

# 650A Introduction to Ophthalmology

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**Course Name** Introduction to Ophthalmology      **Course Director** Ken Lin, MD, PhD

**Date of Preparation** July 1<sup>st</sup>      **Academic Year Presented** '19-'20

## 1. Course Director, Coordinator and General Administrative Information

### FACULTY AND STAFF

Name	Office Location	Phone	Email
Director: Ken Lin, MD, PhD	850 Health Sciences Rd.	949-824-3476	
Coordinator: Alexandria Castro-Spencer	850 Health Sciences Rd.	949-824-3476	castrosp@uci.edu

### DESCRIPTION

This introductory election consists of exposure to general ophthalmology clinics as well as subspecialty clinics in retina, glaucoma, pediatrics, neuro-ophthalmology, oculoplastics, uveitis, and cornea.

### PREREQUISITES

UCI students must have successfully completed the basic science curriculum to take the introductory elective. Extramural students must in their final year of undergraduate medical education at the time of their rotation.

### RESTRICTIONS

This course is intended for 3<sup>rd</sup> and 4<sup>th</sup>-year students enrolled in the undergraduate medical education program at University of California, Irvine School of Medicine (UCISOM).

### COURSE DIRECTOR

Dr. Lin completed his medical degree and a National Institutes of Health-sponsored doctoral degree in biophysics at Harvard Medical School in Boston. He completed a residency in ophthalmology at UCI School of Medicine's Gavin Herbert Eye Institute (GHEI), where he served as chief resident. He also completed a glaucoma fellowship at the institute.

Lin's clinical interests include optic nerve and aqueous outflow imaging. He has also been involved in the development and evaluation of several emerging glaucoma and cataract surgical devices.

Alexandria Castro-Spencer is the course coordinator for 650A and 650B courses. Alexandria completed her undergraduate education at UCI and has worked with GHEI since 2018.

### **INFORMATION FOR THE FIRST DAY**

Prior to your first day, contact your supervising resident for information regarding the best place to initially meet. Meeting times may vary based on location and resident's daily schedule.

### **SITE**

UCI Medical Center & Long Beach VA

### **DURATION**

2 or 4 weeks\*

\*\*\*If you are interested in applying for honors for this elective, a 4-week rotation is required. No exceptions. Contact coordinator for additional information.

**Scheduling Coordinator:** UC Irvine students please call (714) 456-8462 to make a scheduling appointment.

**Periods Available:** This course is offered throughout the calendar year.

### **NUMBER OF STUDENTS ALLOWED**

Each location is able to accommodate two (2) students.

### **WHAT STUDENTS SHOULD DO TO PREPARE FOR THE COURSE**

Review items list under Course Resources and introductory information packet online or as emailed to them by Coordinator.

### **COMMUNICATION WITH FACULTY**

Questions about logistics, comments, or concerns about the course can be directed to the Course Coordinator. Course Coordinator will direct emails to Course Director as needed. Contact information and office location are at the beginning of this document.

The Course Director is also available to meet in person. Please email [castrop@uci.edu](mailto:castrop@uci.edu) to arrange an appointment. To ensure that your email will not be lost in the large volume of email received, please use the following convention for the subject line:

SUBJECT: COURSE NAME, your last name, your issue (e.g. XXX, Smith, Request for appointment)

## 2. Course Objectives and Program Objective Mapping

The following are the learning objectives for the 650A course. Students are expected to demonstrate proficiency in these areas in order to satisfactorily complete the course. In addition, the extent of a student's mastery of these objectives will help guide the course evaluation and grade.

Course Objective	Mapped UCI School of Medicine Program Objective	Sub Competency	Core Competency
To provide the students who will practice in the diverse areas of medicine, especially primary care, a core of information which will allow them to diagnose and manage common ophthalmic problems, emphasizing appropriate referral and the avoidance of delays or omissions in proper eye care.	<p><b>A-2.</b> Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance.</p> <p><b>B-3.</b> The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines.</p> <p><b>B-6.</b> The ability to function effectively within the context of complexity and uncertainty in medical care.</p>	<p>Disease Pathogenesis and Treatment</p> <p>Patient Management</p>	<p>Knowledgeable</p> <p>Skillful</p>
To teach the essentials of the routine ophthalmic history and physical examination.	<p><b>A-3.</b> Knowledge of basic clinical skills required to meet the skills objectives, including interviewing, physical diagnosis, communication and clinical reasoning processes</p> <p><b>B-1.</b> The ability to competently conduct a</p>	<p>Basic Clinical Skills</p> <p>Medical Interview</p>	<p>Knowledgeable</p> <p>Skillful</p>

