Ophthalmology Selective Rotation
Course Overview Document
Revised 4.23.18
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I. Introduction/Selectives Overview:

1. Demonstrate how to perform an 8-point eye exam (CCGG 2.1, 3.5)
2. Develop a basic differential diagnosis for abnormal eye exam findings (CCGG 3.3, 3.8)
3. Recognize common ophthalmic emergencies (CCGG 3.2, 3.5, 3.8)
4. Acquire knowledge of basic principles of ophthalmic care and surgery (CCGG 2.1).

The goal of the Ophthalmology selective experience is to both familiarize the medical student with the field of Ophthalmology as a subspecialty of medical practice as well as to provide some specific information on important ophthalmic skills and diseases. The clinical rotations are to allow the student to practice their ophthalmic examination skills, participate in the clinical care of ophthalmic patients, and to obtain an understanding of what an ophthalmic practice entails. The student will also have the opportunity to observe ophthalmic surgical procedures and participate in department conferences.

The Lecture Series includes:
1. The Examination of the Eye and Adnexa
2. Evaluation and Management of the Red Eye
3. Evaluation of Sudden Vision Loss
4. How to Deal with an Injured Eye
5. An Exposure to Pediatric Ophthalmology and Strabismus

II. Contacts, Site Information, and Helpful Numbers:

A. Clinical Sites
Students will be assigned to one of three clinical sites for the entire two week rotation.

- Ben Taub Ophthalmology Clinic
  Ben Taub Tower, 5th floor
  1504 Taub Loop
  Houston, TX 77030
  713-873-3303

- Eye Clinic (Eye Care Line), 1st floor, close to Green Elevators
  Michael E. DeBakey Veterans Affairs Medical Center
  2002 Holcombe Blvd.
  Houston, TX 77030
  713-791-1414, ext 2740

- Ophthalmology Clinic
  Mark Wallace Tower, 5th Floor
  Texas Children’s Hospital
  6701 Fannin Street
  Houston, TX 77030
  832-822-3230

These three settings provide a diversity of patient experiences in Ophthalmology both clinical and surgical.
B. Selective Lectures

All core selective lectures will be given at: (unless instructed otherwise)

Cullen Auditorium
Neurosensory Tower, NC 202
6565 Fannin Street
Houston, TX 77030

Friday morning lectures for the residents are given at: (unless instructed otherwise)

Jamail Specialty Center
4th floor conference room
1977 Butler Blvd
Houston, TX 77030

C. Selective Office Contacts

Selective Coordinator: Renee Young  (Neilcia.Young@bcm.edu) 713 798-4299
Selective Director: Lauren Blieden, MD (blieden@bcm.edu) pager 832 779-1558

D. Site Contact Information

Each clinical site has a director who is responsible for the student’s experience at that site.

**Ben Taub General Hospital**
Site Coordinator: Dr. Christina Weng (Christina.weng@bcm.edu)

**Michael E. DeBakey Veterans Affairs Medical Center**
Site Coordinator: Dr. Kristin Biggerstaff (Kristin.schmid@bcm.edu; Kristin.biggerstaff@va.gov)

**Texas Children’s Hospital**
Site Coordinator: Dr. Amit Bhatt (abhatt@bcm.edu; arbhatt@texaschildrens.org)

III. Baylor College of Medicine Teacher-Learner Compact

Learners pursuing a professional career at Baylor assume responsibility to develop in-depth knowledge, acquire and apply special skills, and demonstrate professionalism. Teachers guide and educate learners, and model appropriate attitudes, interpersonal skills and professional behaviors. Core educational staff support both learners and teachers. This Compact serves both as a pledge and a reminder to teachers, learners, and educational staff that moral, ethical and professional behavior by all BCM personnel is essential to the basic principles of this institution.

**Guiding Principles of the Educational Compact**

**DUTY**

All participants in the education mission have a duty to sustain a learning environment conducive to maintaining the knowledge, attitudes, and skills necessary for providing contemporary standards of professional behavior.

**INTEGRITY**

All education participants/parties will behave in a manner that reflects individual and institutional commitment to intellectual and moral excellence.
RESPECT
Fundamental to the ethic of professions is respect for every individual. Mutual respect between learners, as newer members of the profession, and their teachers, as experienced professionals, is essential for nurturing that ethic. In addition to the individual respect, all educational parties must respect and follow established professional policies.

