Improving Teaching of Critical Thinking in Ophthalmology Module
Susan Forster, MD, Janet Hafler, MD

**BACKGROUND**
The 2nd Year Eye Module is designed to teach what every doctor should know about the eye and its diseases. Small group sessions should encourage critical thinking and observational skills while providing an opportunity to work with concepts to develop an approach to the eye and eye disease. Leaders come from voluntary faculty.

**GOALS**
- To gather perceptions of faculty who teach in the small group seminars of the Eye Module
- To help faculty improve teaching in the Eye Module

**OBJECTIVES**
- Develop tools to promote critical thinking in the small group sessions by catalyzing conversation among students around an ophthalmic topic
- Teach observational skills as a method of approaching pathology
- Develop student centered teaching skills while addressing ophthalmic pathology with which every doctor should be familiar

**RESULTS**
**Important observations of faculty:**
- Lack of time to prep in faculties’ busy schedule
- Difficulty remembering names of students
- Questions raised as to how to engage the students in conversation – various strategies used
  - Call on each student/ let students join in as they become more comfortable with the group/ group dynamics (anonymous testing in class with Quizzler)
- Pressure to cover all the material/ concern about going off course from teaching material (cases) provided for the sessions
- Pros and cons of having many cases
- Using material to organize session – helpful in challenging new environment versus allowing flexibility to go off topic when appropriate
- Use of Quizzler
  - Helpful or did not use; it was too complicated to switch back and forth from PowerPoint to Quizzler

**PROCESS**
1. Willing faculty videotaped
2. Faculty reflected on self and curriculum
3. Data synthesized

**CONCLUSIONS**
**Tools to use in module**
- Name Tags for all students and faculty
- Quizzler as exclusive format
- Develop tip sheet for faculty to help with student engagement
- Google as information extender
- More emphasis on the eye as a whole

**Course modifications**
- Consider decreasing the number of cases and increasing content within the cases
- Use teaching faculty next year that would include 5 senior Ophthalmology residents as teachers and 5 current, “seasoned” teaching faculty
- Providing a training session prior to the course to all “resident” faculty and to any interested “seasoned” faculty
- At the end of the course assessing student perception of the small group sessions

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**CONTACT**
susan.forster@yale.edu