

# Dispensing Opticians CPD Accreditation Guidelines

## DO CPD Accreditation Committee of Optometrists & Dispensing Opticians Board (the Board)

To: All providers of Continuing Professional Development for dispensing opticians

You will find herewith the accreditation process for continuing professional development activities. You will notice we have slightly revised the criteria for course approval. The revisions were intended to accomplish two things – to clarify the main items we look for when reviewing courses for approval and to ensure high standards of continuing education for dispensing opticians.

1. Those who review course submissions for CPD (Continuing Professional Development) accreditation will rely most heavily on a fully descriptive course outline and detailed course abstract. Each application must be complete, as all applications are accredited by the DO CPD Accreditation Committee of the Optometrists and Dispensing Opticians Board. It is not enough to merely state what the course is about. A full description of course content and methodology will greatly enhance the prospects of course accreditation.

2. We are now asking providers of CPD to list at least **three intended learning outcomes per CPD accredited hour of education**. Courses seeking multiple-hour credits must list three learning outcomes per accredited hour. The listing of learning outcomes will also give you the opportunity to demonstrate how the course relates to the required standard as set by the Board in the Competence Standards documentation. Courses that do not relate to pertinent competency standards set by the Board will not be accredited.

**The learning outcomes, as well as the detailed course outline, must demonstrate how your course relates to one or more of the standards for competency for dispensing optics: Clinical, Cultural or Ethical - Please refer to the Optometrists and Dispensing Opticians Board website for a full explanation of criteria.**

<http://www.odob.health.nz>

*We hope you will find these instructions to be a useful guide to help you with the CPD course accreditation process. As always, we welcome your input, questions or suggestions. By working together, it is our sincere hope that dispensing opticians will continue to receive the quality of CPD that enables them to uphold the highest standards of professionalism.*

The purpose of continuing professional development is to enable registered dispensing opticians at various levels of proficiency to continually improve their knowledge and skill level; and to provide safe optical dispensing practice to the consumer and the optical community.

The role of ADONZ with CPD activities is strictly resource: help and administration of dispensing opticians' CPD. ADONZ duties are outlined below:

- 1) Contracted to record dispensing opticians' credits from accredited CPD activities for the Optometrists and Dispensing Opticians Board
- 2) To assist the DO CPD Accreditation Committee in communicating to providers and participants.
- 3) To provide administrative help to CPD providers wishing to provide credits at various events throughout the country

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## Introduction

The Health Practitioners Competence Assurance Act requires the Board to have evidence of competency before issuing an Annual Practising Certificate (APC) to registered dispensing opticians. The Act requires competence to be demonstrated in the following standards:

- Clinical skills
- Cultural aspects
- Ethics

The Codes are available to view on the AONZ website: <http://www.adonz.co.nz> or by contacting the office and requesting a copy: [cpd@adonz.co.nz](mailto:cpd@adonz.co.nz)

These standards for continuing professional development are provided to better ensure quality and consistency in CPD offerings for dispensing opticians.

The Optometrists and Dispensing Opticians Board DO CPD Accreditation Committee review and approve continuing professional development.

Instructors and sponsors who follow these standards will be successful in enhancing the professional abilities of dispensing opticians.

We encourage duplication and distribution of all or any part of this policy guide to any interested parties.

Failure to follow these criteria may result in denial of CPD accreditation for courses, instructors or sponsors.

## Course Criteria

***Each course must adhere to the following criteria.***

1. A statement of learning objectives must be developed for each course, describing in general terms what should be learned by the participants. (see page 5)
2. A detailed outline as well as a course abstract listing specific learning outcomes must be submitted for each course. (see page 6)
3. The intended audience and content level must be specified. (see page 7)
4. Course content must be generic in nature and presented in an objective manner. However, if a supplier has been invited to speak about their own brand specific products, a pre arranged format will be advised and must be adhered to. (see page 9 & 13)
5. The course length and method of presentation must be indicated on the course application. (see page 10)
6. Speakers must be qualified by education or experience to provide quality instruction in the relevant subject area and must be approved by the O&DO Board DO CPD Accreditation Committee for each course they are presenting. (see page 11)
7. Each attendee will be asked to evaluate the course and speaker. (see page 12)

Each criterion is explained further in the following pages.

**FAILURE TO FOLLOW THESE CRITERIA WILL RESULT IN  
DENIAL OF CPD ACCREDITATION TO COURSE SPONSORS**

## Criterion One

***A statement of learning objectives must be developed for each course, describing in general terms what should be learned by the participants.***

Learning objectives are stated in general terms of what knowledge or skills the participants are expected to obtain as a result of the course.

CPD courses should be relevant to the clinical, ethical or cultural codes for dispensing opticians, and enhance the ability of attendees to perform their professional duties.

It is important for the “learning objectives statement” to show how this course will relate to the role of a dispensing optician.

Conducting a “CPD needs” assessment is an excellent way to determine what types of learning objectives would be helpful to the intended audience. Surveys, discussion groups and interviews with members of the target audience are some of the more common methods of identifying needs within the group. This information can be used to plan a program that is more likely to be well attended and may also be incorporated into the “learning objectives statement” to help explain why the course should be accredited for continuing professional development.

The written statement of learning objectives should be approximately 25 to 50 words in length. Think of this statement as advertising for your session to prospective attendees. This statement will summarise your learning objectives.

## Criterion Two

***A detailed outline as well as a course abstract listing specific learning outcomes must be submitted for each course.***

Learning outcomes are the more specific skills, activities or items of information which course attendees will be expected to incorporate into their professional duties in order to help them achieve the learning objectives listed in criterion one.