As a teacher, I pledge to:

- **Maintain** currency in my professional knowledge and skills
- **Ensure** excellence of the educational curriculum
- **Be a Model** of professionalism in all of my interactions with faculty, learners, patients, colleagues, and staff
- **Respect** all faculty, learners, patients, colleagues, and staff as individuals, without regard to gender, age, race, national origin, religion, or sexual orientation; and oppose observed disrespect or bias
- **Nurture** learner commitment to achieve personal, family, and professional balance
- **Recognize** and acknowledge expressions of professional attitudes and behaviors as well as the achievement of quantifiable academic excellence
- **Respond** vigorously to unprofessional behavior and indications of abuse or exploitation of faculty, learners, patients, colleagues, or staff
- **Create** a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact
- **Accept responsibility** for instilling these attributes in learners and faculty for whom I have responsibility

As a learner, I pledge to:

- **Acquire** the knowledge, skills, attitudes, and behaviors necessary to fulfill all established educational objectives
- **Embody** the professional virtues of integrity, empathy, altruism, compassion, respect, honesty, courage, and trustworthiness
- **Respect** as individuals, without regard to gender, race, national origin, religion, or sexual orientation, all patients, peers, faculty and staff
- **Uphold** the highest professional standards and conduct myself accordingly in all interactions with patients, peers, faculty, and staff
- **Assist** my fellow learners in meeting their professional obligations, while fulfilling my own obligations as a professional
- **Help** create a safe environment in which faculty, learners, and staff can communicate any concern about breaches of this compact

IV. BCM Core Competency and Graduation Goals (CCGG)

1. Professionalism
   - **Each student graduating from BCM will:**
     1.1. Apply ethical decision making that upholds patient and public trust
     1.2. Employ honesty, integrity, and respect in all interactions
1.3. Demonstrate a commitment to advocate for the needs and well-being of patients, colleagues, and self
1.4. Demonstrate caring, compassion, and empathy
1.5. Demonstrate awareness of one’s own biases and sensitivity to diverse patients and colleagues
1.6. Identify and fulfill responsibilities and obligations as a learner and a colleague
1.7. Recognize and avoid conflicts of interest
1.8. Adhere to patient confidentiality rules and regulations

2. Medical knowledge
   Each student graduating from BCM will:
   2.1. Demonstrate knowledge of established and evolving biomedical, clinical, epidemiological, and social-behavioral sciences, as well as the application of this knowledge to diagnose, manage, and prevent disease
   2.2. Utilize the principles of public health, epidemiology, and biostatistics in identifying and reducing the incidence, prevalence, and severity of disease to improve health
   2.3. Interpret diagnostic tests as they relate to common clinical, laboratory, and radiologic findings in the spectrum of health and disease

3. Patient care
   Each student graduating from BCM will:
   3.1. Demonstrate the ability to engage in an interprofessional team in a manner that optimizes safe, effective patient and population-centered care
   3.2. Develop and implement patient evaluation and management plans appropriate to all levels of patient acuity
   3.3. Develop a prioritized problem list and differential diagnosis using patient’s biopsychosocial history, medical records, physical exam findings, and diagnostic studies
   3.4. Obtain consent for and perform basic technical procedures competently
   3.5. Perform comprehensive and focused biopsychosocial exams in a variety of patient care settings and recognize when each is indicated
   3.6. Assess health risks using gender and age appropriate criteria and recommend potential preventive and therapeutic interventions
   3.7. Select and interpret diagnostic tests accurately
   3.8. Interpret physical findings accurately
   3.9. Utilize critical thinking to provide appropriate evidence or support for clinical decisions and management of diseases
   3.10. Provide timely and accurate documentation of all assessment, plans, interventions, and orders – including prescriptions and transfers-of-care between providers or settings
4. Interpersonal and communication skills
   Each student graduating from BCM will:
   4.1. Demonstrate patient-centered interview skills in order to create
       and sustain a supportive and therapeutic relationship with patients and families
   4.2. Demonstrate the ability to communicate effectively, efficiently, and accurately
       as a member or leader of a health care team
   4.3. Demonstrate the ability to effectively communicate and collaborate with colleagues,
       other health care professionals, or health related agencies
   4.4. Apply verbal and written medical communication skills to basic and advanced medical scenarios

5. Practice-based learning and improvement
   Each student graduating from BCM will:
   5.1. Identify personal strengths and deficiencies in one’s knowledge, skills, and attitudes to integrate feedback and set personal improvement goals
   5.2. Use and manage technology to access medical information resources to expand personal knowledge and make effective decisions
   5.3. Apply principles and practices of evidence-based medicine (EBM) in making decisions about prevention, diagnosis, and treatment of disease

6. Systems-based practice
   Each student graduating from BCM will:
   6.1. Analyze the roles insurance plans and health care providers play in the health care system and how they affect providers’ and patients’ behavior
   6.2. Provide appropriate referral of patients, including ensuring continuity of care throughout transitions between providers or settings, and following up on patient progress and outcomes
   6.3. Examine the role of quality improvement and clinical pathways in optimizing health systems
   6.4. Demonstrate the rationale for reporting and addressing events that could affect patient safety

7. Leadership
   Building upon the foundation of competence in the other six domains, each student graduating from BCM will be able to:
   7.1. Demonstrate the ability to work effectively as a member of an interprofessional health care team
   7.2. Demonstrate the ability to give and receive behaviorally-specific feedback
   7.3 Utilize skills that enhance the learning environment and team functioning
V. Selective Objectives Mapped to CCGG (and modes of assessment):

The educational objectives of the selective rotation in Ophthalmology are aligned with the Core Competency and Graduation Competencies for Baylor College of Medicine.

