Control of Diabetic Retinopathy

Nyawira Mwangi
Principal Lecturer, Kenya Medical Training College, Nairobi, Kenya
Research Fellow, London School of Hygiene and Tropical Medicine
Sally Parsley  
Technical lead  
Open Education for Eye Health program  
London School of Hygiene and Tropical Medicine

Deon Minnies  
Director  
Community Eye Health Institute  
University of Cape Town
Trans-contextual use of Open Education Resource

North – South collaboration
What is diabetic retinopathy (DR)?

A cause of visual impairment and blindness

Occurs in people living with diabetes
Complications of diabetes

- Kidney failure
- Foot complications
- Eye complications
- Other complications

Risk of complications

Diagnosis of complications

Blood Glucose level

Duration of diabetes

Diagnosis of Diabetes
Diabetes

Persistently raised blood glucose

Diabetic retinopathy

Blindness

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Globally, inequities exist in access to health care as well as in training human resource for health. Why do we need this course?
Why do we need this course?

Locally: Access to eye care is affected by performance gaps among health care workers.
How does the course links to SDGs?
What did we aim to do?

To increase access to open education on control of DR, by reducing transactional distance between educators and eye care providers, diabetes care providers and others, in a sustainable and cost-effective manner, in order to increase access to diabetes eye care services.
Target learners

Persons with an interest in diabetes eye care services, including clinicians, educators, students, public health specialists, health system specialists, policy-makers and program implementers.

Course goal

To improve the applied knowledge of the learner in the prevention of visual impairment and blindness from Diabetic Retinopathy
Key modules in the course

Module 1: Understanding the disease (DR)

Module 2: Understanding the patient

Module 3: Understanding the health care provider

Module 4: Understanding the health system

+ an introductory and closing session
Duration: 1 week

Downloadable videos for offline use

Institutional and open platforms

Institutional accreditation
**Facilitators**

- Inspiration from the OE4BW program and link with mentors
- Mentorship + access to different expertise
- Institutional interest
- Previous experience with MOOC
- Research
- Peer review

**Challenges**

- Time needed vs competing demands
- Limited range of open education resources and open access materials in eye care
- Platforms
- Institutional paradigm- free course vs business case
- Accreditation
Lessons learnt:

1. Mentoring process is a catalyst for course development
2. Learning from research and field experience can inform content development for OER
3. The content needs to be customized for the target audience
4. Learning design is a crucial aspect to consider
5. Accommodating appropriate peer review may enhance quality assurance
6. Resource planning activities need to be documented, as a learning point
7. There are significant costs in course development, such as time spent in content development
What do we plan to do?

• Run the course on institutional and open platforms
• Assess the benefits of the course
• Develop additional courses
• Share our experience to inspire others to develop courses
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