The Effect of Participating in Continuing Optometric Education: a Pilot Study

Claire E. McDonnell  
*Technological University Dublin*, claire.e.mcdonnell@tudublin.ie

Martina Crehan  
*Royal College of Surgeons in Ireland*, crehan.martina@gmail.com

Follow this and additional works at: [https://arrow.tudublin.ie/otpomoth](https://arrow.tudublin.ie/otpomoth)

Part of the Education Commons, Optics Commons, and the Optometry Commons

**Recommended Citation**  

This Other is brought to you for free and open access by ARROW@TU Dublin. It has been accepted for inclusion in Other by an authorized administrator of ARROW@TU Dublin. For more information, please contact yvonne.desmond@tudublin.ie, arrow.admin@tudublin.ie, brian.widdis@tudublin.ie.

This work is licensed under a [Creative Commons Attribution-Noncommercial-Share Alike 3.0 License](https://creativecommons.org/licenses/by-nc-sa/3.0/)
The Effect of Participating in Continuing Optometric Education: A Pilot Study

Claire Mc Donnell, DipOpt, PGDE
Martina Crehan, MA

Abstract

Purpose: To determine whether participation in two different post-graduate optometry workshops resulted in a change in practice for the participants.

Methods: Thirty-eight optometrists, who had attended a continuing professional development (CPD) workshop on punctal plugs and lacrimal syringing, were surveyed by e-mail and telephone between 4 and 13 months after the workshop to ascertain whether they had made a change in their subsequent practice. A second group of 32 optometrists, who had attended a continuing education and training (CET) workshop on binocular vision, were surveyed by e-mail, telephone and postal mail between 6 and 9 months after the workshop to ascertain whether their practice had changed.

Results: After the CPD workshop, 29% (11 of 38) of practitioners had inserted punctal plugs, and 11% (4 of 38) had syringed. After the CET workshop, 37.5% (12 of 32) had made a significant change to their practice.

Conclusions: In common with other healthcare professionals, attendance at post-graduate education events does not appear to effect a change in practice for most optometrists. The effectiveness of a workshop cannot, however, be judged entirely on whether or not those attending it subsequently make changes to their practice.

Key Words: optometry continuing professional development education workshop
The Effect of Participating in Continuing Optometric Education: A Pilot Study

Claire Mc Donnell, DipOpt, PGDE
Martina Crehan, MA

Abstract

Purpose: To determine whether participation in two different post-graduate optometry workshops resulted in a change in practice for the participants.

Methods: Thirty-eight optometrists, who had attended a continuing professional development (CPD) workshop on punctal plugs and lacrimal syringing, were surveyed by e-mail and telephone between 4 and 13 months after the workshop to ascertain whether they had made a change in their subsequent practice. A second group of 32 optometrists, who had attended a continuing education and training (CET) workshop on binocular vision, were surveyed by e-mail, telephone and postal mail between 6 and 9 months after the workshop to ascertain whether their practice had changed.

Results: After the CPD workshop, 29% (11 of 38) of practitioners had inserted punctal plugs, and 11% (4 of 38) had syringed. After the CET workshop, 37.5% (12 of 32) had made a significant change to their practice.

Conclusions: In common with other healthcare professionals, attendance at post-graduate education events does not appear to effect a change in practice for most optometrists. The effectiveness of a workshop cannot, however, be judged entirely on whether or not those attending it subsequently make changes to their practice.

Key Words: optometry continuing professional development education workshop

Introduction

In Ireland, the professional association for qualified optometrists, the Association of Optometrists Ireland (AOI), has required members to gain 30 continuing professional development (CPD) points across a 2-year period since 2009.1 Similar requirements are common in almost all the healthcare professions in Europe and North America. While much research has been done on the effectiveness of, for example, continuing medical education (CME),2-4 there appears to be significantly less research relating to continuing education training (CET) or CPD with respect to optometrists, presumably because this is a much more recent phenomenon.

Continuing education refers to education after qualification and registration and is designed to keep practitioners up to date in skills and practices. CPD is different. The Chartered Institute of Personnel and Development (CIPD) put forward one of the first definitions of CPD in 1997: “CPD is systematic, ongoing self-directed learning. It is an approach or process which should be a normal part of how you plan and manage your whole working life.”5 Therefore, CET can be thought of as maintenance of existing skills, whereas the emphasis of CPD is on developing new skills. A previous study on the effect of training on optometrists concluded that optometrists are likely to attend CET based on previous experience and interest, whereas the researchers felt optometrists should be encouraged to participate in CPD to gain confidence in new areas.6 Although the AOI call their scheme a CPD scheme, it is in fact a mixture of CET and CPD. In analyzing post-graduate education in the medical and paramedical fields, most studies look for a change/improvement in practice and/or change/improvement in patient outcomes to determine the effectiveness of the education.2,6,7 The purpose of this study was to examine two different workshops, one that would fall under the umbrella of CPD and one that could be classified as CET, to determine whether or not they changed the way the participants subsequently practiced.
Methods

The workshops

Both workshops lasted 1 hour and were run several times over a 1-year period in the National Optometry Centre in the Dublin Institute of Technology. Several of the workshops were run as part of CPD days, which consisted of four workshops in total. One workshop was stand-alone, and three workshops were free of charge to practitioners who had agreed to take undergraduate optometry students on work placement. Apart from the latter three workshops, the other workshops were open to any qualified optometrist (whether a member of the AOI or not) for a payment of €50. Delegates were awarded two CPD points per workshop attended. All participants in the study signed a consent form, and the study complied with the Declaration of Helsinki and was approved by the Dublin Institute of Technology’s research ethics committee.