<table>
<thead>
<tr>
<th>Medical Program Objective(s)</th>
<th>Related Selective Objective</th>
<th>Clinical Experience</th>
<th>Mode of Assessment Formative</th>
<th>Mode of Assessment Summative</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.1, 3.5</td>
<td>Demonstrate how to perform an 8-point eye exam</td>
<td>Lecture</td>
<td>Clinical - Observe</td>
<td>Quiz, direct observation form</td>
</tr>
<tr>
<td>3.3, 3.8</td>
<td>Develop a basic differential diagnosis for abnormal eye exam findings</td>
<td>Lecture</td>
<td>Clinical - Observe</td>
<td>Quiz</td>
</tr>
<tr>
<td>2.3, 3.2, 3.5,</td>
<td>Recognize common ophthalmic emergencies</td>
<td>Lecture</td>
<td>Clinical - Observe</td>
<td>Quiz</td>
</tr>
<tr>
<td>2.1</td>
<td>Acquire knowledge of basic principles of ophthalmic care and surgery</td>
<td>Lecture</td>
<td>Clinical - Observe</td>
<td>Quiz</td>
</tr>
</tbody>
</table>

Students are expected to achieve these objectives by the end of the two week selective rotation in addition to attending the daily lectures and passing the quiz.

The goals and objective document is available to the student through E-Value.
VI. You Said, We Did:

We value your feedback and the following changes have been made in response to student concerns and suggestions. Selective course changes for 2018-2019:

<table>
<thead>
<tr>
<th>You Said</th>
<th>We Did</th>
</tr>
</thead>
<tbody>
<tr>
<td>We would like course content and lecture content put on Blackboard</td>
<td>We put all important course documents and lecture content on Blackboard.</td>
</tr>
</tbody>
</table>

VII. Student Roles, Responsibilities and Activities:

A. General

Before the Rotation Begins
- Students will be contacted 4-6 weeks prior to the start of the selective by the Ophthalmology administrator to inform them of their location assignment along with the lecture schedule and course overview documents.
- The student is responsible for obtaining the necessary identification badges and computer access prior to the first day of the rotation.
- The student should contact the Site Coordinator at the site where they are assigned for instructions for the first day of the rotation. Please see section III for contact information.
- Review and attest to the completion of site orientation on Blackboard.

Roles and Responsibilities
- The student will participate in all educational and clinical activities while on the rotation.
- The student will be expected to function as part of the health care team or as an assistant if paired with a single clinical faculty.
- The student is expected to behave in a professional manner in all settings in concordance with the guidelines of the College of Medicine.
**Dress Code:**
- As representatives of Baylor College of Medicine and the Department of Ophthalmology, you are all expected to uphold a professional level of conduct and appearance in all settings.
- Always keep your BCM ID/student badge in clear view.
- Attire for clinical duties: professional attire, slacks, dresses/skirts at/below the knee (keeping in mind some styles may restrict movement at the slit lamp), close-toed shoes. Clean scrubs are permitted in the public clinics.
- Not permitted: yoga pants, sweat pants, worn out or frayed clothing, shorts of any kind, short skirts, exposed undergarments, or dirty anything…especially your white coat!

**Lecture attendance:** Students must also attend at least four of the five 7 am lectures. If the student fails to attend 4 of the 5 lectures then the student will receive a grade of “Deferred” in the rotation until a remediation research paper is written. The remediation research paper must be at least 10 pages long (double spaced) based upon 10 (ten) peer-reviewed journal articles in the ophthalmologic literature since 2000 on a topic selected especially for the student by Dr. Hamill. The paper must be an insightful integration of the articles read, and the paper must be properly annotated. The paper will be critically reviewed by Dr. Hamill and one outside expert in the field.

**Lecture Quiz:** The student must also pass the lecture quiz (kodachrome slides to interpret as a non-opthalmologist and several short essay responses) with at least 70%. If the student fails to pass the quiz, the student must retake and pass with a satisfactory grade of 70% within 3 cycles of the quiz being given.

**Call Requirement**
- There is no call requirement

**Clinical portion:**
- Students are expected to see patients in clinic and perform an ophthalmic exam, observe ophthalmic surgery in the OR, and attend all departmental lectures as indicated on the schedule.
- Clinic hours are Monday-Friday 8AM-5PM. Students are expected to be in clinic during clinical hours except for DDASH, CABS, surgery rotation examinations, and other medical school-related obligations.
- Complete evaluations of your preceptors, residents, and the Selective overall via E*value (E*Value Who Did You Work With function)

**Direct Observation for Clinical Students:** Students, at some time during the rotation, must be directly observed performing all 8 points of the eye exam. Documentation of this observation (Passport - Direct Observation Form – Ophthalmology Selective) must be signed off by student and faculty and submitted on Blackboard or by email to Renee Young (neilcia.young@bcm.edu)
prior to the end of the rotation. If the Clinical Passport is not turned in, the student will receive a grade of “incomplete” until the documentation is complete.

