



OPS-PAHO

**CCB-EYE CARE**  
Caribbean

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## **CARIBBEAN COUNCIL FOR THE BLIND & VISUALLY IMPAIRED**

*“Celebrating more than 58 years of service to the Caribbean 1967-2026”*

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**“Preventing blindness and restoring sight; Creating opportunities for people with vision loss and other disabilities”**

### **Manual for the Training of Health Care Workers in Primary Eye Care**

Washington, D.C.2003,  
**EYE CARE PROGRAM**

### **HEALTH SERVICES ORGANIZATION TECHNOLOGY AND HEALTH SERVICES DELIVERY**

#### **PAN AMERICAN HEALTH ORGANIZATION**

*Pan American Sanitary Bureau, Regional Office of the*

#### **WORLD HEALTH ORGANIZATION**

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## MODULE 1: EYE SCREENING

Link to supporting audiovisual resources: [https://youtu.be/R7z8\\_VxOO1U](https://youtu.be/R7z8_VxOO1U)

Objective 1: After participating in discussions and completing the criterion activities, the health worker will be able to use a visual acuity testing chart as illustrated in the module to:

- Screen individuals at different levels of literacy, to determine visual acuity, by asking patients to point to the direction of the “fingers” of the “E” and
- Define the following expressions accurately:

.. **Blindness** (including NLP, Hand movement, 3/60 in the better eye) low vision; normal vision; visual acuity testing chart; and Snellen chart.

**See appendix 1 for examples of visual acuity charts.**

|     | <b><u>Subtasks</u></b>                                                                                                                                                            | <b><u>Knowledge</u></b>                                                                    | <b><u>Skills</u></b>                                                                                 | <b><u>Attitudes /Behaviour</u></b>                            | <b><u>Learning Experiences</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
|-----|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1.  | Explain purpose of vision testing to patient.                                                                                                                                     | Reasons for vision testing; effects of blindness; simple facts about blindness prevention. | Ability to persuade others using spoken or written modes of communication.                           | Demonstrate confidence in the ability to perform test.        | <b><u>Learning Experiences</u></b><br><br>Lectures on simple facts about visual impairments and prevention procedures. Role playing persuasion techniques.<br>Practice in identifying properly illuminated areas.<br><br>Practice role playing and simulated situations.<br><br>Practice role playing and simulated situations.<br><br>Practice role playing and simulated situations.<br><br>Practice preparation for patient testing while recognising the importance of understanding the content and meaning of visual acuity chart optotypes.<br><br>Practice interviews with peers. Guided discussions on facts about methods of measuring visual acuity<br><br><b><u>See 8</u></b> |
| 2.  | Find a well-illuminated area.                                                                                                                                                     | Reasons for well-illuminated area.                                                         | Ability to choose suitable location(s) to conduct visual acuity testing.                             | Exhibit confidence and ability to select a suitable location. |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 3.  | Measure 6 meters from a wall, or another object on which to hang the chart.                                                                                                       | Reasons for using this specific distance.                                                  | Ability to measure and mark relevant distances in feet/meters.                                       | Exhibit patience, tact and diligence                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 4.  | Place a mark at distance indicated for use on the available visual acuity chart.                                                                                                  | Reasons for possible variation of distances.                                               | See 1 and 2                                                                                          | Efficiency and calm                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 5.  | Hang a vision testing chart on wall or tree at a height easily seen by subject.                                                                                                   | Repeat 1 and 2                                                                             | Ability to make relevant decisions and choices during set-up and testing                             | Efficiency and calm                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 6.  | If patient wears glasses for distance vision, allow spectacles to remain on.                                                                                                      | Fully conversant with visual acuity testing procedures.                                    | Ability to describe complex eye health and related concepts in simple and culturally relevant terms. | Exhibit patience, tact and diligence                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 7.  | Cover patient's left eye with a clean card-occluder and ask him/her to read with right eye starting with the largest letter or indicate the direction of the "fingers" of the "E" | Fully conversant with visual acuity testing procedures.                                    | Ability to interpret and explain each patients' level of visual acuity.                              | Accuracy and thoroughness                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 8.  | Ask patient to read the chart down to the smallest letter/symbols he-she can easily and accurately identify.                                                                      | Methods of measuring visual acuity.                                                        | See 8.                                                                                               | See 8                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 9.  | Record the line which the patient reads with one error only as the visual acuity for that eye.                                                                                    | See 8.                                                                                     | See 8                                                                                                | <b><u>See 8</u></b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| 10. | Repeat the same process with the left eye.                                                                                                                                        |                                                                                            | See 8.                                                                                               | <b><u>See 8</u></b>                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

