

COMMUNITY ENGAGEMENT IN EYE HEALTH ASSESSMENT TOOL (CEEHAT) VERSION 1

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Note: You are viewing Version 1 of the CEEHAT. We believe survey tools should be well tested and be as useful and user friendly as possible. If you have feedback you would like to provide us about this tool, so we can make Version 2 even better, please email us at: fhfresearchunit@hollows.org

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PURPOSE AND USES OF THE CEEHAT

Welcome to the Community Engagement in Eye Health Assessment Tool (CEEHAT).

Purpose: The CEEHAT is a tool to assess community opportunity, capacity and motivation to engage with eye health and care, and identify areas for eye health service quality improvement.

Target group: The CEEHAT is intended to be administered to adults aged over 16 years.

Potential uses: The CEEHAT may assist health services and other stakeholders to:

- Understand (and identify responses to) local barriers to eye health service access and uptake;
- Evaluate the effectiveness of programs intending to address determinants of eye health service access and uptake.

When used at scale, core indicators may also allow the identification of global trends in the level of community opportunity, capacity and motivation to engage with eye health and care.

Definition of community engagement in eye

health: Community engagement in eye health care refers to behaviours people might engage in to minimise the risk of vision loss and eye disease, and/or optimise eye health and vision.

People might engage in these activities in support of their own eye health, or that of their family or community. These activities include those relating to self-care and interactions with eye health services, and cut across the spectrum of care from primary prevention of eye disease, to identification and treatment of eye disease, to ongoing management of long-term eye condition/s.

Responsibility for effective community engagement in eye health care is shared by community members and health and social care providers. Governments, eye health services, and community providers have a responsibility to facilitate and empower individuals and communities to engage effectively with eye health activities and care, and to deliver high quality and accessible programs and services.



OVERVIEW OF THE CEEHAT

The CEEHAT contains a set of standardised questions divided into ten modules. There is one essential module, three demographic modules, and six optional modules.

The **"core"** tool includes Module 1 and all three demographic modules:

- Module 1: Behaviour, Opportunity, Capability and Motivation (24 questions)
- Demographics Set: Household Details
- Demographics Set: Respondent Details
- Demographics Set: Location Details

Modules 2-7 are **"optional"** and only need to be included if these topics are relevant to the project:

- Module 2: Willingness to Pay

This module can be used if there is a need to assess patient willingness to pay and travel for spectacles and/or cataract surgery.

- Module 3: Trachoma

This module can be used in trachoma-endemic areas.

- Module 4: River Blindness

This module can be used in river blindness-endemic areas.

- Module 5: Diabetes

This module can be used with participant groups known to have diabetes or if respondents answer yes to Q14 in Demographic Set: Respondent Details module ("Has a health worker ever told you that you have diabetes?").

- Module 6: Previous Eye Healthcare User

This module can be used with participant groups known to have experience with eye surgery or if respondents answer yes to Q15 in Module 1: "Have you ever had eye surgery?"

- Module 7: Conducting Patient Journey Interview

This module can be used to gain a better understanding of the patient's eye health journey, including opportunities and barriers to accessing local eye health services.



INSTRUCTIONS FOR USING CEEHAT

Determining sample size:

A decision about sample size is an important one, given the implications for survey costs and how the results can be interpreted and used. The approach you take to defining the number of people you need to collect data from, will depend on your goal.

If you are using the CEEHAT as part of a research study, a large population survey, or a program evaluation you should seek some technical advice. There are a number of key considerations and an experienced researcher or evaluator can support you to navigate this important decision.

On the other hand, if you are undertaking a needs assessment as part of the process of developing a program a basic 'rule of thumb' is that your sample should be at least 100, and no more than 1000 or 10% of the total population you are interested in (whichever is smaller). The sample size you choose should be influenced by how much time and money you have, how accurate you need the results to be, and whether you need to divide your sample into different groups (e.g. males and females).

Determining a sampling approach:

It is important that you collect data from a representative sample of your target group. It is often the case that people who are easy to recruit to surveys are also people who are able to easily access information and supports. Your data collection strategy must consider methods for including people in your target group who are harder to reach.

It is also recommended that you supplement the CEEHAT results with information collected through interviewing a small number of survey participants (e.g. 10% of your sample). This will provide further information that will help you to interpret the results.

Supplementing the CEEHAT with additional questions:

Consider, given the focus of your project, whether you need to collect additional information to help you understand the experiences of your target group. For example, there might be additional information you would like to collect about the target group's health service use and health status.

How to score the CEEHAT and present the results:

Only Module 1 of the CEEHAT generates scores. A scoring sheet is provided on page 31.

A note on 'skip questions':

It is important not to ask a respondent any questions that are not relevant to their situation. For example, a person who does not have diabetes should not be asked questions about eye care for people with diabetes.

In cases where a particular response makes subsequent questions irrelevant, an instruction is written in the survey directing you to skip to the next appropriate question. It is important that you carefully follow skip instructions.



The Australian Bureau of Statistics Sample Size Calculator: <https://www.abs.gov.au/websitedbs/d3310114.nsf/home/sample+size+calculator>.

