

Experience and discussion of clinical probation teaching in ophthalmology

Yi Sheng Zhong, Zi Jian Yang

Department of Ophthalmology, Ruijin Hospital Affiliated to Medical School, Shanghai Jiao Tong University, 197 Ruijin No. 2 Road, Shanghai 200025, China

Correspondence to: Yi-Sheng Zhong. Department of Ophthalmology, Ruijin Hospital Affiliated to Medical School, Shanghai Jiao Tong University, 197 Ruijin No. 2 Road, Shanghai 200025, China. yszhong68@yahoo.com.cn

Received: 2011-10-17 Accepted: 2011-12-28

Abstract

• The elaborate and complex anatomy of eye, characterized by strong professional, the eye examination must be of special equipment, coupled with limited hours of theoretical curriculum, all have made it difficult to ophthalmology education. Based on the actual situation of our college, the clinical probation teaching procedure of ophthalmology in eight-year clinical medicine students has been improved, focusing on intergration theory and practice teaching, and achieved some successful teaching experiences.

• **KEYWORDS:** ophthalmology; clinical probation teaching; teaching experience

DOI:10.3969/j.issn.1672-5123.2012.02.03

Zhong YS, Yang ZJ. Experience and discussion of clinical probation teaching in ophthalmology. *Guji Yanke Zazhi(Int Eye Sci)* 2012; 12(2):203-204

INTRODUCTION

Ophthalmology is one of the compulsory courses for clinical students. The elaborate and complex anatomy of eye, characterized by strong professional, the eye examination must be of special equipment, coupled with limited hours of theoretical curriculum (often 18-20 class hours), scarce the latter part of clinical practice arrangements-all have made it difficult to ophthalmology education. Reflects upon these problems, Ruijin Clinical Medical school of Shanghai Jiao Tong University offered a one-week eye clinical training curriculum, the clinical probation teaching procedure of ophthalmology in 2005, 2006 grades eight-year clinical medicine students has been improved, focusing on intergration theory and practice teaching, and achieved some success, now the teaching experiences are summarized as below.

ATTACH IMPORTANCE TO THE BASIC EYE EXAMINATION METHODS OF TEACHING

Ophthalmology is a very practical subject, students must

firstly master the morphological structure of the eye and ophthalmic general screening method. General eye examination methods include visual function (visual acuity, field of vision, color vision, etc.), ocular adnexal, anterior eye segment, slit-lamp microscopy, fundus, gonioscopy, and intraocular pressure measurement, slit-lamp microscope, ophthalmoscopy are difficult to beginners. In this regard, we have arranged for experienced teachers with extremely patient to guidance. In slit-lamp examination teaching, students learn the principle of slit-lamp firstly, and then the teacher demonstrate, student observe anterior eye segment through eyepiece under slit-lamp form, on that basis, students are required to examine each other in pairs, further enable students to master slit-lamp screening method. In fundus examination teaching, students learn from the atlas of anatomy so that they can have a preliminary perceptual, and then they are required to check each other in pairs. To enable students understand the fundus quickly, they are unilateral dilated by the rapid mydriatic agent in order to stimulate students' interest and mobilize their enthusiasm in study. In intraocular pressure measurement and gonioscopy, students learn to master the intraocular pressure measurement and find out its significance, to comprehend the gonioscopy findings and morphological characteristics of the organization through the anterior chamber angle map. Eye examination by operation training, strengthening the combination of theory and practice, all make improve the learning effect.

FOCUS ON COMMON AILMENT TEACHING

With the guidance of an experienced teacher, Clinics and wards typical cases be collected, history taking and eye examination by students, so that students gain a deeper grasp of ophthalmic clinical manifestations and diagnosis of common ailment, which make up for the shortage of the theory taught in the classroom, as well improve the students analyze and solve problems ability^[1]. Through a typical case of teaching, students can deepen the understanding of a disease, such as sty, glaucoma, cataract, iridocyclitis and retinal detachment. Through the diagnosis and treatment of glaucoma, students can understand the close ties between the clinical subjects, eye disease may be misdiagnosed as internal, surgical diseases, and other system diseases may also need eye examination and treatment, so students acknowledge the importance of ophthalmology then adjust their attitude towards ophthalmology study.

