



Ophthalmology Foundation International Accreditation Self-Assessment

INSTRUCTIONS: This self-assessment guide is designed to facilitate identification of gaps in your program's resources and ultimately program improvement. The guide is based on the Ophthalmology Foundation International Guidelines for Ophthalmology Residency Training Programs (available at: ophthalmologyfoundation.org/accreditation).

Basic and Advanced Accreditation

There are two levels of accreditation: Basic and Advanced. Basic accreditation standards represent the minimum requirements for training. The Advanced accreditation standards represent what the Ophthalmology Foundation hopes all programs aspire to.

If Advanced accreditation status is being requested, all questions must be completed. If only Basic accreditation status is requested, the Advanced questions can be omitted.

These Accreditation Guidelines follow the organization suggested by the World Federation for Medical Education (WFME). They recommend nine primary areas each with sub-areas. Areas were defined as "broad components in the structure, process and outcome of postgraduate medical education and training" including:

1. Mission and Outcomes
2. Educational Program
3. Assessment of Trainees
4. Trainees
5. Trainers
6. Educational Resources
7. Program Evaluation
8. Governance and Administration
9. Continuous Renewal.

At the end of each question there will be a notation: (e.g.: 1.1). This refers to the exact Accreditation Guideline. Go to these Guidelines if further clarification is needed.

Part 1: Missions & Outcomes

Basic

1. State the mission of the ophthalmology residency training program. (B1.1.1, B1.4.1)
2. Provide an overview of the program's main instructional components including methods of teaching professionalism and working in interprofessional teams. (B1.1.4, B1.2.1, B6.4.1)
3. How do you assure trainees have appropriate working conditions to maintain their own health? (B1.1.6)
4. How do you foster professional autonomy? (B1.2.2)
5. Define your program's educational outcomes. (B1.3.1)
6. How do you ensure appropriate trainee conduct? (B1.3.2)

Advanced

1. How do you encourage trainees to become scholars in their field? (A1.1.1)
2. How do you collaborate with your university, government, regulatory bodies, and national societies? (A1.2.1)
3. How do you ensure interaction between undergraduate programs in medicine and your program? (A1.3.1)
4. How do you base your formulation of Mission and educational outcomes on input from other stakeholders? (A1.4.1)

Part 2: Educational Program

Basic

1. Outline your program's curriculum, trainee schedule, and clinical and surgical teaching activities. (B2.1., B2.4.1)
2. How do you prepare the trainee for performing medical research, clinical epidemiology, and statistics? (B2.2.1, B6.5.1))
3. How do you teach evidence-based medicine.? (A2.2.2)
4. If you do not have subspecialists teaching in every area, how do you assure competence in these subjects? (B2.3.2)
5. For surgical procedures where competence is expected, how do you evaluate the trainee? (B2.4.4)
6. Who organizes, coordinates and manages your program? (B2.5.1, B8.4.1)
7. How does your program balance training and service? (B2.6.2, B4.5.6)

Advanced

1. Describe how you increase independent responsibility as trainees progress through the program. (A2.1.1)
2. How do you teach critical appraisal of the literature? (A2.2.1)
3. Is your curriculum based on national, regional, or international standards? (A2.4.1, A6.7.2)
4. Who is your Program Director – someone who is paid to oversee and coordinate training? (see link: [PD description](#)) (A2.5.1)

Part 3: Assessment of Trainees

Basic

1. Describe your system for trainee assessment (methods, frequency, etc.). (A3.1.1-7, B3.2.1)

Advanced

1. Do you use examiners external to your program for trainee assessment? (A3.1.1)
2. Do your trainees keep a logbook of training? (A3.1.3)
3. Describe your program's Quality Assurance Committee. (A3.1.4)

Part 4: Trainees

Basic

1. Describe your policy on selection of trainees. (B4.1.1-5)
2. How do you set the number of trainees to assure the program has the resources to adequately train each trainee? (B4.2.1)
3. Describe your system for academic counseling of trainees. (B4.3).
4. How do you involve your trainees in the design, management, and evaluation of the program? (B4.4.1)
5. How are trainees paid or financially supported? (B4.5.1)
6. How do you handle interruptions in training (pregnancy, illness, etc.)? (B4.5.4)
7. Do residents have access to computers, wet lab, call rooms, library? (B4.5.7)

Advanced

1. How do you include stakeholders in your admission policy? (A4.1.3)
2. Describe how you periodically review your admission policy. (A4.1.4)
3. How do you support a trainee in crisis? (A4.3.1-2)
4. Do you encourage trainees to join local, national, and international organizations? (A4.4.2)
5. How do you assure continuity of care amongst trainees? (A4.5.1)

Part 5: Trainers

Basic

1. What is your recruitment and selection policy for trainers? (B5.1.1)
2. How do you assure trainers have time for teaching, supervising, and learning? (B5.2.1)
3. Do you provide faculty development for trainers to improve their teaching skills? (B5.2.2)
4. How do you evaluate your trainers? (B5.2.3)

Advanced

1. How are your trainers rewarded for their teaching activities? (A5.1, A5.2)
2. What is the ratio of trainers to trainees? (A5.2.1c)

Part 6: Educational Resources

Basic

1. Describe physical facilities available for training including wet lab. (B6.1.1)
2. How do you ensure the trainees have appropriate number and case-mix of patients? (B6.2.2)
3. Do the trainees have access to web-based training materials?