B. **Clinical Problem List (Passport):**
- Each student will be expected to encounter a minimum number of ophthalmic conditions during the rotation which are listed below:
  - Decreased vision
  - Cataract
  - Diabetic retinopathy
- Each student will be expected to observe and/or assist in **at least 1 ophthalmic procedure in the operating room.**
- Please log these into your **Passport - Clinical Experiences Form** and have them signed/dated by an upper level resident or attending. Submit this form on Blackboard or by email to Renee Young (neilcia.young@bcm.edu) prior to the end of the rotation. If the Clinical Passport is not turned in, the student will receive a grade of “incomplete” until the documentation is complete.

VII. Schedules:
The learning objectives are listed in the Course Overview document which is available on Blackboard.

- The rotation schedule outlining daily activities for each clinical site is listed under the site specific folder on Blackboard.
- The selective course will be two weeks in duration, beginning on a Monday and ending on a Friday
- The student is expected to be at all academic and clinical activities from Monday through Friday
- There are no responsibilities for the students on the weekends
- The student is encouraged to attend any resident lectures, labs, or departmental academic activities while on the rotation
- A sample schedule is outlined below:

<table>
<thead>
<tr>
<th>Time</th>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
<th>Thursday</th>
<th>Friday</th>
</tr>
</thead>
<tbody>
<tr>
<td>7am-8am</td>
<td>Selective Lecture</td>
<td>Selective Lecture</td>
<td>Selective Lecture</td>
<td>Selective Lecture</td>
<td>Selective Lecture</td>
</tr>
<tr>
<td>AM</td>
<td>Clinic/OR</td>
<td>Clinic/OR</td>
<td>Clinic/OR</td>
<td>Clinic/OR</td>
<td>8a-12p Resident Didactic/Grand Rounds</td>
</tr>
<tr>
<td>PM</td>
<td>Clinic/OR</td>
<td>Clinic/OR</td>
<td>Clinic/OR</td>
<td>Clinic/OR</td>
<td>Clinic/OR</td>
</tr>
<tr>
<td>*optional (if duty hours permit)</td>
<td>*resident lecture (optics, retinal imaging, neuro, etc), usually starts around 6-6:15 until 730</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
IX. Grades:

- Feedback and Evaluation
- Each student will meet with their site director at the beginning of the rotation to review the rotation structure, goals, and objectives
- Each student will be required to be observed doing an eye examination at some time during the 2 week period. **Failure to submit the Clinical Passport will result in a grade of “incomplete” in the course** The Clinical Passport contains 2 components: a direct observation form for clinical exam skills and the Clinical Experiences Form documenting the core clinical encounters on the Ophthalmology rotation. The completed Clinical Passport must be completed, signed off by faculty, and submitted through Blackboard or emailed to Renee Young (neilcia.young@bcm.edu) by the end of the rotation to receive credit for the rotation.
- Formative feedback will be given to the student when solicited throughout the rotation based upon the student’s performance
- The students’ performance will be discussed with the student at the end of the rotation prior to completion of the student’s evaluation
- The clinical site preceptor will complete the student performance evaluation form through e*Value at the end of the rotation
- Subsequent reminder E-mails will be sent to assure of completion of the student evaluation in compliance with the guidelines of the College of Medicine
- The student will be able to also evaluate the course, preceptor, other clinical faculty, and residents in a confidential fashion through the E-Value system at the end of the rotation
- The student’s clinical performance will be graded using the evaluation form at the end of the rotation and an overall clinical grade will be assigned

The grading rubric for the selective rotation will be Honors, High Pass, Pass, Marginal Pass, and Fail. A grade of “incomplete” will be given as specified above.

<table>
<thead>
<tr>
<th>Requirements</th>
<th>% of Final Grade</th>
<th>Minimum Score to Pass</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture examination</td>
<td>NA</td>
<td>Must achieve a minimum score of 70% to get credit, but exam score is not a portion of final grade. If the student fails to score 70%, the exam is retaken within a 3 month period.</td>
</tr>
<tr>
<td>Clinical performance evaluation by Site Director</td>
<td>100%</td>
<td></td>
</tr>
<tr>
<td>Completed Clinical Passport (Direct Observation/Clinical Experiences Form)</td>
<td>NA</td>
<td>Completion of this document is required for satisfactory completion of the clinical portion of the selective. Failure to complete will result in a grade of an “Incomplete” to the registrar.</td>
</tr>
</tbody>
</table>
**Final Grade:**
The clinical performance evaluation consists of 10 competencies, each on a 9 point scale the sum of which will be averaged to give a final grade. (Please see section X – Evaluation forms) The clinical performance grade will be assessed using the following scale:

<table>
<thead>
<tr>
<th>Grade Level</th>
<th>Percentage Range</th>
</tr>
</thead>
<tbody>
<tr>
<td>Honors</td>
<td>75 - 90</td>
</tr>
<tr>
<td>High Pass</td>
<td>68 - 74</td>
</tr>
<tr>
<td>Pass</td>
<td>40 - 67</td>
</tr>
<tr>
<td>Marginal Pass</td>
<td>30 - 39</td>
</tr>
<tr>
<td>Fail</td>
<td>&lt; 30</td>
</tr>
</tbody>
</table>

**Note:**
- Absences or lapses in professionalism may result in a lesser final grade given to the student or course failure.
- The student may verify or dispute their final grade based upon the policy delineated in the Grade Verification section.
- The student may refer to the policy on course failure in the instance that a failing grade is received.
- The student will be required to complete the course requirements if an “incomplete” grade is given.
- Grades will be posted to the Registrar by 4 weeks after the course has ended as per the BCM SOM Timeliness of Grades Policy

**Grade Distribution**

<table>
<thead>
<tr>
<th>Grade Description</th>
<th>Approximate % of students in academic year</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Honors (H)</strong> – Exceptional performance in all areas</td>
<td>%</td>
</tr>
<tr>
<td><strong>High Pass (HP)</strong> – Performance exceeds the Pass requirements but does not reach Honors level</td>
<td>%</td>
</tr>
<tr>
<td><strong>Pass (P)</strong> – Satisfactory overall performance</td>
<td>%</td>
</tr>
<tr>
<td><strong>Marginal Pass (MP)</strong> – Minimal performance standards for a pass</td>
<td>%</td>
</tr>
<tr>
<td><strong>Incomplete (I)</strong> – Temporary grade given when a student is unable to complete the requirements of the rotation AND is considered to be passing the rotation at the time the grade is given</td>
<td>%</td>
</tr>
<tr>
<td><strong>Deferred (D)</strong> – Temporary grade given when a student has not successfully completed all of the requirements at the end of the rotation AND requires remediation in order to meet the minimum rotation requirements</td>
<td>%</td>
</tr>
</tbody>
</table>
X. Evaluations:

- Evaluations of students will be submitted through E*value and will be based on clinical observation and experiences and entered by the Clinical Site Director.
- Students are encouraged to submit an evaluation for the clinical selective and the faculty site director.

A. E*Value – Student Evaluation Form

What is the basis for your evaluation of this student? (please check all that apply)
(Question 2 of 17 - Mandatory)

<table>
<thead>
<tr>
<th>Selection</th>
<th>Option</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Review patient write-ups</td>
</tr>
<tr>
<td></td>
<td>Observation - history taking, physical exam,</td>
</tr>
<tr>
<td></td>
<td>Case presentation</td>
</tr>
<tr>
<td></td>
<td>Procedures</td>
</tr>
<tr>
<td></td>
<td>Discussion about the student with other evaluators</td>
</tr>
<tr>
<td></td>
<td>Didactic session</td>
</tr>
</tbody>
</table>

Please estimate the amount of contact you had with this student. (Question 3 of 17 - Mandatory)

- 1-2 days
- 3-4 days
- > 4 days

Within the last year, have you reviewed the learning objectives for students in this selective? (Question 4 of 17)

- No
- Yes

PROF: Do you have any concerns about this student's professionalism (e.g., fulfills responsibilities; demonstrates respect toward patients, physicians and ancillary staff; accepts and integrates feedback)? (Question 5 of 17 - Mandatory)

- No
- Yes

PROF: Please provide specific comments regarding professional behavior (either serious concerns requiring remediation or exemplary behavior) (Question 6 of 17)

The next ten questions ask you to consider the level of student achievement of specific competencies in this selective, including knowledge of medicine, skills and abilities in patient care, communication skills, and others. Please rate this student's competency regardless of their year in medical school. As a result, students in later years may appear more competent and score more to the right of the scale below.
COMP1: Rate this student's knowledge of pathophysiology and diagnosis of diseases common to the patients seen in your in your specialty.  
*(Question 7 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Little Knowledge</th>
<th>Some Knowledge</th>
<th>Mostly Complete Knowledge Base</th>
<th>Good Level of Knowledge</th>
<th>Superb Level of Knowledge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

COMP2: Rate this student's knowledge of the appropriate treatment(s) for common diseases of the patients seen in your specialty.  
*(Question 8 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Little Knowledge</th>
<th>Some Knowledge</th>
<th>Mostly Complete Knowledge Base</th>
<th>Good Level of Knowledge</th>
<th>Superb Level of Knowledge</th>
</tr>
</thead>
<tbody>
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<td></td>
<td></td>
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</tbody>
</table>

COMP3: Rate if this student knows how to choose proper tests, diagnostic procedures and imaging techniques related to the patient's encounter.  
*(Question 9 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Little Knowledge</th>
<th>Some Knowledge</th>
<th>Mostly Complete Knowledge Base</th>
<th>Good Level of Knowledge</th>
<th>Superb Level of Knowledge</th>
</tr>
</thead>
<tbody>
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</tbody>
</table>