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MODULE 1: BEHAVIOUR, OPPORTUNITY, CAPABILITY AND MOTIVATION (ESSENTIAL MODULE)

Ask the questions in Module 1 directly to respondents. These questions form the core of the survey and must be administered in full in order for scores to be calculated.

Please indicate how strongly you disagree or agree with the following statements					
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Q#
I know where to go if I need an eye check-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q1_U
I trust modern medicine for my eye health	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q2_T
I have many more important things to do than get an eye check	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q3_M
I expect to go blind when I get old	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q4_M
I know how much it will cost me to get an eye check-up	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q5_U
Eye surgery works	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q6_T
I know where to find trust-worthy information about health problems	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q7_U
Difficulty seeing would be a big problem for me	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q8_M
You should do everything you can to protect your sight	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q9_M
If I had an eye problem, I would trust my local eye service to provide high quality care	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q10_T
I know how often I should get my eyes checked	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q11_U
Wearing glasses is embarrassing or unattractive	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q12_M
If I had an eye problem, I would trust my local eye service to treat me respectfully	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q13_T

PARTICIPANT CODE	HOUSEHOLD CODE	EVALUATION UNIT CODE	RECORDER CODE	DATE --/--/--
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Please answer each of the following statements					
	No – no difficulty (4)	Yes – some difficulty (3)	Yes – a lot of difficulty (2)	Cannot do at all (1)	Q#
Would you have difficulty paying for an eye check-up, if you needed one	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q14_O
Do you have difficulty seeing, even if wearing glasses?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q15_W
Would you have difficulty travelling to get an eye check-up, if you needed one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q16_O
Would you have difficulty finding someone to accompany you to an eye check-up, if you needed one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q17_O
Do you have difficulty hearing, even if using a hearing aid?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q18_W
Do you have difficulty walking or climbing steps?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q19_W
Would you have difficulty taking time off from daily chores, employment or caregiving responsibilities to get an eye check-up, if you needed one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q20_O
Do you have difficulty remembering or concentrating?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q21_W
Do you have difficulty (with self-care such as) washing all over or dressing?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q22_W
Would you have difficulty getting permission from your family to attend an eye check-up, if you needed one?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q23_O
Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?*	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M1.Q24_W

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MODULE 2: WILLINGNESS TO PAY (OPTIONAL MODULE)

Read the scripts provided and complete the activities as described in Module 2 if you want to assess patient willingness to pay and travel for spectacles and/or cataract surgery.

Overview:

This module will use a simulation exercise and script to assess patient’s willingness to pay and travel for glasses and cataract surgery.

If a respondent *has no refractive error*, follow the ‘refractive error simulation’ instructions provided and ask them the ‘willingness to pay for glasses questions’.

If a respondent *has a refractive error*, follow the ‘correcting refractive error simulation’ instructions provided and ask them the ‘willingness to pay for glasses questions’.

Materials Needed:

- 1) Set of glasses [+1, +2.5 or +5 lens power, which will simulate ‘mild’, ‘moderate’ or ‘severe’ uncorrected refractive error (myopia)]
- 2) Set of best correction glasses
- 3) Cataract simulation glasses

Note:

The research team should confirm a “pricing ladder” that will be used in this module before data collection begins. A pricing ladder should have a high price and a low price and several price steps in between.

It is recommended that local pricing for spectacles be explored, along with out of pocket costs for cataract surgery. Local pricing should guide the high and low pricing scales.

Exploration of distances traveled by local residents for primary health should also be undertaken and a “distance ladder” confirmed before using this module. A distance ladder should have a long distance and a short distance and several distance intervals in between.



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INSTRUCTIONS – REFRACTIVE ERROR SIMULATION

Read the following script to a respondent found to have **no refractive error**:

“After completing your eye examination, we have found that you don’t have any vision problem. Some people have a condition called refractive error making it difficult for them to see people or objects (either in the distance or close to them). It can happen to anyone and at any age.

Low vision causes difficulties in doing regular work like sewing or reading. It can also be dangerous, for example when crossing roads or handling sharp or heavy instruments.

Glasses can correct most refractive errors (can be used to restore sight).

Now, before asking you more questions, we will give you some glasses to wear. While wearing them you will see like someone who has difficulty seeing. When you take off the glasses you will be able to see as normal, and wearing the glasses for a few minutes will not cause you any harm.

These glasses are being used to simulate what it is like to have difficulty seeing. Usually though, glasses are used to correct vision problems.”

Ask the respondent to wear the +1, +2.5 and +5 lenses on turn to simulate ‘mild’, ‘moderate’ and ‘severe’ uncorrected refractive error respectively. Allow the respondent to observe things up close and far away, and to move around safely.

INSTRUCTIONS – REFRACTIVE ERROR CORRECTION SIMULATION

Read the following script to a respondent found to have **refractive error**:

“After completing your eye examination, you have been found to have a vision problem caused by refractive error.

Your vision can be improved by wearing glasses

and the (eye) doctor will give you a prescription so you can go and purchase the right glasses for you.

Please note that we are not selling glasses ourselves and you can buy them where you want. Before asking you more questions; I would like to show you first how you will see if you purchase the glasses as recommended”

Ask the respondent to wear the best correction lenses. Allow the respondent to observe things up close and far away, and to move around safely.

