

Section: SOCIAL SCIENCES AND HUMANITIES

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Overview of ophthalmology education in medical schools in the state of São Paulo

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INTRODUCTION Medical training in Ophthalmology is essential for preparing general practitioners to recognize prevalent diseases and urgent conditions. However, a lack of standardization in the curricular organization of the discipline across institutions is observed. Thus, this study aims to assess how Ophthalmology is structured in the 12 medical schools in the state of São Paulo with residency training recognized by the Brazilian Council of Ophthalmology. **METHOD** This is a qualitative, descriptive, and exploratory study. Data were obtained through the analysis of institutional documents available on official websites and through questionnaires administered to faculty members responsible for the discipline. The following aspects were investigated: theoretical and practical workload, timing of curricular insertion, syllabus content, teaching methodologies, assessment methods, faculty profile, and the presence of academic leagues and tutoring programs. **RESULT** The results show variation in workload, in the organization of practical activities, and in assessment models among the institutions analyzed. Lecture-based classes predominated as the teaching method, associated with outpatient practical activities with different levels of student participation. Although there was uniformity in syllabus content, with emphasis on prevalent conditions such as cataract, glaucoma, and retinopathies, the practical and assessment structure was heterogeneous. **DISCUSSION** The observed heterogeneity suggests that, although essential Ophthalmology content is present across different institutions, the way it is organized may affect student training. Differences in workload, curricular insertion, practical activities, and assessment models may influence clinical competencies, especially in the recognition of frequent ophthalmologic conditions and urgent cases. Thus, the findings reinforce the importance of reflecting on minimum parameters for Ophthalmology teaching in undergraduate medical education. **CONCLUSION** The findings indicate that, despite thematic convergence, the curricular organization of Ophthalmology in undergraduate medical education presents structural variations that may influence the consolidation of clinical competencies. The study contributes to reflection on the need for articulation between theory, practice, and assessment in the training of general physicians.

KEYWORDS: Education, Medical; Ophthalmology; Curriculum; Clinical competence.