Supplementary Appendix 1

How many weeks of ophthalmology did you have in your PGY-1 year?

- Scale from 0 to 20 weeks.

Did you feel you had an adequate exposure (i.e., lectures, elective time) to ophthalmology as a medical student?

- A great deal of exposure.
- A good deal of exposure.
- A moderate amount of exposure.
- A little exposure.
- No exposure at all.

Patient interview—How prepared do you feel with addressing the ophthalmic complaint?

- I am comfortable with obtaining basic history.
- I acquire accurate and relevant problem-focused history and obtain outside medical records.
- I obtain relevant information that prioritize both differential diagnoses and plans.
- I demonstrate role model interview techniques to obtain reliable information.
- I incorporate new information from literature to tailor interview questions.

Patient exam—How prepared do you feel you are in performing the complete ophthalmologic exam?

- I know components of the complete ophthalmic examination.
- I distinguish between normal and abnormal findings tailored to the patient’s complaint.
- I identify common abnormalities, and I know pertinent positives and negatives.
- I identify uncommon findings of common disorders and rarer disorders.
- I incorporate into clinical practice new literature about exam techniques.

Diagnostic procedures—How prepared are you at choosing the correct diagnostic procedures for your patients?

- I describe the role of office diagnostic procedures in diagnosis of ophthalmic disease.
- I select appropriate routine diagnostic tests and imaging procedures for patient.
- I interpret routine findings and recognize indications for advanced diagnostic tests.
- I interpret unusual findings and choose advanced tests/imaging via evidence-based medicine.
- I perform and interpret findings at the subspecialty level.

Disease diagnosis—How prepared are you at obtaining the correct diagnosis?

- I can describe basic clinical features of common disorders (red eye, glaucoma, and cataract).
- I generate at least one item for the differential diagnosis of common disorders.
- I prioritize potential causes of patient complaint with focused differential diagnosis.
- I organize clinical facts based on level of importance and verify diagnostic assessments of junior residents.
- I incorporate most current literature findings in formulation of my differential diagnoses.

Nonsurgical therapy—How prepared are you at management of nonsurgical treatments?

- I describe basic concepts of ophthalmic pharmacotherapy (most common topical agents).
- I describe categories and route of medication delivery and understand the pharmacology of drugs.
- I initiate meds and monitor for adverse drug reactions with competence in periocular injections.
- I manage and individualize medical therapy for more complex ophthalmic conditions with competence in intravitreal injections.
- I adopt new therapies based on literature review; identifies gaps in care and process for improvement.

Consultation—How prepared are you at handling consults?

- I know the role of ophthalmology consultation in systemic disease.
- I recognize urgent versus nonurgent ophthalmic consultation with complete exam and documentation.
- I recognize ophthalmic emergencies and initiate nonsurgical treatment plan, and request subspecialty involvement when indicated.
- I interpret ancillary tests, formulate, and initiate treatment plan independently.
- I participate in ophthalmic subspecialty consultation when indicated.
Knowledge preparedness—Which postgraduate level of ophthalmic management do you feel proficient at?

- PGY-1—rotation level.
- PGY-2.
- PGY-3.
- PGY-4.
- Postresidency level.

Medical knowledge—What level of proficiency do you feel you have starting PGY-2?

- Knowledge at level of nonophthalmologists.
- Basic knowledge of common ophthalmic conditions routinely managed by ophthalmologists.
- Advanced knowledge of common ophthalmic conditions and less common conditions.
- Advanced knowledge of less commonly encountered ophthalmic conditions.
- I educate junior residents and medical students and contribute to the body of knowledge of ophthalmic conditions.

Medical records—What level of proficiency do you have with the electronic medical records at your future ophthalmology program?

- Familiar with none of the electronic health records (EHRs).
- Proficient in one or more of the EHR available at the residency programs.
- Proficient in all of available EHR to order tests and reconcile medications for patients.
- Proficient to know the pitfalls in the specific EHR and identify or report system problems found in EHR program.
- I recommend systems redesign for faulty processes in EHR software.

