Conference for Ophthalmic Educators

5 June 2015, 9:00—17:00
Room -2.91 (Brown Level), Austria Center Vienna
Vienna, Austria

Register now at: www.icoph.org/ConfEdsVienna2015
In-person registration will be accepted on the day of the event.

(Prior to the 2015 SOE Meeting in Vienna, Austria June 6–9)

Steering Committee:
Karl Golnik, MD, MEd, Chair; Eduardo Mayorga, MD; Gabriela Palis, MD

Co-Sponsor and Regional Steering Committee Members:
Jan Tjeerd de Faber, MD; Marko Hawlina, MD, PhD

Purpose: To help ophthalmic educators learn more about modern educational theory, methods and tools, and develop relationships that will enable them to enhance educational programs and ultimately raise the level of eye care in their region.

Who Should Attend?

- Residency Program Directors and Faculty
- Directors and Teachers of Continuing Professional Development and Continuing Medical Education
- Teachers of Subspecialists, Medical Students, and Allied Eye Care Personnel
- Residents and Fellows involved in training juniors
- Ophthalmologic society leaders
- Educators involved in New Technology for Teaching and Learning
- Anyone involved in any aspect of ophthalmic education

Goals

1. To discuss adult learning theory and teaching methods, tools and resources that will help educators enhance ophthalmic education.
2. To meet identified needs of participants for information and training related to specific aspects of education (e.g., needs assessment, curriculum development, teaching techniques, assessment methods, etc.).
3. To stimulate and support the formation of ongoing relationships and collaboration among educators in the region with common interests.
4. To provide input to the SOE, ICO, and other ophthalmologic societies regarding how they can support educators and the enhancement of ophthalmic education.

Language: The Conference will be conducted in English.

Workshops

Workshops are designed to demonstrate educational principles, methods and tools, and give participants hands on experience with them.

There will be six workshops offered with the opportunity to attend two of your choice, one during each session.

Critical Thinking
Session 1
- Eduardo Mayorga, MD, ICO Director for E-Learning; Department of Ophthalmology, Hospital Italiano de Buenos Aires, Argentina.

Presentation Skills
Session 1
- Ana Gabriela Palis, MD, Editor in Chief, ICO Center for Ophthalmic Educators; Program Director, Department of Ophthalmology, Hospital Italiano de Buenos Aires, Argentina.
- Catherine Green, MBChB, MMedSc, Glaucoma Unit Royal Victorian Eye and Ear Hospital, Melbourne, Australia.

Professionalism & Communication Skills
Session 1 and 2
- Helena Filipe, MD, Chair, ICO CPD Committee; Instituto de Oftalmología Dr. Gama Pinto, Lisboa, Portugal.

Developing Workshops
Session 1 and 2
- Karl Golnik, MD, MEd, ICO Director for Education; Chair and Residency Program Director, Department of Ophthalmology, University of Cincinnati, USA.

Curriculum Development and Implementation
Session 2
- Dr. Green

Developing Webinars
Session 2
- Dr. Mayorga

If you are able, please remember to bring your personal laptop or tablet to facilitate your learning experience.
Schedule of Events

8:30    Registration, Coffee and Tea

9:00    Plenary Session I: Introduction
  • Welcome and Introductions
  • Goals and Review of the Agenda
  • Plenary: Surgical Training and Fellowships in Europe: an Institutional Perspective (Marko Hawlina, MD, PhD, Professor, Department of Ophthalmology, University of Ljubljana, Slovenia)
  • Workshop Overviews
    o Critical Thinking (Dr. Mayorga)
    o Presentation Skills (Dr. Palis)
    o Professionalism (Dr. Filipe)

9:45    Workshop: Session 1
  • Critical Thinking, Room -2.32
  • Presentation Skills, Room -2.31
  • Professionalism & Communication Skills, Room -2.16
  • Developing Workshops, Room -2.91 (main room)

10:50   Coffee Break

11:10   Plenary Session II: Workshop Overviews
  • Developing Workshops (Dr. Golnik)
  • Curriculum Development (Dr. Green)
  • Developing Webinars (Dr. Mayorga)

11:30   Workshop: Session 2
  • Developing Webinars, Room -2.32
  • Curriculum Development and Implementation, Room -2.31
  • Professionalism & Communication Skills, Room -2.16
  • Developing Workshops, Room -2.91 (main room)

12:35   Lunch

13:20   Plenary III: Didactic Lecture and Discussion
  Young Ophthalmologist Perspective--Surgical Training and Fellowships
  • Surgical Training Diversity in Europe. What is the Ideal Training Residency Program? (Andrew Scott, MD, FRCOphth, MRCSEd, FEBO, PhD, Chairman SOE Young Ophthalmologists Committee, United Kingdom)
  • Fellowships and Expectations (Marie Louise Roed Rasmussen, MD, PhD, SOE Young Ophthalmologist Committee, Denmark)

14:00   Plenary IV: Introduction of Special Interest Group Discussions
  • Drs. Jager, Kocur, Lightman, Rasmussen and Scott
Special Interest Groups

Participants will divide into four groups, according to individual preference, to discuss the below topics and audiences:

• Resident Educational Standards, Room -2.32  
  (Dr. Mayorga and Martine J. Jager, MD, PhD, Department of Ophthalmology, Leiden University Medical Center, Leiden, The Netherlands)

• Medical Student Education, Room -2.31  
  (Sue Lightman, MD, PhD, Institute of Ophthalmology and Moorfields Eye Hospital, United Kingdom and Sophie Seguin-Greenstein, MD, Institute of Ophthalmology and Moorfields Eye Hospital, United Kingdom)

• Continuing Professional Development, Room -2.16  
  (Dr. Filipe and Ivo Kocur, MD, MA, MSc)

• Subspecialty Training, Room -2.91  
  (Drs. Rasmussen and Scott)

15:25 Coffee Break

15:45 Plenary Session IV: Special Interest Groups Discussion

16:20 Conference Discussion and Wrap-up
  • How can we apply what we have learned?
  • Is there something innovative or different, in any specific area (surgery, e-learning, etc.) that you're doing and would like to share with the group?
  • What can the SOE and ICO do to stimulate enhancement of ophthalmic education and support you in your efforts?

