

GP Specialty Training Programme

GPStR Self-Assessment Tool

OPHTHALMOLOGY

How to use this tool

To help you identify your learning needs in relation to the GP Curriculum we have attached a list of the knowledge base and learning outcomes taken from section 15.5 in the form of a confidence rating scale. You will then be able to use it to help you identify areas that require development. Then using the specialty handbook you can consider how you may be able to address these learning needs and how they could be assessed. Please complete this before your initial meeting with your Clinical Supervisor. In this meeting you will then be able to complete an educational plan for the post.

Please note that it may not be possible to cover all of these learning objectives within this post. By repeating the self-assessment tool at the end of the post you will be able to identify areas that you still need to cover. By sharing this with your Educational Supervisor they will be able to help you with finding ways to cover these potential gaps as part of your overall GP Specialty Training Programme.

WHAT learning needs identified? (where rated as less confident)	HOW may this be addressed? Learning objective	How will you ASSESS your learning? e.g. CbD / Mini-CEX / DOP

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Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
Symptoms				
Disorders of the lids and lacrimal drainage apparatus: <ul style="list-style-type: none"> ➤ Blepharitis ➤ Sty and chalazion ➤ Entropion and ectropion ➤ Basal-cell carcinoma ➤ Naso-lacrimal obstruction and dacryocystitis. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
External eye disease: sclera, cornea and anterior uvea: <ul style="list-style-type: none"> ➤ Conjunctivitis (infective and allergic) ➤ Dry eye syndrome ➤ Episcleritis and scleritis ➤ Corneal ulcers and keratitis ➤ Iritis and uveitis. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disorders of refraction: <ul style="list-style-type: none"> ➤ Cataract ➤ Myopia, hypermetropia, astigmatism ➤ Principles of refractive surgery ➤ Problems associated with contact lenses. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Disorders of aqueous drainage: <ul style="list-style-type: none"> ➤ Acute angle closure glaucoma ➤ Primary open angle glaucoma ➤ Secondary glaucomas. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Vitreo-retinal disorders: <ul style="list-style-type: none"> ➤ Flashes and floaters ➤ Vitreous detachment ➤ Vitreous haemorrhage ➤ Retinal detachment. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence in your knowledge of the following areas	<div style="border: 1px solid black; padding: 5px; display: flex; justify-content: space-between; align-items: center;"> Not Confident Slightly Confident Confident Very Confident </div>			
Disorders of the optic disc and visual pathways: <ul style="list-style-type: none"> ➤ Swollen optic disc: recognition and differential diagnosis ➤ Atrophic optic disc: recognition and differential diagnosis ➤ Pathological cupping of the optic disc ➤ Migraine ➤ Transient ischaemic attacks (TIAs). 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Eye movement disorders and problems of amblyopic binocularity: <ul style="list-style-type: none"> ➤ Diplopia ➤ Non-paralytic and paralytic strabismus. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Investigation				
<ul style="list-style-type: none"> ➤ Undertake an examination of the eye assessing both structure and function 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Understand the appropriate investigations to exclude systemic disease, e.g. erythrocyte sedimentation rate (ESR) test for temporal arteritis, chest X-ray for sarcoidosis, etc. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Know the secondary care investigations and treatment including slit lamp, eye pressure measurement. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Treatment				
<ul style="list-style-type: none"> ➤ Understand and be able to explain to the patient about the use of medications including mydriatics, topical anaesthetics, corticosteroids, antibiotics, glaucoma agents 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
<ul style="list-style-type: none"> ➤ Removal of superficial foreign bodies from the eye. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Emergency Care				
➤ Superficial ocular trauma, including assessment of foreign bodies, abrasions and minor lid lacerations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Arc eye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Severe blunt injury, including hyphaema	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Severe orbital injury, including blow-out fracture	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Penetrating ocular injury and tissue prolapse	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Retained intra-ocular foreign body	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Sudden painless loss of vision	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Severe intra-ocular infection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
➤ Acute angle closure glaucoma.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prevention				
➤ Co-morbidities especially diabetes and hypertension.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15.5 EYE PROBLEMS – LEARNING OUTCOMES

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Strongly disagree Disagree Agree Strongly Agree </div>			
Person-centred care				
I can adopt a person-centred approach in dealing with patients with eye problems in the context of the patient's circumstances.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can appreciate the importance of the social and psychological impact of eye problems on the patient.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can identify the patient's health beliefs regarding eye problems and either reinforce, modify or challenge these beliefs as appropriate.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can communicate the patient's risk of eye problems clearly and effectively in a non-biased manner.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I respect the autonomy of the patient as a partner during the decision-making process of the consultation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Specific problem-solving skills				
I can describe the normal appearance, neurological and motor responses in patients from newborns to the elderly.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can apply the information gathered during the history-taking and examination, generate a differential diagnosis and formulate a management plan to include assessment of severity and need for referral to secondary care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can recognise and institute primary management of ophthalmic emergencies and refer appropriately	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate an understanding of the importance of risk factors in the diagnosis and management of eye problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Please rate your confidence against the following statements taken from learning outcomes of the GP Curriculum	<div style="border: 1px solid black; padding: 5px; display: inline-block;"> Strongly disagree Disagree Agree Strongly Agree </div>			
I can demonstrate a reasoned approach to the diagnosis of eye symptoms using history, examination, incremental investigations and referral.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe ocular manifestations of neurological disease, manage appropriately, assess urgency of referral, e.g. hemianopia, nystagmus, manifestations of pituitary and cerebral tumours.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe ocular manifestations of systemic disease, know when to refer to secondary care specialist services, e.g. diabetic retinopathies, retinal vascular occlusions, amaurosis fugax/TIA, macular diseases, hypertensive retinopathy.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A comprehensive approach				
I can manage simultaneously both acute and chronic problems in the patient with eye problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the definition of blindness and partial sightedness, when and how to register a patient, the value of registration and the role of specialist social workers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the problems associated with adjustment to chronic visual impairment.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can help the patient to maximise visual function through management of disease, preventative care and control of environmental factors.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Community orientation				
I can describe the DVLA driving regulations for people with visual problems.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can facilitate patients' access to sources of social support for the visually impaired child: <ul style="list-style-type: none"> ➤ the 'statementing' process for children with special educational needs schooling requirements and role of peripatetic teachers ➤ career guidance for visually impaired children. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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I can facilitate patients' access to sources of social support for visually impaired adults: <ul style="list-style-type: none"> ➤ RNIB, talking-book services ➤ Social Services ➤ local services ➤ low vision aids. 	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A holistic approach				
I can describe the importance of the social and psychological impact of eye problems on the patient's family, friends, dependants and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can describe the impact eye problems may have on disability and fitness to work.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Contextual aspects				
I can describe local counselling services for genetic eye disease.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can explain the organisation of screening for eye problems in primary and secondary care and how to access it, e.g. diabetic retinopathy, glaucoma, visual acuity testing, squint.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Attitudinal aspects				
I am able to balance the autonomy of patients with visual problems and public safety	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I recognise that patients with visual impairment may have difficulty receiving written information and accessing healthcare services and implement measures to overcome these obstacles to effective health care.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I ensure that patients with visual impairment are treated with dignity and respect.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Psychomotor skills				
I can demonstrate measurement of visual acuity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate pinhole testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate external examination of the eye	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate eversion of eyelid	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate examination of the pupil and assessment of the red reflex	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate assessment of ocular movements and cover testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate visual field testing by confrontation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate direct ophthalmoscopy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate colour vision testing	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
I can demonstrate fluorescein staining of the cornea.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

NOTES: