

ICO Accreditation Self-Assessment Template

INSTRUCTIONS: This self-assessment guide is designed to facilitate identification of gaps in your program's resources. The guide is based on the International Council of Ophthalmology Accreditation Guidelines available at:

<http://icoph.org/ICOAccreditationGuidelines.html>.

The Guidelines should be referred to when questions arise as the self-assessment is completed. Each self-assessment question is referenced to the nine areas and sub-areas described below. The Guidelines provide more in-depth explanations for each question.

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 ICO hopes all programs aspire to and corresponds to the ICO Accreditation Guidelines "Quality Development" standards. If Advanced accreditation status is being requested, all questions must also be completed. If only Basic accreditation status is requested (Surgical or Non-Surgical), the questions with asterisks and in *italics* can be omitted.

Non-Surgical and Surgical Self-Assessment

There are also two accreditation self-assessments: Non-Surgical and Surgical. Non-Surgical accreditation is for programs in which surgery is not a requirement. Thus, if the surgical accreditation is not desired, the surgical self-assessment questions should not be completed. In this case, successful completion of the accreditation process results in an ICO Non-Surgical Accreditation status (Basic or Advanced).

Programs desiring surgical accreditation must complete all the surgical self-assessment questions in addition to the non-surgical questions. Successfully completing the accreditation process results in an ICO Surgical Accreditation status (Basic or Advanced).

This document follows 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.

Non-Surgical Program Accreditation Self-Study

Part 1. STATEMENTS OF MISSION AND OUTCOMES

1. State the Mission of the Program (What is your program trying to do regarding trainee education?). (1.1B, 1.4B)

**Describe how your mission and objectives encourage innovation and encourage trainees to become leaders in their field. (1.1A)*

2. Describe how professionalism is taught to your trainees (e.g. role modeling, lecture, conferences, etc.). (1.2B)

**Describe the program's collaborative relationship with the government and how appropriate independence related to training is maintained. (1.2A)*

3. What are the competency based training outcomes expected of your trainees? In other words, what do you expect them to be able to do when they graduate? (e.g. diagnose and treat ophthalmic conditions, behave in an ethical and professional manner, etc.) (1.3B)

**Describe how your program ensures interaction between medical student (undergraduate) and postgraduate education. (1.3A)*

Part 2. EDUCATIONAL PROGRAM

1. Outline your program's curriculum (separate documents may be referenced and attached). Include goals and objectives, lecture schedule. (2.1B)

**Describe your process of how increasing degree of responsibility is achieved. How are the trainees supervised as they progress through their training? (2.1A)*

2. Describe how trainees become familiar with evidence-based medicine. (2.2B)

**Describe how new scientific developments are incorporated into the program. (2.2A)*

3. List the sub-specialty areas of clinical experience achieved in your program and how they are achieved. Please explain if any sub-specialty areas are not covered. (2.3B)

4. Describe your program's duration and rotation structure. (How many years is the program and how are the trainees assigned to clinical activities on a weekly or monthly basis?) (2.4B)

5. Each trainee should have approximately the same experience in terms of numbers of clinical cases, procedures, didactic training, etc. How do you assure equivalent education for each trainee? (2,4B)

**Describe how you follow international curricular standards. (2.4A)*

6. Provide the name(s) and titles of individuals who are responsible for coordinating the program's educational process. (2.5B)

7. Describe how you assure service obligations do not compromise education. (2.6B)

**Describe the duties of your designated Program Director (Director of Education) and how they are compensated. (2.6 A)*

Part 3. ASSESSMENT OF TRAINEES

1. Describe methods of trainee assessment and the criteria for successful completion of the program. (Provide examples of each type of method with this self-assessment document) (3.1B)

**Provide an example of a trainee's logbook. (3.1A)*

2. Describe how and when trainees are given feedback (information on how they are doing) on their performance and how this leads to improved performance.

Part 4. TRAINEES

1. Describe the number of trainees per year, the credentials required to enter the program and criteria and method of trainee selection. (4.1B)

**Describe how your trainee selection is transparent and open to all qualified applicants. (4.1A)*

2. Describe how the number of trainees is regulated to ensure adequate training resources. (4.2B)

**Describe how stakeholders participate in reviewing appropriate trainee complement given the resources available. (4.2A)*

3. Describe how trainees are counseled regarding support and career. (4.3B)

4. Describe how the program involves trainees in program design and evaluation (e.g. annual anonymous program evaluation by trainees?). (4.4B)

**Describe how trainee service components are organized in the best interest of the patients, continuity of care and educational needs. (e.g. duty hours, on-call burden). (4.5A)*

