The Future of Ophthalmic Education

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Issues/Realities and Approaches

• Our present educational system is disarticulated—or has never been articulated—it must be.
• Physicians are not educated to perform for public need.
• Most basic knowledge can be taught electronically.
• Professional tribalism is a major problem.
Issues/Realities and Approaches

• No country can financially support its existing health care system

• Ophthalmic education must change

• The ICO does stimulate a world conversation in ophthalmic education

• Improving teachers has huge multiplier effect
My Plan Today

- Describe likely future of ophthalmic education and changes needed
- Outline new concepts being espoused and beginning to be implemented
A New Approach to Education

The Commission on the Education of Health Professionals for the 21st Century

Health Professionals for a New Century: Transforming Education to Strengthen Health Systems in an Interdependent World

Executive summary
Problem statement
100 years ago, a series of studies about the education of health professionals, led by the 1910 Flexner report, sparked groundbreaking reforms. Through integration of modern science into the curricula at university-based schools, the reforms equipped health professionals with the knowledge that contributed to the doubling of life span during the 20th century.

By the beginning of the 21st century, however, all is not well. Redesign of professional health education is necessary and timely, in view of the opportunities for mutual learning and joint solutions offered by global interdependence due to acceleration of flows of knowledge, technologies, and financing across borders, and the migration of both professionals and patients. What is clearly needed is a thorough and authoritative re-examination of health professional education, matching the ambitious work of a century ago. That is why this Commission, consisting of...
Challenges

• Systemic Problems of Generic Medical Education Today
  • Fragmented, outdated and static curricula
  • Mismatch of competencies to patient and population needs
  • Poor teamwork
  • Narrow technical focus- need leadership/management skills
Third Generation Educational Reform

**Instructional**
- **1900**: Scientific Curriculum - Science-based
- **1960**: Problem-based Learning
- **2000+**: Competency-driven: Local-Global

**Institutional**
- **1900**: University-Based
- **1960**: Academic Centers
- **2000+**: Health-Education Systems
Addition of Transformational Education

Informative Education → Formative education → Transformative education

Acquiring knowledge/skills → Socializing students → Develop leadership attributes

Produces experts → Produces professionals → Produce enlightened leaders
Toward Implementation

- Transformative learning—outcome of instructional reforms
- Interdependence in education—from institutional reforms
- Instructional reforms—adopt competency driven approaches
- Institutional reforms—establish joint education and health planning
Future Emphasis

Interdependence in education

Transformative learning
Traditional Model

- Curriculum
  - Educational objectives
  - Assessment
Competency-based Education Model

Health needs
Health systems

Competencies
Outcomes

Assessment

Curriculum
Needs of Learners

- Management skills
- Shorter, more productive training time
- More frequent and more practical assessments
- Teachers to focus on learners and critical thinking
- Training in professionalism and community needs
- Systems committed to professional development
- Help with transformative education
Ophthalmic Education Should…

- Continue Teaching the Teachers and demand outcomes
- Assist member societies to facilitate education (CME/CPD)
- Create new educational methodologies and tools
- Create higher prestige for ophthalmology to assure more and better applicants
- Assist (especially developing) countries in plan to reduce residency training time
- Help teachers implement formative and summative evaluations
Ophthalmic Education Must...

• Create standards for training programs and their accreditation
• Establish teaching as a valued and respected new subspecialty
• Provide self-learning modules to assist teachers with informative education
• Provide self-learning modules and educational programs to assist teachers with formative education
• Provide educational programs and learning materials to assist teachers with transformative education
Ophthalmic Education

• Has improved—with a long way to go
• Needs to rethink future
• Can use major electronic assistance
• Should include transformative learning and interdependence in education
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- XXXIII Congreso Mexicano de Oftalmología
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Save the date
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