:

**See 8**

**See 8**

|     | <b><u>Subtask</u></b>                                                                                                                                                                                                                                                                | <b><u>Knowledge</u></b>                                                                          | <b><u>Skills</u></b>                                                                   | <b><u>Attitudes/behaviour</u></b>               | <b><u>Learning Experiences</u></b>                                                                                                                     |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------|-------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------|
| 11. | <p>The following is the procedure to be used when recording visual acuity. First, write an R/L on the right side of the V.<br/>Example:</p> <div style="text-align: center;">       R<br/>V<br/>L     </div> <p>The visual acuity is recorded in the form of a Fraction E.G 6/60</p> | Methods of recording visual acuity.                                                              | Ability to write and record findings in graphic form, using peers and fellow trainees. | Efficiency and confidence.                      | Practice recording visual acuity of peers. Simulated situations with peers and fellow trainees. Lectures on meaning of Snellen's fraction.             |
| 12. | Record visual acuity for each eye separately.                                                                                                                                                                                                                                        | See 11                                                                                           | See 11                                                                                 | See 11                                          | See 11                                                                                                                                                 |
| 13. | If patient cannot read largest letter or symbol, have him/her move towards the chart 1 meter at a time until she-he can do so.                                                                                                                                                       | Techniques of measuring visual acuity.                                                           | Ability to decide when a patient cannot read chart ototypes at varying distances       | Non Judgemental-, lack of prejudice             | Practice in interviewing patients. Simulated interviews with peers.                                                                                    |
| 14. | If patient cannot identify the largest "E" at 1 meter, show varied number of fingers to determine if he/she can detect numbers accurately.                                                                                                                                           | See 13.                                                                                          | Ability to use hands for visual acuity measurement                                     | Confidence in ability to undertake measurements | Demonstrate skills through Simulated interviews with peers and patients                                                                                |
| 15. | If he/she cannot count fingers correctly at 1meter move one palm horizontally and vertically to determine if patient can detect movement                                                                                                                                             | See 13                                                                                           | Demonstrate ability to measure hand movement clearly and correctly                     | Confidence in ability to undertake measurements | Lectures normal vision, visual impairment and blindness. Practice testing on peers and patients under supervision of higher-level health professional. |
| 16. | If unable to see movement use a light source to determine whether patient can distinguish light/dark.                                                                                                                                                                                | Fully conversant with visual implications of light perception (LP) and no light perception.(NLP) | Ability to record findings using the correct acronyms                                  | Willingness to coach counsel and empathise.     | Effective recording of patient's vision. Ability to discuss low vision, adjustment to blindness and inclusive services                                 |

## MODULE II

### RECOGNITION OF SOME frequently occurring EYE CONDITIONS

Links to supporting audiovisual resources: <https://youtu.be/LdPSeYQ-6b0?si=DEjGI6Lc0IzH3b-c> ,  
<https://youtu.be/rThSOv5tRVA?si=RLEqnejP0rn6ukIE> ,  
<https://youtu.be/cQ3LKdkdEFA?si=1r3KTREmwiNcDrbe> ,  
<https://youtu.be/IKsdyiti5iQ?si=K6gyahqNFH2Ad1mF> ,  
[https://youtu.be/9OJbm4BnLB0?si=fC\\_PvWB76oFPvXtr](https://youtu.be/9OJbm4BnLB0?si=fC_PvWB76oFPvXtr) ,  
<https://youtu.be/hXQxwAOq1z4?si=Jlac2tnCksS1s7ok>