SURGERY AND TREATMENT OPERATIONS VISIT

As a branch of surgery, most eye diseases need operation. It is not easy to fully understand the surgery and treatment of eye disease in lecture even if the surgery video is used in class, because they have no idea to ophthalmic microsurgery. Through observing the operation such as phacoemulsification and intraocular lens implantation and trabeculectomy, students have more intuitive understanding of anesthesia and conventional ophthalmology surgical methods. In treatment operation, students will be allowed to watch the subconjunctival injection, peri-orbital, retrobulbar injection, chalazion surgery, trichiasis surgery etc. personally, in order to enhance their ophthalmology knowledge and understanding of eye anatomy and memory.

PBL TEACHING INTERSPERSED DURING THE INTERNSHIP PERIOD

After an initial understanding of the common diseases, the teacher arranges students' theoretical knowledge of ophthalmology in small lecture so that it can deepen the impression^[2]. PBL teaching method is used in small lectures and topics involve eye pain, redness, impaired vision and paraesthesia. For instance, in an impaired vision topic, the teacher introduces a question for debate, "a patient complained of vision decline three days, what medical history should be made a detailed inquiry?" It makes students to understand the vision decline include acute vision decline, chronic vision decline, accompany or not accompany eye pain vision decline; then the teacher asks the second question: "Which disease should be take into account if the patient has an acute vision decline accompanied eye pain?" students may summarize some diseases which cause acute vision decline accompanied eye pain, such as glaucoma, iridocyclitis, keratitis, ocular trauma; and then the teacher asks another question: "According to your summary, what corresponding checks need to take? How can you differentiate diagnosis?" So that students will be able to grasp their clinical manifestations and diagnostic criteria. Finally, the teacher raises the question how to treat these diseases, respectively, let students to answer. Through the above PBL teaching

methods, students have a systemically understand on common eye disease, it improved students learning ability, stimulated interest of ophthalmology study^[3].

EXAMINATION

At the end of probation, there will be a check for routine eye examination and the analysis capability to clinical case, through this check, on one hand to acquire detailed knowledge of the situation of students' study effect, as well increased their degree of recognition to probation, on the other hand to help teachers discover deficiencies in their teaching, so as to be corrected in time.

CONCLUSION

In a word, most students have a relatively good grasp of basic theories and have a perceptual knowledge of ophthalmology through the improvement of clinical practice teaching, get twice the result with half the effort.

REFERENCES

- 1 Chen F, Wang J. Quality education in ophthalmology teaching. *Int J Ophthalmol (Cuji Yanke Zazhi)* 2008;8(10):2082-2083
- 2 Xiang N, Wang JM, Hu J, Li GG, Zhang H. Practice of Interactional and situational teaching oriented by PBL in ophthalmology. *Northwest Medical Education* 2009; 17(2):383-385
- 3 Wang L, Li P, Yang Y, Chen C. Devoting much attention to teaching methods for improving teaching quality of ophthalmology. *Int J Ophthalmol (Cuji Yanke Zazhi)* 2008;8(3):635-636

眼科临床见习教学的体会

钟一声, 杨子建

(作者单位:200025 中国上海市,上海交通大学医学院附属瑞金医院眼科)

作者简介:钟一声,博士,主任医师,研究方向:眼科临床与教学。

通讯作者:钟一声. yszhong68@yahoo.com.cn

摘要

眼睛的局部解剖精细复杂,专业特点强,眼科检查必须采用特殊的器械设备,加上眼科理论教学课时数少,都给眼科教学带来了困难。针对这些情况,我们教研室对临床医学专业八年制学生的眼科学临床见习教学环节进行了改进,注重理论与实践教学的衔接,取得了一些成功的教学经验。

关键词:眼科学;临床见习;教学经验