The CPD workshop was on punctal plugs and lacrimal syringing. In this workshop, participants were taught how to insert punctal plugs into a patient’s eyelid and how to syringe saline through a patient’s tear drainage system. The “patients” used were fellow workshop participants. This workshop can be defined as CPD rather than CET, as these are skills not previously taught to optometry undergraduates. They are not examined in the optometry professional examinations and they are not listed as core competencies for optometrists in Ireland. It is likely that there were less than five qualified optometrists in Ireland carrying out these procedures at the time the workshop ran. In total, 38 delegates attended the workshop.

The CET workshop was on binocular vision. In the course of the workshop, participants were told about and given the opportunity to practice five different techniques for assessing the eyes’ convergence and measuring heterophoria. Again, the “patients” used were fellow workshop participants. This workshop was defined as CET because all the techniques being taught are covered on a standard optometry undergraduate syllabus. A total of 35 practitioners completed the pre-workshop survey for this workshop but only 32 completed the post-workshop survey.

The surveys

Those who attended the CPD workshop were surveyed by telephone and e-mail between 4 and 13 months post-workshop. Those who attended the CET workshop were surveyed on the day of the workshop and again by e-mail, telephone or postal mail 6 to 9 months after the workshop.

The questions the CPD delegates were asked were as follows:

1. Before attending the punctal plugs and lacrimal syringing workshop in DIT had you ever been taught how to insert plugs or carry out lacrimal syringing?
2a. Since attending that workshop have you inserted punctal plugs?
2b. Since attending that workshop have you carried out lacrimal syringing?

3. If you have not carried out either of these procedures, what has prevented you from doing so and/or why did you choose not to attempt either of these procedures?
4. What do you find most useful about CET and CPD workshops in general?

The CET delegates were asked to complete the same five-level Likert item pre- and post-workshop. (Table 1)

Results

CPD

All 38 practitioners who attended the CPD workshop completed the survey. Seven respondents (18%) had previous training in the two procedures. Only one of these seven carried out the procedures on patients post-workshop, although two of them attempted the techniques on friends and colleagues. Twenty-nine percent (11 of 38) of the total number of participants have

Table 1

| Five-Level Likert Item Practitioners Attending the CET Workshop Were Asked to Complete |
|---------------------------------|-----------------|-----------------|-----------------|-----------------|-----------------|
|                                  | Always          | Fairly often    | Sometimes       | Infrequently    | Never           |
| I measure near point of convergence on patients |                  |                 |                 |                 |                 |
| I measure near point of convergence with red filter on patients |                  |                 |                 |                 |                 |
| I measure jump convergence      |                  |                 |                 |                 |                 |
| I ask patients to fill out the convergence insufficiency survey |                  |                 |                 |                 |                 |
| I measure fusional reserves     |                  |                 |                 |                 |                 |
| I measure heterophoria using Von Graefe’s technique |                  |                 |                 |                 |                 |
inserted punctal plugs since the workshop. Eleven percent (4 of 38) have carried out lacrimal syringing. Figure 1 illustrates the number of practitioners who inserted punctal plugs or syringed after attending the CPD workshop. Discounting those who were not in a position to attempt either procedure, these figures change to 34% (11 of 32) and 13% (4 of 32) for plugs and syringing respectively. Of the practitioners who did not attempt one or both of the procedures, 35% (12 of 34) said that they felt they had not had enough practice. Table 2 shows all the reasons given. Table 3 indicates what practitioners reported finding most useful about CET and CPD workshops.

**CET**

Thirty-five practitioners who attended the binocular vision workshop completed questionnaires at the time of the workshop. Thirty-two of those completed the same questionnaires 6 to 9 months after the workshop. A change (forward or backward) of one category on the Likert item may be spurious. Therefore, in this study a change in a minimum of two categories is considered significant. Using this criterion, 12 of 32 (37.5%) practitioners showed a significant change in practice after the workshop.