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INSTRUCTIONS – CATARACT SIMULATION

Read the following script to the respondent

“After completing your eye examination, we have found that you don’t have any vision problem.

Some people do have a problem with their vision called cataract that causes blurry or foggy vision and gets worse and worse until someone cannot see anymore. This can prevent people from reading, working, moving or seeing expression on faces. It typically affects older people (50 years and above), however younger people can suffer from cataract too.

Cataract is usually treated via a common surgery (simple surgical procedure) which takes up to 30

to 45 minutes. People who have cataract that affects their vision in both eyes, need two separate operations, usually carried out 6 to 12 weeks apart.

Now, before asking you more questions, we will give you some glasses to wear. While wearing them you will see like someone who has cataract.

When you take off the glasses you will be able to see as normal, and wearing the glasses for a few minutes will not cause you any harm.

These glasses are being used to simulate what it is like to have cataract. Usually though, glasses are used to correct vision problems.”

Ask the respondent to wear the cataract simulation glasses. Allow the respondent to observe things up close and far away, and to move around safely.



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“Thank you. I will now ask you a few questions”

WILLINGNESS TO PAY AND TRAVEL FOR GLASSES QUESTIONS

Instructions: For the willingness to pay and travel questions, you need to ask the respondent a series of questions to determine the amount they are willing to pay, and the distance they are willing to travel.

To do this, start by asking them if they would purchase glasses if they were offered at a quite high price within the local currency. If they say ‘no’ reduce the amount and ask them the same question again. If they again say ‘no’, reduce the amount and ask them the same question again.

Use the 'price ladder' you developed earlier, to guide the prices you ask the respondent about.

Continue to reduce the amount and repeat the question until they say ‘yes’ they would purchase glasses if they were offered for that amount.

Record the amount they suggested they would pay.

Repeat this process for distance they would travel. Again, starting with a distance quite far (perhaps as far as the capital city) and then reduce the distance until they say ‘yes’ they would travel that distance to purchase glasses at the price they have indicated.

Please answer yes or no to the following questions			
USING THE PRICE LADDER YOU CREATED (see note above), ADD THE LOCAL PRICES IN THE BLANK SPACES BELOW. ADD ADDITIONAL LINES AS REQUIRED. STOP WHEN THE RESPONDENT SAYS 'YES' TO A PRICE. RECORD THE PRICE THEY SAY 'YES' TO.	No (0)	Yes (1)	Q#
Would you purchase glasses if they were offered at ____	<input type="checkbox"/>	<input type="checkbox"/>	
Would you purchase glasses if they were offered at ____	<input type="checkbox"/>	<input type="checkbox"/>	
Would you purchase glasses if they were offered at ____	<input type="checkbox"/>	<input type="checkbox"/>	
Amount the respondent suggested they would pay			M2.Q1

Please answer yes or no to the following questions			
USING THE DISTANCE LADDER YOU CREATED (see note above), ADD THE LOCAL DISTANCES IN THE BLANK SPACES BELOW. ADD ADDITIONAL LINES AS REQUIRED. STOP WHEN THE RESPONDENT SAYS 'YES' TO A DISTANCE. RECORD THE DISTANCE THEY SAY 'YES' TO.	No (0)	Yes (1)	Q#
Would you travel for ____ km to purchase glasses?	<input type="checkbox"/>	<input type="checkbox"/>	
Would you travel for ____ km to purchase glasses?	<input type="checkbox"/>	<input type="checkbox"/>	
Would you travel for ____ km to purchase glasses?	<input type="checkbox"/>	<input type="checkbox"/>	
Distance the respondent suggested they would travel to purchase glasses at the price they named above.			M2.Q2

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“Thank you. I will now ask you a few questions”

WILLINGNESS TO PAY AND TRAVEL FOR CATARACT SURGERY

Instructions: For the willingness to pay and travel questions, you need to ask the respondent a series of questions to determine the amount they are willing to pay, and the distance they are willing to travel.

To do this, start by asking them if they would have cataract surgery if they were offered it at a quite high price within the local currency. If they say ‘no’ reduce the amount and ask them the same question again. If they again say ‘no’, reduce the amount and ask them the same question again.

Use the 'price ladder' you developed earlier, to guide the prices you ask the respondent about.

Continue to reduce the amount and repeat the question until they say ‘yes’ they would have surgery if they were offered for that amount.

Record the amount they suggested they would pay.

Repeat this process for distance they would travel. Again, starting with a distance quite far (perhaps as far as the capital city) and then reduce the distance until they say ‘yes’ they would travel that distance to have surgery at the price they have indicated.