Objective 2: In a community with Optometrist(s) or Ophthalmologist(s) the primary health care worker should be able to recognize the risk factors of common (acute and chronic) eye conditions such as: Conjunctivitis (bacterial, viral and environmental) frequently occurring ocular injuries; Refractive errors; Pterygium, Senile Cataract, diabetes, glaucoma, hypertension, family history of blindness ect. This will empower them to recognize, treat or refer the following eye conditions appropriately:

Conjunctivitis and other anterior segment infections; Ocular injuries; Chemical burns; Refractive errors (primarily Myopia, Hyperopia, Presbyopia and astigmatism), Pterygium; Ocular Cyst; Cataract; Glaucoma; Diabetic Retinopathy; Retinitis Pigmentosa (A cause of Night Blindness) and others. **See appendix 2 for graphics of related eye conditions.**

|     | <b><u>Subtasks</u></b>                                                            | <b><u>Knowledge</u></b>                                                           | <b><u>Skills</u></b>                                                    | <b><u>Attitudes</u></b>                                  | Learning Experiences                                                                                                          |
|-----|-----------------------------------------------------------------------------------|-----------------------------------------------------------------------------------|-------------------------------------------------------------------------|----------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------|
| 17. | Name and describe the location of all parts of the eye and their functions.       | Knowledge of all parts of the eye and their functions.                            | Ability to describe facts and complex concepts in simple terms          | Confidence in knowledge                                  | Lectures on simple facts about the various parts of the eye. Demonstrations on models and dummies.                            |
| 18. | Name and describe the main causes of visual impairment and blindness in adults.   | Knowledge what is cataract, glaucoma, diabetic retinopathy and refractive errors. | Ability to describe in coherent and simple terms.                       | Confidence.                                              | Lectures on simple facts about blinding diseases in adults and appropriate referral re: diabetes                              |
| 19. | Name and describe the main causes of visual impairment and blindness in children. | Knowledge what is congenital cataract, glaucoma, ROP and refractive errors.       | Ability to describe in coherent and simple terms.                       | Confidence.                                              | Lectures on simple facts about blinding diseases in children.                                                                 |
| 20. | Identify adult populations most at risk of experiencing significant vision loss.  | Knowledge of risk factors for glaucoma and diabetic retinopathy.                  | Ability to interview and listen to patient's response.                  | Friendliness, lack of prejudice.                         | Simulated interviews with peers, staff members.                                                                               |
| 21. | Examine eyelids.                                                                  | Methods of eye examination.                                                       | Ability to handle eye with caution and to use hands firmly but lightly. | Confidence in manipulating or touching parts of the eye. | Simulated examinations of dummy, peer, and patients' eyes under supervision of higher level health professional.              |
| 22. | Examine conjunctiva.                                                              | Same                                                                              | Same                                                                    | Same                                                     | Same                                                                                                                          |
| 23. | Examine lashes                                                                    | Same                                                                              | Same                                                                    | Same                                                     | Same                                                                                                                          |
| 24. | Examine pupil                                                                     | Same                                                                              | Same                                                                    | Same                                                     | Same                                                                                                                          |
| 25. | Examine cornea                                                                    | Same                                                                              | Same                                                                    | Same                                                     | Same                                                                                                                          |
| 26. | Examine iris                                                                      | Same                                                                              | Same                                                                    | Same                                                     | Same                                                                                                                          |
| 27. | Examine the eyes of: Newborn; toddlers and small children                         | Method of handling a baby to examine its eyes.                                    | Ability to be gentle and handle uncooperative patients                  | Understanding of children. Calmness.                     | Practice in handling puppets to examine their eyes. Simulated situations. Brief lectures. Films and videotape demonstrations. |
| 28. | Examine the eye for redness                                                       | Common reasons for red eye.                                                       | Ability to interview and listen to patients.                            | Confidence in ability to help.                           | Lectures on simple facts about eye redness. Practice in simulated situations.                                                 |
| 29. | If eye is red, ask patient if it is painful.                                      | Fully knowledgeable about procedures to follow.                                   | Ability to describe eye appearance.                                     | Friendliness, patience                                   | Simulated interviews with peers, staff members.                                                                               |

