



# Course Specification

## — (Bachelor)

**Course Title:** Primary eye care and ethics

**Course Code:** APOP1106

**Program:** Optician Diploma

**Department:**

**College:** Applied Collage

**Institution:** Umm Al-Qura University, Makkah, Saudi Arabia

**Version:** 1

**Last Revision Date:** 8 December 2024

## Table of Contents

A. General information about the course: .....	3
B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods .....	4
C. Course Content .....	5
D. Students Assessment Activities .....	5
E. Learning Resources and Facilities .....	6
F. Assessment of Course Quality .....	6
G. Specification Approval .....	6





## A. General information about the course:

### 1. Course Identification

#### 1. Credit hours: ( 2h )

2 credit hrs (theoretical)

#### 2. Course type

- A. ☐ University ☐ College ☒ Department ☐ Track ☐ Others
- B. ☒ Required ☐ Elective

#### 3. Level/year at which this course is offered: ( 1<sup>st</sup> level / 1<sup>st</sup> year)

#### 4. Course General Description:

The Primary Eye Care and Ethics course is designed to equip students with fundamental knowledge, practical skills, and ethical reasoning required for effective delivery of primary eye care services.

#### 5. Pre-requirements for this course (if any):

NA

#### 6. Co-requisites for this course (if any):

NA

#### 7. Course Main Objective(s):

**Be the end of the course, students should to:**

- 1- Equip students with a comprehensive understanding of eye anatomy, physiology, common ocular conditions, and diagnostic techniques..
- 2- Train students in basic vision screening, early detection of eye diseases, and management of primary eye care services..
- 3- Equip students with the skills to work effectively in interdisciplinary teams and referInstill the principles of medical ethics, including patient rights, confidentiality, and professionalism in eye care.
- 4- patients appropriately to specialists.

### 2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> <li>Traditional classroom</li> <li>E-learning</li> </ul>		
4	Distance learning		

### 3. Contact Hours (based on the academic semester)





No	Activity	Contact Hours
1.	Lectures	2*15
2.	Laboratory/Studio	
3.	Field	
4.	Tutorial	
5.	Others (specify)	
Total		30

## B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with the program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Understand the anatomy, physiology, and common disorders of the eye.	K2	Interactive Lecturing	Examinations
1.2	Demonstrate knowledge of ethical principles and their application in primary eye care.	K1	Interactive Lecturing	Examinations
1.3	Explain diagnostic techniques and management strategies for ocular conditions.	K3	Interactive Lecturing	Examinations
2.0	Skills			
2.1	Analyze clinical findings to provide initial care or refer to specialists.	S1	Interactive Lecturing Independent studies classroom	Examinations
2.2	Apply ethical reasoning in resolving patient care dilemmas.	S2	Interactive Lecturing Independent studies classroom	Examinations
3.0	Values, autonomy, and responsibility			
3.1	Commit to patient-centered care and respect for patient autonomy.	V2	Interactive Lecturing Independent studies classroom	Presentations
3.2	Adhere to ethical guidelines and legal standards in clinical practice.	V2	Interactive Lecturing Independent studies classroom	Presentations

## C. Course Content

No	List of Topics	Contact Hours
1.	Introduction to Primary Eye Care	2





2.	Basic structure and function, including common age-related changes.	2
3.	Refractive Errors	2
4.	Common conditions like cataracts, glaucoma, and diabetic retinopathy.	2
5.	Vision screening techniques, risk factors, and preventive measures.	2
6.	Collaboration with general practitioners, ophthalmologists, and optometrists.	2
7.	Identifying and managing acute conditions such as trauma and infections.	2
8.	Standards of behavior, conflict resolution, and professionalism.	2
9.	Case studies on resource allocation, misdiagnosis, and patient compliance.	2
10.	Respect for diversity and tailoring care to cultural needs.	2
11.	Understanding laws and regulations related to clinical practice.	2
12.	Pediatric Eye Care: Detecting and managing conditions like amblyopia and strabismus	2
13.	Pediatric Eye Care: Detecting and managing conditions like amblyopia and strabismus (cont.)	2
14.	Geriatric Eye Care: Addressing vision loss in aging populations.	2
15.	Final Review	2
<b>Total</b>		<b>30</b>

#### D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	<b>Quizzes</b>	<b>5</b>	<b>10</b>
2.	<b>Mid-Term Exam</b>	<b>8</b>	<b>20</b>
3.	<b>Presentations</b>	<b>12</b>	<b>10</b>
4.	<b>Homework</b>	<b>1 - 15</b>	<b>10</b>
5.	<b>Final Exam</b>	<b>16</b>	<b>50</b>

\*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

#### E. Learning Resources and Facilities

##### 1. References and Learning Resources

<b>Essential References</b>	Fry, C., Veatch, R. M., & Taylor, C. (2011). Case Studies in Biomedical Ethics: Decision-Making, Principles, and Cases. Oxford University Press.
<b>Supportive References</b>	American Academy of Optometry. (2021). Primary Eye Care: Clinical Approaches and Management
<b>Electronic Materials</b>	
<b>Other Learning Materials</b>	

##### 2. Required Facilities and equipment



Items	Resources
<b>facilities</b> (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	Classrooms, , exhibition rooms
<b>Technology equipment</b> (Projector, smart board, software)	Projector
<b>Other equipment</b> (Depending on the nature of the specialty)	

## F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching	Students and Faculty	Direct
Effectiveness of students' assessment	Faculty and Program Leaders	Direct
Quality of learning resources	Students, Faculty and Program Leaders	Indirect
The extent to which CLOs have been achieved	Faculty and Program Leaders	Indirect
<b>Other</b>		

**Assessors** (Students, Faculty, Program Leaders, Peer Reviewers, Others (specify))

**Assessment Methods** (Direct, Indirect)

## G. Specification Approval

<b>COUNCIL /COMMITTEE</b>	Umm Al-Qura University Council
<b>REFERENCE NO.</b>	851141114462/190386
<b>DATE</b>	1446/11/22