COMP4: Rate this student's ability to elicit a focused history that is appropriate for encounters on this selective.  
*(Question 10 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Unable to recall all elements</th>
<th>Poor information gathering</th>
<th>Some incomplete data gathering</th>
<th>Elicits a clinically relevant history</th>
<th>Consistently elicits subtle historical findings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

COMP5: Please rate this student's ability to perform a focused physical examination that is appropriate for encounters in your specialty  
*(Question 11 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Unable to recall all exam elements</th>
<th>Omits important exam elements</th>
<th>Omits minor exam elements</th>
<th>Conducts a complete exam</th>
<th>Consistently performs all exam elements</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
</tbody>
</table>
**COMP6:** Rate this student's **ability to accurately interpret findings from the history, physical examination and diagnostic studies.** *(Question 12 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Significant gaps in ability</th>
<th>Limited ability</th>
<th>Some ability</th>
<th>Good ability</th>
<th>Superb ability</th>
</tr>
</thead>
<tbody>
<tr>
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<td></td>
</tr>
</tbody>
</table>

**COMP7:** Rate this student's **ability to prioritize problems and to formulate a problem list on this selective.** *(Question 13 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Significant gaps in ability</th>
<th>Limited ability</th>
<th>Some ability</th>
<th>Good ability</th>
<th>Superb ability</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**COMP8:** Rate this student's **verbal patient presentations.** *(Question 14 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Disorganized and unfocused</th>
<th>Somewhat unfocused with minor omissions</th>
<th>Complete, mostly well-organized</th>
<th>Complete, well-organized</th>
<th>Complete, very well-organized, concise; tailored to clinical context</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

**COMP9:** Rate this student's **written notes.** *(Question 15 of 17 - Mandatory)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Disorganized and unfocused with major omissions</th>
<th>Somewhat unfocused with minor omissions</th>
<th>Complete, mostly well-organized</th>
<th>Complete, well-organized</th>
<th>Complete, very well-organized, concise; tailored to clinical context</th>
</tr>
</thead>
<tbody>
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</tr>
</tbody>
</table>

**COMP10:** The student identifies indications, demonstrates knowledge of steps, and performs basic procedural skills in this selective. *(Question 16 of 17)*

<table>
<thead>
<tr>
<th>Cannot Assess</th>
<th>Little knowledge about or skill with procedures</th>
<th>Some knowledge about or skill with procedures</th>
<th>Mostly complete knowledge about procedures; skill adequate</th>
<th>Good level of knowledge about procedures; strong skills</th>
<th>Superb level of knowledge about procedures; advanced skills</th>
</tr>
</thead>
</table>
B. Clinical Passport: Direct Observation Form/Clinical Experiences Form

BCM Medical Student Direct Observation Form: Ophthalmology Selective

*Instructions: faculty preceptors or supervising residents may complete this form when observing all of a patient’s physical exam. Students should complete and turn in this form at the end of their 2 week selective. It is the students’ responsibility to ensure that the form is completed and submitted.

<table>
<thead>
<tr>
<th>Student signature:</th>
</tr>
</thead>
</table>

| Clerkship: Ophthalmology Selective | Term: |

<table>
<thead>
<tr>
<th></th>
<th>Below Expectations</th>
<th>Meets Expectations</th>
<th>Above Expectations</th>
<th>Faculty Observer</th>
<th>Feedback for Improvement and/or Action Plan</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Visual Testing</strong></td>
<td></td>
<td></td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td>1. Distance vision</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Near Vision</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>External Exam</strong></td>
<td></td>
<td></td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td>1. External Penlight Exam</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>2. Lid Eversion</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Tactile Pressure</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Visual Field</strong></td>
<td></td>
<td></td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td>1. Finger Confrontation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Motility</strong></td>
<td></td>
<td></td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td>1. Alignment Assessment</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Duction &amp; Version Testing</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td><strong>Pupil Exam</strong></td>
<td></td>
<td></td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td>1. Light</td>
<td></td>
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<td></td>
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<tr>
<td>2. Near</td>
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</tr>
<tr>
<td>3. RAPD</td>
<td></td>
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</tr>
<tr>
<td><strong>Fundus Exam</strong></td>
<td></td>
<td></td>
<td></td>
<td>Initials:</td>
<td></td>
</tr>
<tr>
<td>1. Performs Ophthalmoscopy</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. Correctly Identifies structures (optic nerve, macula, vessels)</td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
### Observation during Physical Exam
- Identifies normal/abnormal findings
- Able to develop a basic plan

### Professional Behavior
- Recognizes weaknesses and accepts constructive feedback
- Courteous and respectful to patient and family

| Supervising Faculty/Resident Signature: | ________________________________ |
| Supervising Faculty/Resident Name: | ________________________________ |
| Date of completion: | ________________________________ |

| Medical Student Signature indicating completion of the form: | ________________________________ |
| Medical Student Name: | ________________________________ |

**Ophthalmology Administrator initials indicating receipt:** _________________________
**Date of Receipt:** ________________________________
### Clinical Experiences Form

**Baylor College of Medicine**

**Clinical Experiences Form**

___Ophthalmology__ Selective

**CLINICAL LOG REQUIREMENTS**

**ALTERNATE EXPERIENCES SHOULD ONLY BE LOGGED IF STUDENT HAS NOT MET THE MINIMUM LEVEL OF RESPONSIBILITY**

List and describe each patient type/clinical condition, required procedure/skill, and clinical setting that medical students are required to encounter, along with the corresponding level(s) of student responsibility.