4. Do you have trainers who have expertise in educational principles who are involved with program planning, implementation, and evaluation? (B6.6.1)
5. What is your policy on trainees participating in settings outside your home institution or country? (B6.7.1)

Advanced

1. How are trainees educated in promotion of health and prevention of disease? (A6.2.1)
2. How do your trainees participate in the education of medical students and Allied Ophthalmic Personnel? (A6.4.2)
3. How are the trainees encouraged to engage in medical research and do they have the time and facilities to do so? (A6.5.1-3)

Part 7: Program Evaluation

Basic

1. How do you evaluate your program? Address Mission accomplishment, curriculum, assessment methods, trainee progress. (B7.1-3, B7.2.1)
2. How do you use the program evaluation to improve your program? (B7.1.4-6, 8.1.3)
3. How do you seek information about program graduate's performance? (B7.3.1)

Advanced

1. Give examples of how program evaluation has led to program improvement. (A7.1.1, A7.2.1)
2. Who do you share program evaluation results with? (A7.4.1)

Part 8: Governance & Administration

Basic

1. How do you ensure training is conducted in accordance with existing regulations? (B8.1.1)
2. How is completion of your program documented (degree, diploma, etc.)? (B8.1.2)
3. Who is responsible for managing the program's budget? (B8.3.1)

Advanced

1. How do you ensure the program is adequate for the health care needs of your population? (A8.1.2)
2. How do you evaluate leadership of the program? (A8.2.1)
3. How is management regularly reviewed? (A8.4.2)

Part 9: Continuous Renewal

Basic

1. Describe how you continuously review the program regarding changes in training duration, new teaching methods, structure, changes in trainee or trainer selection criteria, updating training resources. (B9.1.5)

Advanced

1. Describe any prospective studies designed to improve your training program. (A9.1)

Part 10: Equipment

Please indicate the number of each available in your program.

COMMON CLINICAL EQUIPMENT			
Equipment Name	#	Equipment Name	#
Distance visual acuity chart		Stereopsis test	
Children's vision chart		Worth 4-dot	
Color vision test		Retinoscope	
Flashlight		Indirect ophthalmoscope	
Trial lens set		Slit lamp biomicroscopy lens (90D, 78D, 66D, etc)	
Trial frames		Indirect + laser lenses, ophthalmoscopy lens (20D, 30D)	
Direct ophthalmoscope		Gonioscopy lens	
Slit lamp (at least 1 with observer scope)		Forceps to remove foreign bodies or stitches	
Tonometer		Fluorescein, Rose Bengal, lissamine green	
Exophthalmometer		Punctum dilators	
Prism bars/loose prism sets		Tonometer tips to replace and clean	

SPECIALIZED CLINICAL EQUIPMENT	#	SURGICAL EQUIPMENT	#
Fundus camera		Anterior vitrectomy machine	
OCT		Posterior vitrectomy machine	
Computerized perimeter		Microsurgical instruments	
B-Scan ultrasound		Observer viewer	
A-Scan ultrasound		Autoclave	
Keratometer		Table	
Laser Argon		Chair	
Laser Yag		Microscope with viewing arm or screen	
Observer viewer in Lasers			

Part 11: Surgical Numbers

Please provide the numbers of surgical procedures completed by each of the most recently graduating trainees (G). These numbers include cases where the trainee was the primary surgeon (P) (defined as completing the majority of every essential step in a procedure) or assisted (A).

PROCEDURE	Graduating Trainee Numbers											
	G1		G2		G3		G4		G5		G6	
	P	A	P	A	P	A	P	A	P	A	P	A
Cataract (MSICS or Phaco)												
Glaucoma (trabeculectomy, Tube Shunt, MIGS)												
Strabismus (horizontal muscles)												
Oculoplastic (lid laceration, chalazion, entropion, ectropion, ptosis, lacrimal system)												
Laser – Yag Capsulotomy												
Laser - Trabeculoplasty												
Laser - Iridotomy												
Laser – Pan-retinal Photocoagulation												
Intravitreal injection												
Pterygium												
Globe trauma												
Corneal transplant												
Retinal Detachment												
Eucleation/Evisceration												
Conjunctival/Corneal Foreign Body												
Lid Tumor Biopsy												
Suture Removal												
Tarsorrhaphy												
Subconjunctival/Subtenon Injection												
Anesthetic blocks												

Please explain if there are numbers below the recommended minimums (Guidelines, Appendix B).