|     | <b><u>Subtasks</u></b>                                                                                                         | <b><u>Knowledge</u></b>                                                               | <b><u>Skills</u></b>                                                        | <b><u>Attitudes</u></b>                        | <b><u>Learning Experiences</u></b>                                                                                                               |
|-----|--------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
| 30. | Ask patient if there has been an injury to the eye.                                                                            | Methods of taking a patient's history.                                                | Ability to interview and listen to patients.                                | Tact, persuasion.                              | Same                                                                                                                                             |
| 31. | If there has been an injury to the eye, determine if the injury penetrated the eyeball or not.                                 | Importance of recognising if injury is penetrating or non-penetrating to the eyeball. | Ability to identify penetrating and non-penetrating injuries.               | Confidence, humility.                          | Lectures on simple facts about eye injuries. Films videotaped demonstrations. Practice diagnosing in simulated situation.                        |
| 32. | If the injury is non-penetrating, look for foreign body inside the eye; Look for abrasion of the cornea; See if eye is bloody. | Methods of examining eye in non-penetrating injuries.                                 | Ability to handle a patient in pain and examine his/her eyes.               | Confidence, efficiency, calmness.              | Filmstrips; brief lectures on nonpenetrating eye injuries. Practice with puppets in examining afflicted eyes, then with staff members and peers. |
| 33. | If injury is penetrating, determine if penetration went through the cornea or through white of the eye.                        | Methods of examining eye for penetrating injury.                                      | Same                                                                        | Same                                           | Same                                                                                                                                             |
| 34. | If patient has not suffered injury to the eye but there is redness and pain in it, ask how long symptoms have lasted.          | Reasons for redness and pain the eye in absence of injury.                            | Ability to interview and listen to patients.                                | Tact, calmness, efficiency.                    | Flip chart demonstrations, brief lectures on causes of eye redness and pain. Interview practice with peers.                                      |
| 35. | If symptoms have been present less than 10 days, determine if there is any ulceration of the cornea.                           | Methods of determining ulceration of the cornea.                                      | Ability to make decision on whether there is ulceration of the cornea.      | Calmness; lack of preconceived judgements.     | Lectures and demonstrations of eye ulceration.                                                                                                   |
| 36. | In the absence of ulceration of cornea, determine type of irritation of the conjunctiva.                                       | Methods of determining irritation of the conjunctiva.                                 | Ability to make decision on whether there is irritation of the conjunctiva. | Calmness; cool headedness in making judgement. | Lectures and demonstrations of irritations of the conjunctiva.                                                                                   |
| 37. | Determine if pus is present.                                                                                                   | Reasons for presence of pus in the eye.                                               | Ability to recognise and describe symptoms.                                 | Calmness; confidence in what needs to be done. | Lectures and illustrations of pus in the eye.                                                                                                    |
| 38. | Determine if haemorrhage has occurred under conjunctiva                                                                        | Reasons for presence of haemorrhage under conjunctiva.                                | Same                                                                        | Same                                           | Lectures and illustrations of haemorrhage under conjunctiva.                                                                                     |