Please answer yes or no to the following questions			
USING THE PRICE LADDER YOU CREATED (see note above), ADD THE LOCAL PRICES IN THE BLANK SPACES BELOW. ADD ADDITIONAL LINES AS REQUIRED. STOP WHEN THE RESPONDENT SAYS 'YES' TO A PRICE. RECORD THE PRICE THEY SAY 'YES' TO.	No (0)	Yes (1)	Q#
Would you have cataract surgery if it was offered at _____	<input type="checkbox"/>	<input type="checkbox"/>	
Would you have cataract surgery if it was offered at _____	<input type="checkbox"/>	<input type="checkbox"/>	
Would you have cataract surgery if it was offered at _____	<input type="checkbox"/>	<input type="checkbox"/>	
Amount the respondent suggested they would pay			M2.Q3

Please answer yes or no to the following questions			
USING THE DISTANCE LADDER YOU CREATED (see note above), ADD THE LOCAL DISTANCES IN THE BLANK SPACES BELOW. ADD ADDITIONAL LINES AS REQUIRED. STOP WHEN THE RESPONDENT SAYS 'YES' TO A DISTANCE. RECORD THE DISTANCE THEY SAY 'YES' TO.	No (0)	Yes (1)	Q#
Would you travel for ____ km to have cataract?	<input type="checkbox"/>	<input type="checkbox"/>	
Would you travel for ____ km to have cataract?	<input type="checkbox"/>	<input type="checkbox"/>	
Would you travel for ____ km to have cataract?	<input type="checkbox"/>	<input type="checkbox"/>	
Distance the respondent suggested they would travel to have cataract surgery at the price they named above.			M2.Q4

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MODULE 3: TRACHOMA (OPTIONAL MODULE)

Ask the questions in Module 3 if the respondent lives in a trachoma endemic or at-risk area. Within this module there are two questions to ask the respondent directly, and two recorder observations to note.

Please indicate how strongly you disagree or agree with the following statements

ASK THIS QUESTION	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Q#
I will take medicines if they are given to me at community events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M3.Q1

Please explain how trachoma is spread from one person to another

ASK THEM TO EXPLAIN, AND THEN NOTE IF RESPONDENT SAYS YES TO ANY OF THE FOLLOWING	No (0)	Yes (1)	Q#
More than one response can be recorded			
Flies	<input type="checkbox"/>	<input type="checkbox"/>	M3.Q2
Fingers	<input type="checkbox"/>	<input type="checkbox"/>	M3.Q3
Face	<input type="checkbox"/>	<input type="checkbox"/>	M3.Q4
Clothes	<input type="checkbox"/>	<input type="checkbox"/>	M3.Q5

Recorder notes

RECORD YOUR OBSERVATIONS	No (0)	Yes (1)	Q#
Do you observe that any children in the household have ocular or nasal discharge?	<input type="checkbox"/>	<input type="checkbox"/>	M3.Q6

Notes:

- Observe the childrens' faces in sunlight
- Observe children when they are not crying
- The facial area is defined as the area on direct frontal examination from hairline to chin and ear to ear. The hair itself, under the chin, and neck area are excluded
- Ocular discharge is defined as the presence on the lid margin or lid (including in the corners) of clear or cloudy fluid, or dry matter (see photo provided)
- Nasal discharge is observed when looking at the child in frontal view, and is defined as the presence of wet or dry discharge that is outside the nostril. The examiner should not stare up the nostril to find discharge, but see the discharge visible outside

MODULE 3: TRACHOMA (OPTIONAL MODULE)

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What is the main source of water for the household?			M3.Q7
		(Tick one box only)	
	Piped water into dwelling	<input type="checkbox"/>	(1)
	Piped water to yard/plot	<input type="checkbox"/>	(2)
	Public tap/standpipe	<input type="checkbox"/>	(3)
	Tubewell/borehole	<input type="checkbox"/>	(4)
	Dug well	<input type="checkbox"/>	(5)
	Spring	<input type="checkbox"/>	(6)
	Bottled water	<input type="checkbox"/>	(7)
	Rainwater collection	<input type="checkbox"/>	(8)
	Tanker-truck or cart	<input type="checkbox"/>	(9)
	Surface water (river, dam, lake, pond, canal, irrigation channel)	<input type="checkbox"/>	(10)

MODULE 4: RIVER BLINDNESS (OPTIONAL MODULE)

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MODULE 4: RIVER BLINDNESS (OPTIONAL MODULE)

Ask the questions in Module 4 if the respondent lives in a river blindness endemic or at-risk area.

Please explain how river blindness is spread from one person to another			
ASK THEM TO EXPLAIN, AND THEN NOTE IF RESPONDENT SAYS YES TO ANY OF THE FOLLOWING More than one response can be recorded	No (0)	Yes (1)	Q#
Black flies	<input type="checkbox"/>	<input type="checkbox"/>	M4.Q1

Please indicate how strongly you disagree or agree with the following statements					
	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Q#
I will take medicines if they are given to me at community events	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M4.Q2
I often use insect repellent to stop blackfly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M4.Q3
I often wear protective clothing to stop blackfly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M4.Q4

Recorder notes

MODULE 5: DIABETES (OPTIONAL MODULE)

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MODULE 5: DIABETES (OPTIONAL MODULE)

Ask the questions in Module 5 if the respondent reports they have diabetes (Question 14 in Demographics Set: Respondent Details).

Please indicate how strongly you **disagree** or **agree** with the following statements

	Strongly disagree (1)	Disagree (2)	Agree (3)	Strongly agree (4)	Q#
If you have diabetes, you might go blind	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M5.Q1

How often should you get your eyes checked in you have diabetes?