16:45 Summary and Closing Comments

16:50 Conclusion of the Conference

Final Agenda 29 May 2015
Workshop Descriptions

Critical Thinking

Residents need critical thinking skills in order to appropriately apply the facts, concepts, processes, procedures and principles related to medical knowledge to patient care, and develop the rest of the medical competencies we expect them to acquire. Very few training programs, if any, include in their curriculum the concept and strategies for teaching and learning critical thinking.

**Goal:** To present a strategy and resources to help teachers develop basic critical thinking skills in their residents.

**Objectives:** By the end of the workshop participants will be able to:
1. Access and use free audio-visual resources to teach critical thinking concepts, principles and processes.
2. Identify additional resources such as books, articles and websites.
3. Develop a simple, guided way to help residents develop basic critical thinking skills.
4. Get involved in a collaborative project to help residents develop critical thinking.

Presentation Skills

**Rationale:** Though widely criticized, lectures are still the most frequent strategy for delivering knowledge in medicine. There is evidence that lectures can be effective if learners are involved in the lecture, and presentations are appropriately designed and delivered.

**Goal:** Participants apply principles that improve learning effectiveness during lectures.

**Objectives:** By the end of the workshop, participants should be able to:
1. Structure a lecture
2. Apply principles of slide design that improve learning
3. List ways of adding interactivity to lecture

Professionalism & Communication Skills

**Rationale:** Evidence supports a positive association of communication and professionalism skills with patient’s complaints mitigation and best health care outcomes. Effective skills transfer programs on communication and professionalism should be devised since early medical training so that good behaviors can be consolidated and enhanced throughout professional life. We will briefly introduce the topic and will proceed to small groups discussion upon a case scenario in search for the best teaching strategies.

**Educational Goal**
By the end of this workshop participants will be able to summarize the importance of developing effective Communication and Professionalism skills transfer programs in Medical Education.

**Learning Objectives:** By the end of this workshop participants will be able to:
1. Explain key concepts, procedures, behaviors and attributes of Communication and Professionalism
2. Appraise their relevance and the need to teach and assess them in Medical Education
3. Develop skills on how to effectively teach Communication and Professionalism
Developing Workshops

Participants will learn the steps of workshop development including choosing an appropriate topic, preparing goals and objectives, developing content, implementation and evaluation.

**Goal:** The ability to organize an effective workshop.

**Objectives:** At the completion of the workshop the participant should be able to:
1. List the 6 steps for developing effective workshops.
2. Describe important aspects of these steps.
3. Describe ways to foster interaction.
4. Prepare your next workshop!

Curriculum Adaptation

The curriculum describes a planned and dynamic educational experience. It should include the goals and objectives or outcomes to be accomplished after the experience, linked to the contents and methods that will help the trainee achieve those objectives (what will be taught, and how), how the contents and methods will be distributed during the time of the training process (when they will be taught), and how the outcomes of the proposed objectives are going to be assessed.

A well-designed curriculum is highly valuable to guide teachers, students, and program authorities along the educational experience towards a successful outcome.

**Goal:** Participants will be able to develop, adapt, or improve a curriculum for an ophthalmology residency program, considering the various aspects of a curriculum.

**Objectives:** At the end of the workshop participants will be able to explain the components of curriculum development, especially those related to:
1. Needs assessment
2. Goals and objectives
3. Content and teaching methods
4. Resources
5. Assessment

**The workshop will include:**
- A case-based approach for discussion of the components of curriculum development/adaptation using one section of the ICO curriculum

Developing Webinars

**Educational Goal:**
Demonstrate how easy it is to set up and run a webinar.
Encourage participants to start running webinars through their organizations with the help of the ICO.

**Objectives:**
Participants will be able to discuss, the pros and cons of webinars, analyze potential technical problems that may arise during webinars and find solutions. Discuss how to obtain a higher level of learning as compared to face-to-face teaching. Describe added value webinars can provide. Identify resources needed to run webinars. Explain the path to follow to start running webinars with the help of the ICO.
Conference for Ophthalmic Educators, Vienna 2015

Austria Center Vienna Convention Center
Room -2.91 (Lower Level, Brown)

Workshop Session 1:
- 2.32: Critical Thinking
- 2.31: Presentation Skills
- 2.16: Professionalism & Communication Skills
- 2.91: Developing Workshops (main room)

Workshop Session 2:
- 2.32: Developing Webinars
- 2.31: Curriculum Development and Implementation
- 2.16: Professionalism & Communication Skills
- 2.91: Developing Workshops (main room)

Special Interest Group Discussions:
- 2.32: Resident Educational Standards
- 2.31: Medical Student Education
- 2.16: Continuing Professional Development
- 2.91: Subspecialty Training (main room)