|     | <b><u>Subtasks</u></b>                                                                                                                           | <b><u>Knowledge</u></b>                                                 | <b><u>Skills</u></b>                          | <b><u>Attitudes</u></b>                 | <b><u>Learning Experiences</u></b>                                                                        |
|-----|--------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|-----------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------|
| 39. | Determine if blood vessels in pupil and surrounding white sclera are enlarged and visible.                                                       | Reasons for enlarged, visible vessels in pupil and surrounding sclera.  | Same                                          | Same                                    | Lectures and illustrations of enlarged blood vessels in pupils and sclera.                                |
| 40. | If the patient has had a red, painful eye for more than 10 days, determine if cornea and conjunctiva are both affected.                          | Reasons for corneal and conjunctiva involvement                         | Same                                          | Same                                    | Lectures and demonstrations of corneal and conjunctival involvement.                                      |
| 41. | Determine if eyelashes have been inverted and are scratching or injuring the cornea.                                                             | Common reasons for inverted eyelashes.                                  | Same                                          | Same                                    | Illustrations of inverted eyelashes scratching the cornea.                                                |
| 42. | Determine if irritation is limited to conjunctiva immediately around pupil                                                                       | Common reasons for irritation of conjunctiva immediately around pupil.  | Same                                          | Same                                    | Illustrations of irritated conjunctiva of eye immediately around pupil.                                   |
| 43. | Determine if blood vessels in white of eye are severely distended and engorged with blood.                                                       | Common reasons for distended blood vessels in sclera.                   | Same                                          | Same                                    | Illustrations of blood vessels in white of eye severely distended and engorged with blood.                |
| 44. | Recognize white scar on the cornea.                                                                                                              | Common reasons for white scar on the cornea.                            | Same                                          | Same                                    | Illustrations of white scar on the cornea.                                                                |
| 45. | If patient has painful eye, determine if there has been loss of vision.                                                                          | Methods of determining loss of vision when a patient has a painful eye. | Ability to examine eye and interview patient. | Confidence in ability to ask questions. | Simulated eye examination of puppets and peers. Practice in interviewing. Brief lectures.                 |
| 46. | If loss of vision has occurred, determine if there is tunnel vision (whether it appears to the patient that he/she is looking through a tunnel). | Methods of determining presence of tunnel vision.                       | Ability to interview and listen to patients.  | Same                                    | Practice in interviewing mock patients with tunnel vision. Role playing. Brief lectures on tunnel vision. |
| 47. | Ask patient if ability to see diminishes at night.                                                                                               | Methods of identifying night blindness.                                 | Same                                          | Same                                    | Brief lectures on night blindness. Practice in interviewing possible patients.                            |

| <u>Subtasks</u>                                                                                                                   | <u>Knowledge</u>                           | <u>Skills</u> | <u>Attitudes</u> | <u>Learning Experiences</u>                                                                             |
|-----------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------|---------------|------------------|---------------------------------------------------------------------------------------------------------|
| 48. Determine if there is excessive dryness of the cornea and/or small opaque spots (Bitot's spots, or ulceration of the cornea). | Reasons for the presence of Bitot's spots. | Same          | Same             | Brief lectures on dryness of the cornea and Bitot's spots. Illustrations of conditions with filmstrips. |

This page is available for notes and sketches.

For Lecture notes

## MODULE III

### TREATMENT OF SOME EYE CONDITIONS

Link to supporting audiovisual resources: <https://youtu.be/e0gRg1DX04U?si=seaqbp0inj9B6hTX> ,  
<https://youtu.be/g9YcU8dGloY?si=UfirbPOcMM4NnVOD> ,  
<https://youtu.be/m6tNi0Z5oHw?si=KrPO8jCb3-BgL-1d>

Objective 3: After studying Module 3 the primary health care worker will be able to treat and appropriately refer a patient with an inflamed eye, an injured eye, an irritated eye, night blindness, and sty. Fig 3

### **Subtasks**

49. Introduce ointment and drops in affected eye.

### **Knowledge**

Types of ointments or drops in treating simple eye conditions.

50. Make an eye shield.

### **Skills**

Ability to introduce ointment and drops in affected eye.

51. Remove foreign body from eye with cotton-tipped applicator.

Use of eye shield.

### **Attitudes**

Patience, sure handedness, gentleness.

52. In presence of a red, painful eye with a non-penetrating injury which has produced a blood-filled eyeball (hyphema), 1. Apply an eye shield to the eye; 2. Have patient remain in bed in a semi-elevated position until he/she can be sent to the eye clinic.

Recognition of foreign body in eye.

Ability to make an eye shield

### **Learning Experiences**

Live demonstrations during situations; role playing and

See 50

Ability to remove foreign body from eye according to illustrations.

Dexterity, patience.

See 19, 32, 50

Dexterity, care, gentleness.

Practice administering treatment in dummies, then patients.

Use no medicine in the eye

53. In presence of a red, painful eye with a non-penetrating injury which has produced an abrasion, 1. Apply antibiotic ointment to the eye; 2. Apply sterile bandage to the eye; 3. Examine eye again after 24 hours; 4. Send patient to eye clinic if pain persist more than 24 hours.