Transitions of care—How proficient are you with communicating handoffs and errors?

- I know the role of teamwork and communication failure as the leading cause of preventable patient harm.
- I can define the process for safe and efficient patient handoffs, and report errors and near misses.
- I am proficient at safe and efficient patient hand-offs, and analyze causes of adverse events through root cause analysis.
- I supervise patient hand-offs and on-call responsibilities, am able to develop content for patient safety through morbidity and mortality conference.
- I create curriculum to teach teamwork and communication skills to health care professionals.

Self-directed learning—How well do you know your own strengths, deficiencies, and limits in your knowledge and expertise?

- I identify gaps in personal knowledge. I accept feedback appropriately.
- I assess my performance by self-reflection and reviews of feedback. I develop a learning plan based on feedback.
- I often use appropriate evidence-based medicine to answer specific questions while providing care.
- I use self-directed learning with evidence-based medicine with little external guidance.
- I contribute to the development of best evidence supporting clinical practices.

Reviews of scientific studies—How proficient are you at appraising evidence from scientific studies?

- I am able to categorize the design of a research study.
- I rank study designs by validity and generalizability to larger populations, and identify critical threats to study validity.
- I apply a set of critical appraisal criteria to different types of research, including synopses of original research findings, systematic reviews and meta-analyses, and clinical practice guidelines.
- I display clinical practices that incorporate evidence-based practice and information mastery.
- I independently teach and assess evidence-based medicine and information mastery techniques.

Professionalism—How well do you practice compassion, integrity, and respect for others?

- I recognize verbal or physical abuse and never participate in discrimination based on gender, age, culture, race, religion, disability, sexual orientation, or socioeconomic status.
- I demonstrate behavior that conveys caring, honesty, and genuine interest in patients.
- I exhibit caring, honesty, and consistently recognize cultural and socioeconomic issues in patient care.
- I mentor junior members of the health care team in complex and complicated emotional situations.
- I am a role model in behavior, demonstrating compassion and respect for others that juniors look to emulate.
Rapport—How adept are your counseling and conflict management skills?

- I engage in active listening, teach-back, and other strategies to ensure patient understanding.
- I counsel patients at appropriate levels in regard to use of interpreters, other family in the room, anger, depression, anxiety, cognitive impairments, and engage in shared decisionmaking.
- I counsel patients regarding emotionally difficult information, such as blindness; I use appropriate techniques for “breaking bad news.”
- I counsel patients regarding the impact of high-risk disease and intervention.
- I mentor junior members of the health care team to improve communication skills.

Consulting—How prepared are you at communicating with physicians, other health professionals, and health-related agencies?

- I produce comprehensive, timely, and legible nonophthalmic medical records.
- I produce comprehensive, timely, and legible ophthalmic medical records.
- I perform more complex subspecialty care transitions; I ensure accurate documentation and face-to-face communication where needed.
- I effectively and ethically use all forms of communication, including face-to-face, telephonic, electronic, and through social media.
- I develop models/approaches to managing difficult communications.

Teamwork—How effective are you as a member or leader of a health care team?

- I understand the concept of the medical team with respect to clinical care.
- I prepare for my team role and fulfill my assignments.
- I implement team activities as directed by my team leader.
- I delegate activities to team members and oversee them appropriately.
- I train physicians and educators to develop effective teams for clinical care.

Didactics—How prepared are you at presenting didactic and case-based educational material to other physicians?

- I organize clear and accurate nonophthalmic case presentation with level-appropriate diagnostic and management recommendations.
- I organize case presentation for basic ophthalmic conditions, with diagnostic and management recommendations.
- I organize case presentation for more complex ophthalmic conditions, with comprehensive literature review. I am able to effectively present educational material to physicians in other specialties.
- I schedule, organize, and implement our didactic conference program.
- I mentor junior colleagues and critique their presentations.