	<p>medical interview and counseling to take into account patient health beliefs, patient agenda and the need for comprehensive medical and psychosocial assessment.</p>		
<p>To expose the student to the spectrum of systemic diseases with ocular manifestations and to scope and breadth of primary ocular disease.</p>	<p><b>A-1.</b> Knowledge of the structure and function of the major organ systems, including the molecular, biochemical and cellular mechanisms for maintaining homeostasis.  <b>A-2.</b> Knowledge of the pathogenesis of diseases, interventions for effective treatment, and mechanisms of health maintenance to prevent disease.  <b>B-4.</b> The ability to search the medical literature, including electronic databases, and to locate and interpret up-to-date evidence to optimize patient care.</p>	<p>Disease Pathogenesis and Treatment  Evidence-Based Medicine</p>	<p>Knowledgeable  Skillful</p>
<p>To teach to the student the recognition and initial management of ocular injuries and emergencies.</p>	<p><b>B-3.</b> The ability to articulate a cogent, accurate assessment and plan, and problem list, using diagnostic clinical reasoning skills in all the major disciplines.  <b>B-6.</b> The ability to function effectively within the context of complexity and</p>	<p>Patient Management  Professionalism  Medical Practice</p>	<p>Skillful  Altruistic</p>

	<p>uncertainty in medical care.</p> <p><b>C-2.</b> Professional behaviors reflecting compassion and respect for patient privacy, altruism and a commitment to comprehensive, holistic medical care.</p>		
<p>To introduce the students to the profession of ophthalmology as a branch of the practice of medicine.</p>	<p><b>A-5.</b> Knowledge of medical practice, including health care economics and health systems impacting delivery and quality of patient care.</p> <p><b>C-3.</b> Sensitivity and awareness of diverse cultures, health beliefs and social factors impacting patient health and illness.</p> <p><b>D-1.</b> A commitment to lifelong learning and independently seeking new knowledge and skills in their own recognized areas of learning deficit.</p>	<p>Medical Practice</p> <p>Cultural and Social Awareness</p>	<p>Knowledgeable</p> <p>Altruistic</p> <p>Dutiful</p>

### 3. Course Resources

**TEXTS AND READINGS: SUPPORTING AND REVIEW**

- Ophthalmology for the Primary Care Physician Ed. Palay, David A. & Krachmer, Jay H., Mosby, 1997. Available at UCI Bookstore Special orders from Amazon.com approximately \$60.00
- OphthoBook written by Timothy Root, MD [www.OphthoBook.com](http://www.OphthoBook.com).
- Eye Modules on Medskl.com  
<https://medskl.com/course/detail/ophthalmology>

## 4. Major Exams, Assignments and Grading

### MANDATORY SESSIONS

Session Title	Location
Didactics	<i>Gavin Herbert Eye Institute, Cavanaugh Conference Room B  Wednesdays @ 1:30pm to 5:00pm</i>
Grand Rounds	<i>Gavin Herbert Eye Institute Cavanaugh Conference Room A  email coordinator for dates</i>

### MAJOR ASSIGNMENTS AND EXAMS

Students interested in applying for honors are required to complete and submit a case study by the end of their rotation. All students, regardless of rotation length, will be graded exclusively on their performance in the clinic and/or operating room.

### THE GRADING SCALE

Medical Students are graded using the following scale: Honors (H), Pass (P), and Fail (F).

For the assignment of grades, the average and distribution of scores of only the medical students will be used to establish the score range for each grade. The score of any medical students who has previously taken this Clerkship or any portion will not be included in the calculation of these statistics.

You have 30 days from the date of the grade to appeal any aspect of this grade. Please contact your Clerkship/course Director should you have any questions

### GRADING

Medical Students are graded using the following scale: Honors (H), Pass (P), Fail (F) and Incomplete (I). For further information, please review the [Grading Policy](#).

***Requirements for “Pass”:***

To receive a grade of Pass, students must demonstrate successful performance in all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

***Requirements for “Honors”:***

To receive a grade of Honors, students must be enrolled in a 4-week rotation, complete and submit a case study, and demonstrate exceptional performance all the following areas:

- Knowledge
- Patient Care
- Practice-Based Learning
- Interpersonal & Communication Skills
- Professionalism
- Systems-Based Practice

***Grounds for “Incomplete”:*** *You will not be issued a grade until all elements of the course have been completed.*

**REMEDIATION**

Remediation, if needed will be designed by the Course Director to suit the issue at hand.

***Grounds for “Fail”:*** *You will receive a grade of "Fail" if the requirements for passing the course have not been met. Please refer to the [Grading Policy](#) for the impact of the "Fail" grade to the transcript.*