Drugs and medicines used to treat common, non-serious eye conditions.

See 51 Ability to apply bandage to eye. Ability to identify appropriate eye clinic for patient referral.

Same

Demonstration of how to make an eye shield. Illustrations.

Demonstrations, Practice sessions. See 50

Friendliness, sympathy.

Discussions of importance of referring serious cases to higher level of care.  
Practice in marking eye bandages.

b. Reassure patient

| <u>Subtasks</u>                                                                                                                                                                                                                                                                                                                                                                                     | <u>Knowledge</u>                                                                                                                                              | <u>Skills</u> | <u>Attitudes</u>                | <u>Learning Experiences</u>                                                                                                                                                                                                                                                                                                                |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 54. In presence of red painful, and irritated eye with a nonpenetrating injury with a foreign body in the eye, remove the body with a cotton-tipped stick and apply antibiotic ointment and patch. If difficult to remove, refer immediately to eye clinic.                                                                                                                                         | Repeat 51,53                                                                                                                                                  | See 50, 53    | Same                            | Same                                                                                                                                                                                                                                                                                                                                       |
| 55. If patient has irritated eye without history of injury and the symptoms have been present less than 10 days and there is: 1. Irritation of conjunctiva without ulceration of the cornea and pus, apply 1% antibiotic ointment 3 times a day for 5 days. 2. Irritation of the conjunctiva without ulceration of the cornea and haemorrhage under the conjunctiva only. a. Do not give treatment; | Possible reasons / causes for irritated eye without injury.<br><br>Management of simple eye conditions.<br><br>Management of complex eye conditions. Referral | See 49-51, 53 | Efficiency, friendliness, tact. | Demonstrations through filmstrips or other media of irritated eyes without history of injury. Illustrations of ulceration of the cornea with pus; irritation of conjunctiva without ulceration of the cornea but with pus; irritation of the conjunctiva without ulceration of the cornea and with haemorrhage under the conjunctiva only. |

For Lecture notes and  
Sketches

## MODULE IV

### REFERRAL OF SERIOUS EYE CONDITIONS

Link to supporting audiovisual resources:

<https://youtu.be/S1y-94Kn-tw?si=SF6x5lcAgeOLXoJ1> ,

[https://youtu.be/dZN09JMeB1I?si=oxGJtk\\_antsqGfEv](https://youtu.be/dZN09JMeB1I?si=oxGJtk_antsqGfEv) ,

<https://youtu.be/0VQ7hsYuHHQ?si=lpeLF5Uu2j4GilsV> ,

<https://youtu.be/iTzsOLFUGvI?si=SjYyGdxX6YjK0Mog>

Objective 4: After studying Module 4 and reviewing illustrations of chronic and other serious eye conditions, the primary health care worker will be able to recognize serious eye conditions and refer the patient appropriately.

| <b><u>Subtasks</u></b> |                                                                                                                                                                                                                                                                                                                                                                                                                                              | <b><u>Knowledge</u></b>                                                                                                           | <b><u>Skills</u></b> | <b><u>Attitudes</u></b>         | <b><u>Learning Experiences</u></b>                                                                                                                                                                                                                                                                                                         |
|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------|----------------------|---------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 56.                    | If patient has a red, painful eye with penetrating injury which has perforated the sclera (white of the eye) or the cornea,<br>1. Do not place any medicine in the eyes.<br>2. Place patch and shield over the eye;<br>3. Send patient immediately to be seen by an Ophthalmologist.                                                                                                                                                         | Management of patients with serious eye injuries.                                                                                 | See 49-51, 53        | Same                            | Lectures on importance for PHW not to treat seriously injured patients. Discussions of importance of referring serious cases to higher level of eye care.                                                                                                                                                                                  |
| 57.                    | If patient has irritated eye without history of injury and the symptoms have been present less than 10 days and there is:<br>1. Ulceration of the cornea with pus:<br>a. Apply antibiotic ointment;<br>b. Place a sterile bandage over affected eye;<br>c. Send patient to Ophthalmologist, urgently.<br>2. Enlargement of blood vessels in the pupils and surrounding white sclera of the eye, send patient to Ophthalmologist immediately. | Possible reasons/causes for irritated eye without injury.<br><br>Management of simple eye conditions.<br><br>See 53<br><br>See 53 | See 49-51, 53        | Efficiency, friendliness, tact. | Demonstrations through filmstrips or other media of irritated eyes without history of injury. Illustrations of ulceration of the cornea with pus; irritation of conjunctiva without ulceration of the cornea but with pus; irritation of the conjunctiva without ulceration of the cornea and with haemorrhage under the conjunctiva only. |

