Composition of a Standard Global Ophthalmology (SGO) Curriculum – Residency

Guide for Residency Program Directors

The purpose of the SGO Curriculum is to provide a comprehensive, practical resource for ophthalmology residency program directors (PD) to incorporate global ophthalmology (GO) education into their training programs. The curriculum has an established standard course outline that aims for PDs to consider how GO can provide new methods for resident learning within the familiar parameters of ACGME core competencies. It can be added to an existing resident curriculum or create new modalities for resident GO learning.

Why Consider Implementing an SGO Curriculum

1) Many trainees are seeking ethically sound, partnership-based global health training programs.
2) In addition to trainee demand overall, there is demand nationally and internationally for globally minded, globally competent ophthalmologists.
3) The course offers a framework for multidisciplinary training in cross-cultural care, diversity, equity, and inclusion, social justice, health disparities, and advocacy.
4) The curriculum provides ophthalmology training programs with a defined pathway to better assess and direct resources, education, and mentorship.
5) Acquaintance with the SGO curriculum creates opportunities for academic centers to take action and provide solutions to the emerging ophthalmic needs set forth by national and international organizations.
   (Adapted from "Global health in pediatric education: an implementation guide for program directors." – ABP)

Sample Global Health Residency Curriculum

- Outside of Ophthalmology
  - American Board of Pediatrics (ABP) - Global Health in Pediatric Education: An Implementation Guide for Program Directors https://www.abp.org/ghpdguidehome
  - Family Medicine – Society of Teachers of Family Medicine (STFM) https://www.stfm.org/globalhealthtoolkit
- Within Ophthalmology
  - University of Wisconsin Global Ophthalmology Initiatives – UW GO Curriculum
  - Moran University – Global Ophthalmology Resident Scholar Program
  - Emory University - GLOBE Track

SGO Course Outcomes and Assessment

- **Oversight** – Residents' course progression should be overseen by their program director and established global mentor (alumni, faculty, global partner).
- **Outcomes** – Residents should submit a final capstone or quality improvement project and have met coursework minimums for program completion.
- **Assessment** – A defined mechanism to track resident growth trajectories throughout coursework (ie, a self-assessment survey and self-reflective papers) should be established.

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SGO Course Content		
SGO Pillars	**Objectives**	**Topics**
Groundwork	▪ Participate in the self-discovery phase of a global ophthalmologist. ▪ Identify the intersections of foundational global health paradigms and emerging topics within global ocular health. ▪ Examine retrospective and introspective resources that impact the future engagement of a global ophthalmologist.	▪ Foundation of U.S. culture and impact on public and global health ▪ Historical parameters of ocular global health ▪ Infectious diseases of the eye: diagnosis, management, and prevention ▪ The Lancet Global Health Commission on Global Eye Health: vision beyond 2020 ▪ Ethical dilemmas of global health ▪ Social theory concepts ▪ Social identity assessment ▪ Cross-cultural communication, cultural competency, and humility defining a global citizen
Systems	▪ Investigate the UN goal, "Vision for All" and conduct a systems-based review of stakeholders, assets, and strategies to reduce the unmet need that leads to insoluble levels of preventable blindness. ▪ Assess the capacity and scope of residents' roles and responsibilities prior to engaging with vulnerable populations, institutions, and systems locally and abroad.	▪ UN & WHO – Sustainable Development Goals (SDG) ▪ Social determinants of health (SDOH) ▪ Geopolitical impact on ophthalmic patient care ▪ Opportunity for telemedicine ▪ Low-high resource relevance continuum ▪ Deficits and disparities in ocular global health
Partnership	▪ Understand authentic infrastructure requirements to address needs of local and global partners and outlining pathways for system improvements.	▪ Role of advocacy ▪ Actionizing global citizenship ▪ Leveraging active initiatives, interventions, pivot points ▪ Clinical research and education efforts ▪ Equity-based decision-making
Fieldwork	▪ Participate in first-hand experiences as a trainee and institutional representative to recognize the steps toward advancing an ophthalmic partnership by addressing mutual needs. ▪ Ensure bi-directional pathways for the next generation of global ophthalmologists through clinical, educational, and research experiences.	▪ Local fieldwork for residents to explore local, regional, and rural health systems and community outreach clinics with underserved, under-resourced, and distinctive regional populations (eg, military, incarcerated, refugee, indigenous) ▪ Global fieldwork for residents to explore systems review through clinical and surgical exposure outside their own healthcare system; institutional engagement in train-the-trainer modeling for the advancement of academic global ophthalmology
Stewardship	▪ Advance knowledge, attitude, and beliefs beyond the scope of residents' training period as an actively identified global ophthalmologist and mentor.	▪ Philanthropy ▪ Capacity building of personal and institutional clinical, research, and educational areas of excellence ▪ Defining in-kind resource and responsibility

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Additional Recommended GO Coursework and Meetings/Resources		
Resources	**Overview**	**Topics**
AAO Academic Global Ophthalmology (AGO) Course	This course introduces an approach to global ophthalmology experiences and the foundation for global ophthalmology education. You will learn how to engage in global partnerships and improve eye care sustainably.	▪ Defining GO ▪ Major causes of blindness ▪ Working overseas ▪ Surgical management of avoidable blindness ▪ Introduction to epidemiology ▪ Ethics of global engagement ▪ Resources for career development in AGO ▪
International Center for Eye Health (ICEH) - London School of Hygiene and Tropical Medicine	Supplemental courses exploring ocular global health. Open course access.	▪ Diabetic Eye Disease: Building Capacity to Prevent Blindness ▪ Eliminating Trachoma ▪ Retinopathy of Prematurity: Practical Approaches to Prevent Blindness ▪ Global Blindness: Planning and Managing Eye Care Services ▪ Glaucoma: A Public Health Approach to Preventing Blindness ▪ Ophthalmic Epidemiology 1. Basic Principles ▪ Ophthalmic Epidemiology 2. Application to Eye Disease
AAO GO Guide	A centralized resource for pertinent topics and publications related to Global Ophthalmology	▪ Review of common causes of blindness ▪ New related to Global Ophthalmology
Global Ophthalmology Summit	Annual meeting on the clinical and public health approaches to blindness prevention	▪ WHO goals and guidelines ▪ Discussion on current work in the field ▪ Networking amongst specialists and public health advocates ▪ Skills transfer labs

Educational Approach and Aligned ACGME Competency		
SGO Pillars	**Educational Approach**	**ACGME Focal Competencies**
Groundwork	Didactics, inquiry-based learning, direct-instruction	IP, MK, PC, PBL
Systems	Didactics, inquiry-based learning, direct-instruction	MK, PBL, SBP
Partnership	Experiential learning, didactics, participatory learning/mentorship	IP, PBL, PRO, SBP
Fieldwork	Experiential learning	PC, MK, PBL, SBP
Stewardship	Didactics, participatory learning and mentorship	IP, PBL, PRO, SBP

Abbreviations: IP, interpersonal skills; MK, medical knowledge; PBL, practice-based learning; PC, patient care; PRO, professionalism; SBP, systems-based practice
(Adapted from Morgan, J., Galvin, S., Goldstein, J., Fant, C., Murphy, R., & Doobay-Persaud, A. (2020). From Creation to Evaluation: A Comprehensive Global Health Scholars Program for Graduate Medical Education Trainees. Journal of Medical Education and Curricular Development, 7. https://doi.org/10.1177/2382120520951821)

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