**Discussion**

There was some difficulty deciding exactly how long after the workshops the practitioners should be surveyed. If they are surveyed too soon, they may not have the opportunity to change their practice (particularly if this change in practice requires the purchase of new equipment). Also it is likely that many practitioners would show an initial change in practice that was subsequently short-lived. Conversely, if the surveys are carried out too late after the workshops, then it would be difficult to claim that the workshops alone had influenced the change in practice, as the practitioners may have attended other education events in the meantime. Initially the intention was to survey all the practitioners between 4 and 6 months post-workshop. However, when the CPD group was surveyed first, it became obvious this was too soon. Eventually the entire CPD group (bar one who was on sick leave for an extended

<table>
<thead>
<tr>
<th>Table 2</th>
<th>Practitioners’ Reasons for Not Attempting Punctal Plugs or Lacrimal Syringing After the Workshop (n = 38) (Practitioners could give more than one reason)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Need more practice/insufficient understanding of when the procedure is required</td>
<td>12</td>
</tr>
<tr>
<td>Procedures are unnecessary/not in demand/not economically viable</td>
<td>8</td>
</tr>
<tr>
<td>Nervous that it is a legal grey area and possible opposition from local ophthalmologist</td>
<td>5</td>
</tr>
<tr>
<td>Not in a position to carry out the procedures</td>
<td>6</td>
</tr>
<tr>
<td>Peers are not doing it and so would be concerned that he could not access peer support/outside of the optometrist’s normal remit</td>
<td>3</td>
</tr>
<tr>
<td>Never got around to purchasing the equipment</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>

† Optometrists in Ireland are not supposed to treat medical conditions

<table>
<thead>
<tr>
<th>Table 3</th>
<th>What Practitioners Find Most Useful About CET and CPD Workshops (n = 38) (Practitioners could make more than one comment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hands on/practical</td>
<td>20</td>
</tr>
<tr>
<td>Useful for learning a new skill</td>
<td>13</td>
</tr>
<tr>
<td>Useful for refreshing existing skills</td>
<td>7</td>
</tr>
<tr>
<td>Peer contact</td>
<td>6</td>
</tr>
<tr>
<td>Small numbers/participation/opportunity to ask questions</td>
<td>3</td>
</tr>
<tr>
<td>Challenging</td>
<td>2</td>
</tr>
<tr>
<td>Keeping up to date</td>
<td>2</td>
</tr>
<tr>
<td>Availability of equipment</td>
<td>2</td>
</tr>
<tr>
<td>Other</td>
<td>2</td>
</tr>
</tbody>
</table>
workshops. In a Cochrane review of medical staff attended post-graduate which looked at changes in practice as a direct result of attendance at the workshops that less than half of attendees changed the way in which they practice. Arguably, they still believed the workshop had educational merit, presumably because they now know what the procedures involve and when they are required and they can advise and refer patients accordingly.

Those who attended the CET workshop and made no change to their practice may have felt that the workshop confirmed that they were already carrying out the tests on an appropriate number of patients. It could easily be argued that it is not necessary to perform every binocular vision test on every patient and practitioners working in a busy practice simply would not have time to do a detailed binocular vision assessment on every patient, particularly in the absence of specific symptoms. However, these are only assumptions and future studies should survey practitioners as to exactly why their practice did not change.

In studies examined by Grant et al. it was found that doctors will frequently make an informed decision not to perform any binocular vision test on every patient and practitioners working in a busy practice simply would not have time to do a detailed binocular vision assessment on every patient, particularly in the absence of specific symptoms. Therefore, the absence of a change in practice does not necessarily imply that a workshop has been ineffective.

The value of peer contact or support in educational interventions should not be underestimated. A large study in the U.K. on the effectiveness of education to reduce antibiotic dispensing found that in practices where more than two-thirds of practitioners participated in the study the reduction in antibiotic dispensing was greater. Most medical practice involves regular contact with colleagues and training of juniors. This rarely happens in optometric practice, where (apart from in the larger multiples) most practitioners usually work either alone or with one or two fellow professionals. An example of the value of peer support is the fact that the four practitioners who carried out syringing post-workshop work together (two pairs) and one of the pairs only scheduled patients for this procedure when they are both present. This means they are in a position to assist one another should the need arise.

Conclusions
This is the first study that the authors are aware of that has measured the effectiveness of optometric post-graduate education by looking for a subsequent change in practice. In common with other studies and reviews, the study has found that a single intervention is not sufficient to result in a change in practice for the majority of optometrists. Therefore, the authors recommend that, wherever possible, workshops should offer attendees the opportunity to carry out techniques on real patients or each other, as this should increase practitioner confidence. Workshops that are really just presentations with props (i.e., the participants are not offered the possibility of attempting any procedure) are unlikely to give practitioners the confidence to attempt a new skill once back in practice. Some form of follow-up support should be made available after the workshop. This could be a second workshop or a peer-review meeting with practitioners who are now carrying out the procedures. It could also be as simple as providing contact details for the workshop facilitator, which would allow attendees to ask questions subsequent to the workshop.

If a change in practice is really desirable, then practitioners need to be convinced primarily that the change would be beneficial to them and secondly that it would be beneficial to their patients. Therefore, educators need to expound the benefits of change. Further research examining other methods of optometric post-graduate education for effectiveness would also be desirable.

References
References