60. Determine if there is a fleshy growth on the conjunctiva. If there is, refer to Ophthalmologist.

| <u>Subtasks</u> |                                                                                                                                                                                                                        | <u>Knowledge</u>                                                                                    | <u>Skills</u>                                   | <u>Attitudes</u> | <u>Learning Experiences</u>                          |
|-----------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|-------------------------------------------------|------------------|------------------------------------------------------|
| 58.             | If patient has red painful eye, there is no history of injury and symptoms have been present more than 10 days:                                                                                                        | Management of serious eye conditions. Referral mechanisms                                           | Ability to observe, diagnose treat, and refer.  | Same             | Demonstrations of eyes affected trachoma             |
| 1.              | If both cornea and conjunctiva are affected and the lids are irritated and the eyelashes scratching and injuring the cornea, apply antibiotic ointment and send immediately to the ophthalmologist.                    |                                                                                                     | Same                                            | Same             | Demonstrations of eye with chronic corneal scarring. |
| 2.              | If both cornea and conjunctiva are affected and the upper and lower lids are both scarred and inverted eyelashes have produced extensive scarring of the cornea, apply antibiotic ointment and send to the eye clinic. |                                                                                                     | Same                                            | Same             | Demonstrations of eye with tumour                    |
| 3.              | If blood vessels are distended and highly visible in the white of the eye, send immediately to the eye clinic.                                                                                                         | Signs and symptoms of cataract, chronic corneal scarring, tumour, or glaucoma. Referral mechanisms. | Ability to act promptly and refer to eye clinic | Same             | Demonstrations of cases refer higher level of care.  |
| 59.             | If you have recognized cataract, chronic corneal scarring, tumour, or glaucoma in a patient, refer him /her immediately to ophthalmologist.                                                                            |                                                                                                     | Ability to refer to eye clinic                  | Same             | Demonstrations of cases with fleshy growth           |
|                 |                                                                                                                                                                                                                        | Reasons for presence of fleshy growth                                                               |                                                 |                  |                                                      |



## MODULE V

### OPHTHALMIA NEONATORUM

[https://youtu.be/W4-h-gow0IA?si=SQbY5Onux9KrXR\\_S](https://youtu.be/W4-h-gow0IA?si=SQbY5Onux9KrXR_S) ,

Objective 5: Following instructions given in Module 5; the primary health worker will be able to provide prophylaxis for ophthalmia neonatorum in the new born baby by putting one drop of povidone-iodine 2.5% within one hour after birth in each eye.

**Subtasks**

Place 1 drop of povidone-iodine 2.5% within one hour after birth in each eye

**Knowledge**

Management of the new-born

**Skills**

Ability to handle baby to put drop in its eyes.  
Confidence, gentleness.

**Attitudes**

Confidence, gentleness.

**Learning Experiences**

Demonstrations of how to handle a new-born to put drops in its eyes

## MODULE VI

### TEACHING THE COMMUNITY

<https://youtu.be/m22UJShY0hc?si=ILyPXM55-g3pDVt> ,

<https://youtu.be/aofq5o7OiCI?si=qLR-Vi9CGPi6R5OA> ,

<https://youtu.be/JyRZHIKffjw?si=p5KHd7CsPFCKIsit>

filff

Objective 6: At the community and parish hospital levels, primary care workers and professionals (Nurses and primary care physicians) will be able to explain basic hygiene, safety, and nutrition, as important in preventing avoidable visual impairment and blindness.