<table>
<thead>
<tr>
<th>Patient Type/Clinical Condition</th>
<th>Procedure/Skills</th>
<th>Clinical Setting(s)</th>
<th>Level of Student Responsibility</th>
<th>Minimum # Required</th>
<th>Alternative Methods Used for Remedying Clinical Encounter Gaps</th>
<th>Faculty/Upper Level Resident attestation/date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Decreased Vision</td>
<td>History, 8 pt eye exam</td>
<td>Clinic</td>
<td>Perform</td>
<td>1</td>
<td>Lecture</td>
<td></td>
</tr>
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<td><strong>Edit:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cataract</td>
<td>History, 8 pt eye exam</td>
<td>Clinic</td>
<td>Assist</td>
<td>1</td>
<td>Lecture/OR</td>
<td></td>
</tr>
<tr>
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<td><strong>Edit:</strong></td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Diabetic Retinopathy</td>
<td>History, Funduscopy</td>
<td>Clinic</td>
<td>Assist</td>
<td>1</td>
<td><a href="http://www.aao.org">www.aao.org</a>, <a href="http://www.eyewiki.org">www.eyewiki.org</a></td>
<td></td>
</tr>
<tr>
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<td><strong>Edit:</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Ophthalmic Surgery</td>
<td>n/a – can be selected based on availability</td>
<td>OR</td>
<td>Observe</td>
<td>1</td>
<td><a href="http://www.aao.org">www.aao.org</a>, <a href="http://www.eyewiki.org">www.eyewiki.org</a></td>
<td></td>
</tr>
</tbody>
</table>

### Level of Student Responsibility:

**Perform:** The student performs the history, physical and/or mental status exam, and formulates the differential diagnosis and suggests the appropriate course of treatment under supervision of the preceptor, resident, or attending. For procedures, the student plays a primary role in performing the indicated procedure under supervision of the preceptor, resident, or attending.

**Assist:** The student participates with a supervising physician (resident or attending) in interviewing, and/or examining a patient, or performing a procedure. The student may perform a portion of the history, physical and/or mental status exam or participate in a procedure in a secondary role. The student does not play an active role in diagnosis or treatment decision-making.
Observe: The student observes others interacting with, and/or examining a patient, or performing a procedure, but the student does not participate directly in the process. This is a passive experience from the standpoint of the interaction of the learner and patient.

Medical Student Signature indicating completion of the form:

________________________________________________________________________

Medical Student Name:

________________________________________________________________________

Ophthalmology Administrator initials indicating receipt: _________________________

Date of Receipt: _________________________________________
XI. Recommended Educational Resources:

Lecture material is provided to the students at the beginning of the rotation and is available on Blackboard. An additional valuable reference sources can be found at the following websites:
http://www.ophthobook.com/
http://www.aao.org
http://www.eyewiki.org

XII. Policies:

Complete list of BCM policies and procedures:

Link to student handbook: https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook

Absences
- Regular attendance and participation in every aspect of the rotation is required. Advance notice of any planned absences
- The student will be allowed one excused absence per two week rotation. Additional absences may result in a grade of “incomplete” and require repeating the two week rotation at a later time
- If a student must miss any part of the rotation, they should notify the Selective Coordinator and Clinical Site Director immediately. A message left on voice mail or sent by email is acceptable. **Failure to communicate with the Selective Coordinator and Site Director about an absence will result in the absence being considered unexcused and is grounds for failure.**
- Any unexcused absences will negatively affect the student’s professionalism grade and could result in failure of the course.
- Please refer to the BCM attendance and participation policy as defined in the Student Handbook for the definitions of excused and unexcused absences: https://www.bcm.edu/education/schools/medical-school/student-affairs/student-handbook/policies-guidelines/attendance-and-participation

Duty Hours
The student should adhere to the BCM duty hours policy while on the selective rotation. Duty hours, including all in-house call activities, must be limited to an average of 80 hours per week over a four-week period. Duty periods may be scheduled to a maximum of 24 hours of continuous duty in the hospital. An additional four hours may be spent to ensure appropriate, effective and safe transition of care. Minimum time off between scheduled duties is 10 hours. Students must also receive a minimum of either 24 hours off per seven-day work period, or four days off per 28-day work period.