Part 5. TRAINERS

1. Describe how trainers are selected and list their responsibilities. (5.1B)

**Describe how teachers are paid for their teaching services. (5.1A)*

**Describe Continuing Professional Development requirements. (5.1A)*

2. Describe how the program ensures faculty development (improvement in teaching abilities). (5.2B)

**Describe how Trainers are recognized for meritorious academic activities. (5.2A)*

Part 6. TRAINING SETTINGS AND EDUCATIONAL RESOURCES

1. Complete the table below. (6.1B)

Equipment	Number	Number that work
Distance visual acuity chart		
Children's vision chart		
Color vision test		
Flashlight		
Exophthalmometer		
Prism bars/loose prism sets		
Stereopsis test		
Worth 4-dot		
Retinoscope		
Phoropter		
Trial lens set		
Trial frames		
Direct ophthalmoscope		
Indirect ophthalmoscope		
Slit lamp		
tonometer		
Slit lamp biomicroscopy lens (90D, 78D, 66D, etc)		
Indirect ophthalmoscopy lens (20D, 30D)		
Gonioscopy lens		
Fundus camera		
OCT		
Computerized perimeter		
B-Scan ultrasound		
A-Scan ultrasound		
Keratometer		
Tonometer		
Laser Argon		
Laser SLT		
Laser Yag		
Oclussor, pin hole		
Forceps to remove foreign bodies or stitches		
Fluorescein, Rose bengal, lissamine green		
Punctum dilators		
Tonometer tips to replace and clean		
Observer viewer in slit lamps		
Observer viewer in Lasers		
Pachymeter		
Laser Lenses [Yag, SLT, Retinal photocoagulation]		
3 Mirror lens		
Corneal Topography		

Please explain if any of the items listed above are not available.

2. List the training facilities and how they are supervised. (6.2B)

3. List the teaching faculty and subspecialty training (if any). (6.2B)

4. Describe the library and access to information technology. (6.3B)

5. Describe how trainees work in a team approach to eye care. (6.4B)

Describe how the trainee helps to educate members of the eye care team.
(6.4A)

6. What policy does the program have that fosters the integration of practice and basic and/or clinical research in training settings. (6.5B)

**List resident research projects completed in the past 2 years.* (6.5A)

7. List any sites outside the training program's main institution where residents are trained.

8. Provide a detailed listing of all didactic lectures given during a typical training year. (If not already done so in part 2.1 above). (6.1B)

Part 7. PROGRAM EVALUATION

1. Describe your process for evaluating the training program's process, facilities and progress of the trainees, and ensures that concerns are identified and addressed. (7.1B, 7.2B)

**Give examples of program improvement resulting from program evaluation described above.* (7.1A)

**Describe how the trainers and trainees help with planning program evaluation. (e.g. anonymous surveys?)* (7.2A)

2. If not addressed in Part 7.1 above, describe how you use your anonymous program feedback from trainers and trainees to improve your program. (7.3B)

**Describe how trainee performance is analyzed to provide feedback to individuals selecting future trainees. (7.3A)*

Part 8. GOVERNANCE AND ADMINISTRATION

1. Please attach a copy of your graduation certificate. (8.1B)

2. Please list/describe the responsibilities of the program leadership. (8.2B)

**Describe how the program leadership is evaluated. (8.2A)*

3. Describe the line of responsibility and authority for budgeting of training resources. (8.3B)

4. List the titles of administrative staff and their functions. (8.4B)

**Describe how administrative staff are assessed. (8.4A)*

Part 9. CONTINUOUS RENEWAL

1. Describe your process of regular review and updating of the structure, function and quality of the training program. (e.g. meetings of trainees and trainers, other?) (9B)

**Describe how you ensure your program stays up to date with:*

- *changing knowledge and skills necessary to be a competent ophthalmologist. (9A)*
- *adaptation of the learning approaches and training methods to ensure that these are appropriate and relevant. (9A)*
- *development of assessment principles and methods according to changes in training objectives and methods. (9A)*
- *updating of training settings and other educational resources to changing needs in training, i.e. the number of trainees, number and profile of trainers, the training program and contemporary training principles. (9A)*

Surgical Program Accreditation Self-Assessment

1. Complete the tables below.

Equipment	Type	Number	Number that work
Needles			
Operating Microscope			
Phacoemulsification machine			
Anterior vitrectomy machine			
Posterior vitrectomy machine			
Observer viewer in operating microscopes			
Operating table			
Operating Chair			
autoclave			
Microsurgical instruments			

Please explain if any of the items listed above are not available.

Procedure	Number per resident (average)*	Number (range – lowest to highest per resident)*	ICO Recommended Minimum*
Cataract			50
Glaucoma			10
Strabismus			10
Oculoplastic			20
Laser – Yag Capsulotomy			5
Laser Trabeculoplasty			5
Laser iridotomy			5
Laser PRP			10
Laser DR			5
Intravitreal injection			20
Other (please specify type)			

* A case should be counted only if the trainee does the majority of every important step in the procedure.

Please explain if any of the minimum numbers are not met by each trainee.

**Demonstrate approximately equivalent surgical experience for all trainees. In other words, include numbers of cases done by trainees and describe how each trainee is assured equivalent surgical experience.*

2. Describe how you assess trainee surgical skill

**List the type and frequency of use of validated surgical assessment tools (e.g. ICO-OSCAR, GRASIS, OASIS).*

**Describe how you use surgical outcomes (e.g. complication rates, visual & refractive outcomes) as a surgical skill assessment method*

3. Describe your wet – lab (practice lab) facilities

**Describe your structured wet-lab curriculum*