|     | <b><u>Subtasks</u></b>                                                                                                                                                                    | <b><u>Knowledge</u></b>                                         | <b><u>Skills</u></b>                                  | <b><u>Attitudes</u></b>        | <b><u>Learning Experiences</u></b>                                                                                                                                                                                             |
|-----|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|-------------------------------------------------------|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 62. | Explain to individuals and wider community the importance of hand washing and personal hygiene in preventing eye infections                                                               | Reasons for hand washing and personal hygiene.                  | Ability to convince in conversation.                  | Confidence                     | Lectures on prevention of eye conditions; discussions on community attitudes to health and role of village decision makers. Practice in preparing for health education activities; discussions on principles of communication. |
| 63. | Explain to individuals and wider community the importance of fly-other vector control and proper sanitation to good eye health.                                                           | Reasons for controlling flies rodents and other pests           | See 62 above                                          | See 62 above                   | See 62 above                                                                                                                                                                                                                   |
| 64. | Explain the importance of immunization against measles in preventing blinding eye conditions in children.                                                                                 | Reasons for immunization against measles.                       | See 62 above                                          | See 62 above                   | See 62 above                                                                                                                                                                                                                   |
| 65. | Explain to mothers and other care givers how to feed their families properly and the importance of eating green and yellow leafy vegetables in preventing night blindness (xerophthalmia) | Reasons for proper nutrition. Knowledge of food properties.     | See 62 above                                          | See 62 above                   | See 62 and illustrations on how to teach community members to grow their own vegetables.                                                                                                                                       |
| 66. | Explain to community the dangers of sexually transmitted conditions as possible causes of blindness, including giving gonorrhoea prophylaxis to all new born.                             | Importance of venereal disease control. Gonorrhoea prophylaxis. | See 62 above                                          | See 62 above                   | Practice in promoting children's health. Practice in giving gonorrhoea prophylaxis. Use of folk media for demonstrations.                                                                                                      |
| 67. | Explain to community the common causes of injury to the eyes at: Home, on the road, recreation and in the workplace, and how they may be prevented.                                       | Common causes of eye injuries.                                  | Ability to describe complex concepts in simple terms. | Confidence in ability to help. | Lectures on occurrence of accidents. Role playing in communications in simple terms.                                                                                                                                           |

|     | <b><u>Subtasks</u></b>                                                                                               | <b><u>Knowledge</u></b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b><u>Skills</u></b>                                   | <b><u>Attitudes</u></b>    | <b><u>Learning Experiences</u></b>                                                                                                                                                                                |
|-----|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------|----------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 68. | Explain to individuals and wider community the importance of seeing a health worker promptly about any eye problems. | Common reasons for refusing to see a primary health worker (cultural, procedure, prejudice due to reported experience).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Ability to convince in conversation.                   | Self-confidence and poise. | Lectures on conveying to community the importance of seeking help when an eye injury occurs.                                                                                                                      |
| 69. | Explain to individuals and wider community, the main causes of blindness in adults and how to prevent them.          | <ol style="list-style-type: none"> <li>1. Cataract: What it is, how to recognise it, what is the treatment and need to refer</li> <li>2. Glaucoma: What it is, risk factors, difficulties to recognise it before is too late for treatment, need for referral of those at risk, inform about different treatments.</li> <li>3. Diabetic Retinopathy: What it is, risk factors., difficulties to recognise it on time before is too late for treatment., need for referral of those at risk, inform about different treatments</li> <li>4. Refractive errors: What it is, how to recognise them, what kind of solutions are available, need for referral of those with low visual acuity.</li> </ol> | Ability to convince in conversation.                   | Self-confidence and poise. | Practice in role playing and simulated situations explaining in a community or person to person settings.                                                                                                         |
| 70. | Prepare supportive materials for discussions.                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Ability to select appropriate material and prepare it. | Efficiency and patience.   | Practice in preparing for health education activities; discussions on principles of communication. Practice in designing and preparing simple supportive materials; practice in their use to support discussions. |

For Lecture notes  
and Sketches

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