For a full description, go to: https://intranet.bcm.edu/index.cfm?fuseaction=Polices.Display_Policy&Policy_Number=28.1.04
Professionalism

- The student is expected to behave in a professional manner in all settings in concordance with the guidelines of the College of Medicine.
- Significant lapses in professionalism may result in a lesser or failing grade on the selective rotation.
- No food or drink is allowed in patient care areas.

Reporting Mistreatment and Breaches in Professional Behavior

- Mistreatment, either intentional or unintentional, occurs when behavior shows disrespect for the dignity of others and unreasonably interferes with the learning process.

- Examples of mistreatment include: sexual harassment, discrimination, humiliation, and other forms of assessment in a punitive manner.

- Students should report all breaches in professional behavior or mistreatment to the Integrity Hotline at 855-764-7292 or go to the Integrity Hotline Web Portal: [https://secure.ethicspoint.com/domain/media/en/gui/35125/index.html](https://secure.ethicspoint.com/domain/media/en/gui/35125/index.html)

- For more information see the student handbook available at: [https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances](https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances)

Student Grievances

- Grievances are not the same as disagreements. A student cannot file a grievance merely because s/he disagrees with the grade. A student CAN file a grievance if they believe the grade was unfair, for example, felt to be an act of discrimination.

- The leadership, faculty and staff of Baylor College of Medicine are all here to support and help you on your journey to becoming a leader in your chosen profession. In the event you have a grievance, we have created several pathways for you to receive help. Baylor community members are prohibited from retaliation.

- We encourage that student grievances be resolved, if possible, by the student and the individual (student, faculty, and/or staff) most closely related to the grievance. If no resolution is established, the student may ask her/his supervisor, program director, or dean for assistance.

- If the grievance cannot be informally resolved by the supervisor, program director, or dean, the student must be directed to the Integrity Hotline and recommended to file a written grievance. Please refer to the Student Grievances Policy: [https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances](https://www.bcm.edu/education/academic-faculty-affairs/student-services/student-grievances)
Filing a Written Grievance

At any point, a student may choose to file a grievance using the Integrity Hotline at 855-764-7292 or go to the Integrity Hotline Web Portal: [https://secure.ethicspoint.com/domain/media/en/gui/35125/index.html](https://secure.ethicspoint.com/domain/media/en/gui/35125/index.html)

- An operator will document all the information regarding your grievance. If you are not filing anonymously, the operator will also document your personal information. Once all the information is obtained, the operator will file on your behalf.

- To file a grievance online, go to the Integrity Hotline Web Portal. Select the category that best matches your concern or grievance.

- You may choose to identify yourself or to file anonymously. If you choose to file anonymously your confidentiality will be protected to the limit of the law and within the scope of certain program accreditation requirements.

- Once the grievance has been filed (via phone or online), you will be asked to create a password. You will be assigned a tracking number, called a Report Key. You may use your Report Key and your password to log back into the Integrity Hotline Web Portal to check status, answer follow up questions (if any) or submit new information.

- Written grievances are handled in accordance with the College’s policy on student grievances. Written grievances filed through the Integrity Hotline shall follow the prescribed grievance resolution procedures for written grievances based upon grievance type (grade appeal, adverse academic action appeal, other academic or student services/conduct grievance, non-academic professionalism mistreatment).

- Grade appeals and Adverse Academic Action Appeals must be submitted within ten business days of the grade/action posted.

- The Office of Compliance will work closely the Office of the Provost to triage student grievances.

Patient Safety

Patient safety is everyone's responsibility. Concerns should be reported to the appropriate affiliated institution for both quality improvement and assurance.

Click on the link below for information on how and where to report at BCM affiliated institutions: [Guide_to_Reporting_Patient_Safety_Incidents 7 14 2015.pdf](Guide_to_Reporting_Patient_Safety_Incidents%207%2014%202015.pdf)

Student Disability Policy

- Baylor College of Medicine (BCM) is committed to providing equal educational access for qualified students with disabilities in accordance with state and federal laws
Newly accepted and currently enrolled students are responsible for initiating a disability-related request for reasonable accommodation or modification no less than 30 business days prior to the start of the course for which the accommodation is requested.

Full policy:

Learning Environment Policy

- The Baylor College of Medicine (BCM) is committed to the values of integrity, respect, teamwork, innovation, and excellence, and requires all BCM Learners to practice these values consistently during the completion of requirements for educational progression and performance of scholarly and professional duties. Creating and sustaining an environment reflective of BCM values is the responsibility of every individual at BCM.

Full Policy:
https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.2.01

Learner Mistreatment Policy

- In accordance with relevant BCM accreditation standards, BCM promotes a culture of respect between teacher and learner and works to ensure that the learning environment is free from conduct by faculty, staff, supervising residents, or others that could be reasonably interpreted by Learners as Mistreatment or other misconduct prohibited by BCM policies.

Full Policy:
https://intranet.bcm.edu/index.cfm?fuseaction=Policies.Display_Policy&Policy_Number=23.2.02