NOTE WHICH TIME PERIOD FITS THE RESPONDENT'S ANSWER	M5.Q2
More than twice a year <input type="checkbox"/>	(1)
One or two times a year <input type="checkbox"/>	(2)
Every two years or less <input type="checkbox"/>	(3)
When you experience a problem with your eyes <input type="checkbox"/>	(4)

Recorder notes

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MODULE 6: PREVIOUS EYE HEALTHCARE USER (OPTIONAL MODULE)

Ask the questions in Module 6 if the respondent reports they have had eye surgery (Q17 in Demographic Set: Respondent Details).

Thinking back to when you had surgery, how easy or difficult was it for you to					
	No – no difficulty (1)	Yes – some difficulty (2)	Yes – a lot of difficulty (3)	Cannot do at all (4)	Q#
Pay for the surgery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q1
Travel to the eye service for surgery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q2
Find someone to accompany you to the eye service for surgery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q3
Take time off from daily chores, employment or caregiving responsibilities to have surgery?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q4
Get permission from your family to have the surgery, if needed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q5
Talk easily with the health workers?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q6
Find information about the surgery (such as cost, or where to go)?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q7

Please answer yes or no to the following questions			
	No (0)	Yes (1)	Q#
Would you recommend the surgery you received to a friend or family member if they needed it	<input type="checkbox"/>	<input type="checkbox"/>	M6.Q8

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MODULE 7: CONDUCTING PATIENT JOURNEY INTERVIEW (OPTIONAL QUALITATIVE MODULE)

Use the questions in Module 7 as part of a semi-structured patient journey interview. Conduct these interviews one-on-one in a casual setting. This module will provide a guide to conducting a patient journey interview focused on eye health.

Stages of Eye Health Journey



Figure 1: An example patient journey for cataract

GUIDING OPEN-ENDED QUESTIONS FOR EACH STAGE

Awareness of eye issue:

Scenario: The person has become aware of their sight problem/s. They are trying to figure out what is going on and trying to make sense of it. Family and friends may begin to notice the person's vision difficulties.

Questions:

1. When did you realise you were having vision difficulties?

Probing: Probe them to share where they were, what where they doing, what they felt, what they thought was happening, what they did next.

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2. How did you react when you began to have vision difficulties?

Probing: Probe them to share if they talked about the problem or took any actions immediately, or if they waited (and for how long). Did they speak to someone when they first noticed the vision loss? If so, who and why? What did they do next? If they didn't speak to someone, why didn't they?

3. What were some of the daily issues you experienced when you started to have vision difficulties?

Probing: What were the challenges? How did they handle them? Did they stop doing certain activities? Did they seek assistance from family/ friends for those activities (and if so, who assisted them)?

4. How did your daily challenges change over time? How much worse did things get before you sought help?

MODULE 7: PATIENT JOURNEY (OPTIONAL MODULE)

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Seeking medical consultation:

Scenario: The person with vision loss reaches a tipping point and is ready/willing to consult a health care professional/ volunteer. Ask respondent about how they made this decision, what information did they have and gather about sight loss from a variety of sources (and from where, including his or her personal network, local community worker, general practitioner, media, internet, etc.)

Questions:

1. Tell me about how you came to make the decision to seek medical help for your eye issue (sight loss)?

Probing: What led you to the decision to be screened? Did you talk with family or friends before deciding to be screened? If so, what were the main issues/topics that you discussed with them before deciding to get medical attention for your sight loss?

2. Where did you go to get medical consultation?

Probing: How did you identify the location and time to get screened? Other than friends and family, where else did you (or do you) get information for where to go for your eyes?

MODULE 7: PATIENT JOURNEY (OPTIONAL MODULE)

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3. What options did the health practitioner provide for you at the medical consultation?

Probing: What did you think about these options? What did you do after the medical consultation about the options given to you?

4. What was your overall experience?

Probing: What were the major factors that influenced your overall experience?

MODULE 7: PATIENT JOURNEY (OPTIONAL MODULE)

PARTICIPANT CODE	HOUSEHOLD CODE	EVALUATION UNIT CODE	RECORDER CODE	DATE --/--/--
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Diagnosis:

Scenario: Depending on the health care services available, a patient may have received a referral to a vision care professional. They meet a vision care professional for a consultation, screening and recommendations, leading to next steps in decision making.

Questions:

1. Tell me about your attendance at the referral location. Take me through the journey from leaving your house to when you went to the referral site.

Probing: Who did you go with? Where did you go? How did you get there? Was it easy to arrive there (if so, why. If not why)? What was your overall experience like? What did you expect and how did the experience compare? Would you tell a (female/ male) friend to screen their eyes at the same place? Why or why not?

2. What did the medical professional tell you (did you receive another referral, an appointment to return, medicine, etc)?

Probing: What questions did you have about the diagnosis/ recommendations? Did you get all your questions answered while at the eye screening facility? Why or why not?

MODULE 7: PATIENT JOURNEY (OPTIONAL MODULE)

PARTICIPANT CODE	HOUSEHOLD CODE	EVALUATION UNIT CODE	RECORDER CODE	DATE --/--/--
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Seeking Referral-based Treatment and Uptake (and/or Inaction)

Scenario: The person with continued vision issues decides to take further action (or not) based on medical professional recommendations.

