-type: none"> • Classification of acute vision loss. • To know symptoms, signs and management of the following diseases: <ol style="list-style-type: none"> 1- Central retinal vein occlusion 2- Acute Rhegmatogenous Retinal detachment
5	Chronic visual loss	<ul style="list-style-type: none"> • To know symptoms, signs and management of the following diseases: <ol style="list-style-type: none"> 1- Cataract 2- Glaucomas 3- Age related macular degeneration
6	Ocular trauma	<ul style="list-style-type: none"> • Mechanism of ocular trauma including chemical injuries, penetrating injury, rupture globe, foreign bodies, hyphema, corneal abrasion and orbital fracture. • Intervention • Visual prognosis
7	Neurophthalmology	<ul style="list-style-type: none"> • To know symptoms, signs and management of the following diseases: <ol style="list-style-type: none"> 1- Approach to Papilledema 2- Cranial nerves: III, IV and VI palsies. 3- Ischemic optic neuropathies including giant cell arteritis 4- Optic neuritis
8	Eye involvement in Systemic Diseases	Emphasis will be on Diabetic eye disease mainly retinopathy
9	Pediatric Ophthalmology topics	<ul style="list-style-type: none"> • Discussion should focus on: <ol style="list-style-type: none"> 1- Blind infant: definition, diseases that cause infant blindness 2- Congenital nystagmus: definition and causes 3- Strabismus: definition, classification, terminology and approach to management.

ASSESSMENT RUBRICS

Classroom Participation: Assessment Criteria	
Criteria	Quality

	Excellent (4 points)	Good (3 points)	Satisfactory (2 points)	Needs Improvement (1 points)	S c o r e
Degree to which student integrates course readings into classroom participation	<ul style="list-style-type: none"> - often cites from readings; - uses readings to support points; - often articulates "fit" of readings with topic at hand. 	<ul style="list-style-type: none"> -occasionally cites from readings; - sometimes uses readings to support points; -occasionally articulates "fit" of readings with topic at hand . 	<ul style="list-style-type: none"> -rarely able to cite from readings; - rarely uses readings to support points; - rarely articulates "fit" of readings with topic at hand 	<ul style="list-style-type: none"> -unable to cite from readings; -cannot use readings to support points; cannot articulates "fit" of readings with topic at hand . 	
Interaction / participation in classroom discussions	<ul style="list-style-type: none"> -always a willing participant, responds frequently to questions; - routinely volunteers point of view . 	<ul style="list-style-type: none"> -often a willing participant, - responds occasionally to questions; - occasionally volunteers point of view . 	<ul style="list-style-type: none"> -rarely a willing participant, - rarely able to respond to questions; - rarely volunteers point of view . 	<ul style="list-style-type: none"> - never a willing participant., - never able to respond to questions; - never volunteers point of view . 	
Interaction /participation in classroom learning activities	<ul style="list-style-type: none"> -always a willing participant; -acts appropriately during all role plays; - responds frequently to questions; - routinely volunteers point of view. 	<ul style="list-style-type: none"> -often a willing participant; -acts appropriately during role plays; - responds occasionally to questions; -occasionally volunteers point of view. 	<ul style="list-style-type: none"> -rarely a willing participant. -occasionally acts inappropriately during role plays; - rarely able to respond to direct questions; -rarely volunteers point of view . 	<ul style="list-style-type: none"> - never a willing participant - often acts inappropriately during role plays,; - never able to respond to direct questions; - never volunteers point of view. 	
Demonstration of professional attitude and demeanor	<ul style="list-style-type: none"> -always demonstrates commitment through thorough preparation; - always arrives on time; - often solicits instructors' perspective outside class. 	<ul style="list-style-type: none"> - rarely unprepared; rarely arrives late; - occasionally solicits instructors' perspective outside class . 	<ul style="list-style-type: none"> -often unprepared; occasionally arrives late; - rarely solicits instructors' perspective outside class . 	<ul style="list-style-type: none"> - rarely prepared; - often arrives late; - never solicits instructors' perspective outside class 	

Assessment Rubrics to be determined by the department. Add samples below.

Classroom Participation: Oral Presentation

Element	Excellent			Satisfactory			Needs Improvement			Points
	8	7	6	5	4	3	2	1	0	
Organization	<ul style="list-style-type: none"> There is a logical sequence of information. Title slide and closing slide are included appropriately. 			<ul style="list-style-type: none"> There is some logical sequence of information. Title slide and closing slides are included. 			<ul style="list-style-type: none"> There is little or no logical sequence of information. Title slide and/ or closing slides are not included. 			
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	<ul style="list-style-type: none"> Presentation is attractive and appealing to viewers. 			<ul style="list-style-type: none"> Presentation is somewhat appealing to viewers. 			<ul style="list-style-type: none"> Little to no attempt has been made to make presentation appealing to viewers. 			
Content	<ul style="list-style-type: none"> Presentation covers topic completely and in depth. Information is clear, appropriate, and accurate. 			<ul style="list-style-type: none"> Presentation includes some essential information. Some information is somewhat confusing, incorrect, or flawed. 			<ul style="list-style-type: none"> Presentation includes little essential information. Information is confusing, inaccurate, or flawed. 			
Language	<ul style="list-style-type: none"> Spelling, grammar, usage, and punctuation are accurate Fluent and effective 			<ul style="list-style-type: none"> There are minor problems in spelling, grammar, usage, and/or punctuation. 			<ul style="list-style-type: none"> There are persistent errors in spelling, grammar, usage, and/or punctuation. Less or not fluent and effective. 			
Delivery	<ul style="list-style-type: none"> Ideas were communicated with enthusiasm, proper voice projection and clear delivery. There was sufficient eye contact with audience. There were sufficient use of other non-verbal communication skills. Appropriate delivery pace was used. 			<ul style="list-style-type: none"> There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. Insufficient use of non-verbal communication skills. Delivery pace is somewhat appropriate. 			<ul style="list-style-type: none"> There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. No use of non verbal communication skills. Inappropriate delivery pace was used. 			

Interaction with Audience	<ul style="list-style-type: none"> ▪ Answers to questions are coherent and complete. ▪ Answers demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Most answers to questions are coherent and complete. ▪ Answers somehow demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Answers to questions are neither coherent nor complete. ▪ Is tentative or unclear in responses. 	
Total Score (Y x 5/16) =				