Questions:

1. Please tell me what you did about your eye issues after the medical consultation?

Probing: Did you sign up for another eye doctor's appointment? Did you go home and talk to family/friends? If so, who and what major concerns/issues did you discuss regarding your eye diagnosis.

2. Would you mind tell me what decision you made?

Probing: What factors did you consider that led you to this decision?



MODULE 7: PATIENT JOURNEY (OPTIONAL MODULE)

PARTICIPANT CODE	HOUSEHOLD CODE	EVALUATION UNIT CODE	RECORDER CODE	DATE --/--/--
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Surgery

Scenario: The client seeks medical treatment of surgery (Cataract/Trachoma/Eye injury)

Questions:

1. Can you tell me about the day of your surgery from preparing for going to surgery site?

Probing: Who went with you? How did you prepare to go for surgery? How were you feeling before, during and after the surgery?

2. Can you take me through your experience with the surgery itself?

Probing: What happened? Who did you talk to? How did you feel?

3. What was your overall experience? How do you feel about the outcome?

Probing: What factors influenced your experience? What recommendations do you have to make it a better experience for someone like you in the future?

MODULE 7: PATIENT JOURNEY (OPTIONAL MODULE)

PARTICIPANT CODE	HOUSEHOLD CODE	EVALUATION UNIT CODE	RECORDER CODE	DATE --/--/--
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24 hour and Three-Month Post-Surgery (Cataract)

Scenario: The client returns for post-surgery examination and follow-up treatment.

Questions:

1. Can you describe what happened after your surgery and at your check-up?

Probing: Did you get a reminder? What led to your decision to return for the check-up?

2. Can you please take me through planning for attending the 3-month post-surgery follow-up appointment to attending the appointment (if attended, or why not?)

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DEMOGRAPHICS SET: HOUSEHOLD DETAILS (ESSENTIAL MODULE)

The questions in Demographics Set: Household Details are gathered by asking the head of household (if there are two or more, only one head of household is required).

If everyone in your household developed an eye condition that made it difficult to see, who in your household gets first access to healthcare?		
TICK ONE RESPONSE ONLY		DA.Q1
	Male head of the household <input type="checkbox"/>	(1)
	Female head of the household <input type="checkbox"/>	(2)
	Girl child <input type="checkbox"/>	(3)
	Boy child <input type="checkbox"/>	(4)
	Other <input type="checkbox"/>	(5)

Ask This Question: If DA.Q2 = Other	
Which other person in your household gets first access to healthcare when everyone has an eye condition?	DA.Q2

Note:
Write family role not person's name (Such as grandfather, grandmother, oldest son, etc.)

INSERT HERE: Equity Tool (equitytool.org)

Consider including Equity Tool questions available for the country or an alternative measure of wealth endorsed by the national government. If you do include these type of questions, remember to number each added questions using the following format (DA.Q_).

If the preferred national alternative tool assesses each individual in terms of wealth, these questions may be more appropriate to include in Demographic Set (Respondent Details).

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DEMOGRAPHICS SET: RESPONDENT DETAILS (ESSENTIAL MODULE)

The questions in Demographics Set: Respondent details are gathered by asking each respondent the following questions.

How old were you at your last birthday? (Write age in years)		DB.Q1
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What sex are you?	Male (1)	Female (2)	Other (3)	DB.Q2

What is your marital status?	Married or living together (1)	Divorced/separated (2)	Widowed (3)	Never married or lived together (4)	DB.Q3

How many children do you have?		# Children	DB.Q4	
	That are too young for school			
	That attend school			DB.Q5
	That no-longer attend school			DB.Q6

Are you a refugee or displaced person?	Yes (1)	No (2)	DB.Q7

How well do you speak <u> </u> (INSERT HERE NAME OF NATIONAL LANGUAGE/S)?	Very well (1)	With some difficulty (2)	Not at all (3)	DB.Q8

Note: Record the response for the national language spoken best by the respondent, if there is more than one national language.

What is the highest level of school you attended?	None (1)	Primary (2)	Secondary (3)	Higher (4)	DB.Q9

DEMOGRAPHICS SET: HOUSEHOLD DETAILS (ESSENTIAL MODULE)

PARTICIPANT CODE	HOUSEHOLD CODE	EVALUATION UNIT CODE	RECORDER CODE	DATE --/--/--
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Now I would like you to read this sentence to me (SHOW CARD TO RESPONDENT IN LANGUAGE THEY ARE SPEAKING.) ¹	Cannot read at all (1)	Able to read only part of the sentence (2)	Able to read whole sentence (3)	No card with required language (4)	Blind/visually impaired (5)	DB.Q10
If respondent cannot read whole sentence, ask: Can you read any part of the sentence to me? Ask if they prefer to read in another language, hand them that language card.						

RECORDER TO NOTE: In which language did the respondent read the most? <i>If you checked (1), (4) or (5) then leave textbox blank.</i>		DB.Q11
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Who usually makes decisions about eye health care for you?	Respondent (1)	Wife/husband of respondent (2)	Respondent and wife/husband jointly (3)	Other (4)	DB.Q12

If other is ticked, who makes decisions about eye health care for you?		DB.Q13
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Has a health worker ever told you that you have diabetes?	Yes (1)	No (2)	DB.Q14

RECORDER TO NOTE: Is diabetes status confirmed by health worker/health record?	Yes (1)	No (2)	Information unavailable (3)	DB.Q15

	No (0)	Yes (1)	Q#
Have you had an eye check in the past 2 years?	<input type="checkbox"/>	<input type="checkbox"/>	DB.Q16
Have you ever had eye surgery?	<input type="checkbox"/>	<input type="checkbox"/>	DB.Q17
Have you ever had glasses?	<input type="checkbox"/>	<input type="checkbox"/>	DB.Q18
Do you wear glasses every day?	<input type="checkbox"/>	<input type="checkbox"/>	DB.Q19
Have you ever seen a traditional healer for an eye problem?	<input type="checkbox"/>	<input type="checkbox"/>	DB.Q20

¹ Development and testing of language cards must occur before use of this survey in the field. Directions on how to develop these language cards are located at the end of the survey.

DEMOGRAPHICS SET: HOUSEHOLD DETAILS (ESSENTIAL MODULE)

PARTICIPANT CODE	HOUSEHOLD CODE	EVALUATION UNIT CODE	RECORDER CODE	DATE --/--/--
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INSERT HERE ADDITIONAL DEMOGRAPHIC QUESTIONS:

Questions may be added here to identify:

- 1) Whether a respondent identifies as being an indigenous or tribal person; and**
- 2) The religion and/or ethnicity and/or caste of the respondent.**

These questions are intended to identify respondents that might fall into vulnerable or marginalised groups. How these questions are framed should be localised. Number each added questions using the following format (DB.Q_). If the questions developed are not likely to be answered differently by different members of a household, these questions may be more appropriate to capture in Demographic Set: Household Details.

DATE --/--/--	COUNTRY CODE	EVALUATION UNIT CODE
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DEMOGRAPHICS SET C: LOCATION DETAILS (ESSENTIAL MODULE)

The questions in Demographics Set: Location Details are gathered by the survey coordinator. This section should be completed once for each evaluation unit.

Is this a trachoma-endemic area?	Yes (1)	No (2)	DC.Q1		
	<input type="text"/>	<input type="text"/>			
Is this a River Blindness-endemic area?	Yes (1)	No (2)	DC.Q2		
	<input type="text"/>	<input type="text"/>			
Is the survey location in an urban, rural, remote or very remote area?	Urban (1)	Rural (2)	Remote (3)	Very Remote (4)	DC.Q3
	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	
How many cataract surgical centres/services are operating within 100km of the survey location?	<input type="text"/>			DC.Q4	

MATERIALS NEEDED FOR IMPLEMENTATION OF SURVEY TOOL

The CEEHAT requires the development of language cards for Question 10 in Demographic Set: Respondent Details (DBQ10) before conducting surveys in the field. The question assesses literacy in local language/s.

Developing Language Cards:

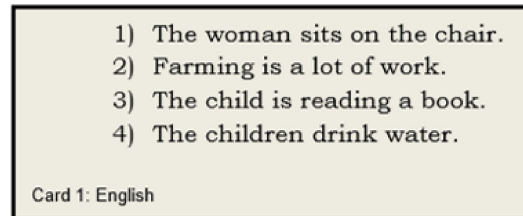
- 1) Using an index-sized card print (or write legibly) four simple sentences in a local language. Remember to print in large font (example, size 20 font).
- 2) Create a separate card for each local language.
- 3) Review translation of each language by asking a native speaker of that language for accuracy of meaning and grammar.

4) Make enough cards for each field recorder.

Examples of simple sentences to be translated are:

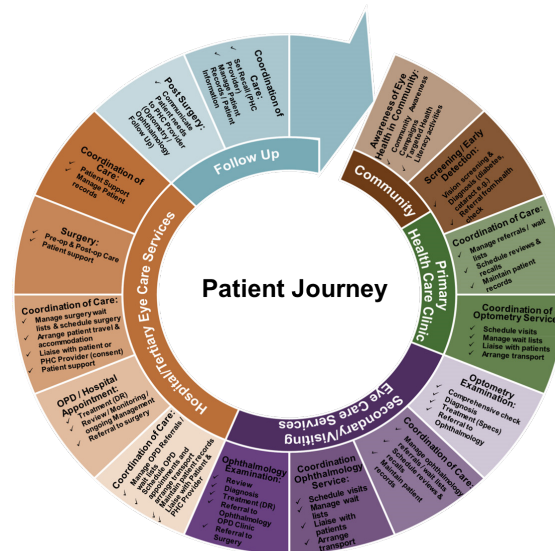
- a) The woman sits on the chair.
- b) Farming is a lot of work.
- c) The child is reading a book.
- d) The children drink water.

Example of card:



The CEEHAT recommends the development of a Patient Journey visual for “Optional Module 7: Conducting a Patient Journey Interview.” The visual created should represent the journey that your respondents will likely take in order to receive eye health services. This visual should be created and reviewed by a project manager prior to conducting interviews.

Examples of Patient Journey Visual:



CEEHAT SCORING SHEET

Scores can be calculated for Module 1 of CEEHAT: a score each for:

- Understanding of eye healthcare
- Motivation to engage with eye healthcare
- Trust in eye healthcare
- Opportunity to engage with eye healthcare

These represent the four domains of 'engagement with eye healthcare' and highlight where the engagement strengths and challenges are within your target population. This information can guide what you choose to focus your program/intervention on.

Respondent answers to each question in Module 1 will have a number associated with it (e.g. strongly agreed = 4). Add up the respondents answers to get a score. Each question links to one of the Domains noted below. See the boxes below for the question numbers.

DOMAINS	ITEMS					SCORES
Domain 1: Understanding of eye healthcare	M1.Q1_U	M1.Q5_U	M1.Q7_U	M1.Q11_U		/16
Domain 2: Motivation to engage with eye healthcare*	M1.Q3_M (R)	M1.Q4_M (R)	M1.Q8_M	M1.Q9_M	M1.Q12_M (R)	/20
Domain 3: Trust in eye healthcare	M1.Q2_T	M1.Q6_T	M1.Q10_T	M1.Q13_T		/16
Domain 4: Opportunity to engage with eye healthcare	M1.Q14_O	M1.Q16_O	M1.Q17_O	M1.Q20_O	M1.Q23_O	/20

***Note:** Responses for questions marked below with an (R) MUST BE REVERSED before scores are calculated for Domain 2

INTERPRETATION GUIDE FOR CEEHAT SCORES

To help you interpret the results for the CEEHAT we provide below, a guide to what a high and low score means for each of the four domains.

Domain 1: Understanding of eye healthcare

The maximum score a person can get for Domain 1 is 16.

Low score: The community member's level of understanding of eye health and care is too low to expect that they will proactively seek primary eye care if needed

High score: Community member knows when, where and how to use eye care

Note: Interpret scores/responses within the context of risk for cataract (i.e. age), DR (i.e. self-reported or confirmed diabetes), trachoma and river blindness (i.e. living in at risk areas), available screening services, and the complexity of healthcare subsidy arrangements.

Included questions:

M1.Q1_U: I know where to go if I need an eye check-up

M1.Q5_U: I know how much it will cost me to get an eye check-up

M1.Q7_U: I know where to find trust-worthy information about health problems

M1.Q11_U: I know how often I should get my eyes checked

Domain 2: Motivation to engage with eye healthcare

The maximum score a person can get for Domain 2 is 20.

Low score: The community members level of motivation to engage is too low to expect they will proactively seek eye healthcare if needed

High score: Community member prioritises and sees the value in eye healthcare

Note: Responses for questions marked below with an **(R)** MUST BE REVERSED before scores are calculated for Domain 2

Included questions:

M1.Q3_M: I have many more important things to do than get an eye check **(R)**

M1.Q4_M: I expect to go blind when I get old **(R)**

M1.Q8_M: Difficulty seeing would be a big problem for me

M1.Q9_M: You should do everything you can to protect your sight

M1.Q12_M: Wearing glasses is embarrassing or unattractive **(R)**

Domain 3: Trust in eye healthcare

The maximum score a person can get for Domain 3 is 16.

Low score: The community member's level of trust in eye care is too low to expect that they will proactively seek primary eye care if needed

High score: The community member trusts eye care

Included questions:

M1.Q2_T: I trust modern medicine for my eye health

M1.Q6_T: Eye surgery works

M1.Q10_T: If I had an eye problem, I would trust my local eye service to provide high quality care

M1.Q13_T: If I had an eye problem, I would trust my local eye service to treat me respectfully

Domain 4: Opportunity to engage with eye healthcare

The maximum score a person can get for Domain 3 is 20.

Low score: The community member is likely unable to (independently or with existing supports) access care

High score: The community member has the skills, financial resources, social status, opportunity, and/or support needed to use eye care

Note: Interpret scores/responses within the context of the respondents disability status, as assessed using the Washington Group Short Set questions.

Included questions:

M1.Q14_O: Would you have difficulty paying for an eye check-up, if you needed one

M1.Q16_O: Would you have difficulty travelling to get an eye check-up, if you needed one?

M1.Q17_O: Would you have difficulty finding someone to accompany you to an eye check-up, if you needed one?

M1.Q20_O: Would you have difficulty taking time off from daily chores, employment or caregiving responsibilities to get an eye check-up, if you needed one?

M1.Q23_O: Would you have difficulty getting permission from your family to attend an eye check-up, if you needed one?

Washington Group Short Set Questions

Note: Please refer to Washington Group on Disability Statistics guidance (<http://www.washingtongroup-disability.com>). Please refer to the "Analytic guideline for Short Set" for guidance in scoring the Washington group questions. http://www.washingtongroup-disability.com/wp-content/uploads/2016/12/WG-Document-5-Analytic-Guidelines-for-the-Washington-Group-Short-Set_NOV-28_F.pdf

Included questions:

M1.Q15_W: Do you have difficulty seeing, even if wearing glasses?*

M1.Q18_W: Do you have difficulty hearing, even if using a hearing aid?*

M1.Q19_W: Do you have difficulty walking or climbing steps?*

M1.Q21_W: Do you have difficulty remembering or concentrating?*

M1.Q22_W: Do you have difficulty (with self-care such as) washing all over or dressing?*

M1.Q24_W: Using your usual (customary) language, do you have difficulty communicating, for example understanding or being understood?*