At least **three learning outcomes** per CPD accredited hour are expected for courses submitted for CPD accreditation.

The learning outcome statements serve as a basic outline for determining course content. They also serve as a contract between the sponsor, the speaker, and the audience; and they provide the basis for attendees to evaluate the effectiveness of the course. To that end, a written handout or slide detailing the intended learning outcomes should be presented to attendees at each course. (*See criterion seven*)

***N.B.: The greater the detail—the greater the chance for course accreditation.***

The easier it is to see the connection between the learning outcomes and their application to the dispensing profession —the easier it is to approve the course.

## Criterion Two (*CONTINUED*)

### *Some guidelines for writing learning outcomes:*

Use active verbs to express what skills the attendees are expected to learn. For example, "Upon completion of the course, attendees should be able to:

- Explain the differences between . . .
- Demonstrate the procedure used to . . .
- List the five most important . . .
- Perform the basic steps necessary to . . .
- Communicate to patients and customers the importance of . . .
- Locate and identify the primary components of . . .

### **Outline to list learning outcomes:**

Each learning outcome should be listed as a main topic (at least three main topics per credit hour). Sub-topics should follow based on course content. Sub-topics within the outline can also be used to demonstrate how each learning outcome can relate to the pertinent standard.

Specific information or discussion topics that will be presented in order to achieve each learning outcome should be listed as sub-topics in the outline. This is important in that it gives the accreditation committee an idea of how thoroughly each topic (or learning outcome) will be presented.

### **The two most common reasons for disapproval of courses are:**

**1. Course outlines or learning outcomes are too brief or not specific enough.**

**2. Course content does not appear to match the dispensing optician competency standards as outlined by the Optometrist and Dispensing Opticians Board. [www.odob.health.nz](http://www.odob.health.nz)**

## Criterion Three

### ***The intended audience and content level must be specified.***

The most frequently heard complaint from audience evaluations is that the course content was too basic or not relevant to their needs. Using an educational “needs assessment” and matching learning objectives to the needs of the intended audience will ensure that the course is relevant. Communicating the course content level will help potential attendees to decide if the course is right for them.

Content level will be designated as **Level I, II or III**.

**Level I** designation assumes the audience has little or no prior practical experience of the material being presented. (*New graduate or revision study*)

**Level II** assumes some prior experience. (*1-3 years of practical experience after qualification and registration.*)

**Level III** assumes the attendees are well versed in many aspects of the course material and can meet the prerequisites determined by the presenter. (*Experienced, qualified and registered dispensing optician*)

Speakers or sponsors seeking approval at **Level III** for their courses should submit a list of prerequisite experience or knowledge that attendees are expected to have.

Failure to do so may result in having the course approved at a lower level.

**The program sponsor should publish the prerequisites in any promotional material so attendees will not register for inappropriate courses.**

Courses will also be designated as either: **Clinical, Cultural or Ethical**.

**Clinical** courses are those that relate directly to skills or knowledge of lens, frame, or laboratory work, as prescribed by the O&DO Board Competency Standards Guidelines.

Hands on workshops would fall into this category; i.e.: rimless lens fitting.

Course offerings should be made **reasonably accessible** to **ALL** dispensing opticians and not restricted solely to those who maintain membership or employment in specific organisations.



## Criterion Four

***Course content must be generic in nature and presented in an objective manner.***

**Educational courses designed to solely promote one company's products or services are not eligible for accreditation.**

Specific product brands may be mentioned and described within a course, but such presentations should always be as balanced as possible with respect to competing companies or products. You should not disparage another manufacturer's product for any reason. *(See page 13 for more information regarding sessions with product branding)*

Speakers and sponsors involved in the manufacturing, distribution, marketing, sales and servicing of products and services are expected to exercise caution and good judgement in separating promotional concerns from educational courses.

Totally new and innovative technology is often non-generic in nature and may be an appropriate topic for continuing education. Courses relating to such innovations will be judged on an individual basis.

All courses may be monitored, and those that fail to adhere to these guidelines may be denied CPD accreditation. Industry vendors, sponsors or speakers who fail to honour this criterion may be removed from the dispensing opticians continuing professional development approved listings.

## Criterion Five

***The course length and method of presentation must be indicated on the course application.***

A minimum of 50 minutes must be allotted for each CPD credit hour requested. Each course should end with a question-and-answer session, which is included in the overall presentation time. It is best to plan an hour for each credit, as this will allow courses that finish a few minutes early to still fulfil the 50-minute requirement. The hours are based on actual instruction time excluding coffee breaks. *The CPD accreditation committee reserves the right to accredit ½ CPD credits at their discretion to sessions which they deem valuable, but not worthy of 1 full CPD credit.*

The method of presentation—lecture, slides, video, hands-on lab, etc.—should also be indicated. This will help the CPD accreditation committee to judge the appropriateness of the course and help attendees to know what to expect when they take the course.

As part of the course evaluation process and to ensure compliance with these criteria, the CPD accreditation committee reserves the right to monitor, record, and evaluate -- without prior notice, at any approved educational meeting.

## Criterion Six

***Speakers must be qualified by education or experience to provide quality instruction in the relevant subject area and must be approved by the accreditation committee for each course they are presenting.***

A speaker who is well qualified to give instruction in one area is not necessarily qualified to present all approved courses. Therefore, speakers must be approved for each course they wish to give.

A speaker's qualifications can be judged, in part, on education and training, work experience, recognition by peers, previous speaking performances, publications, and professional credentials. Persons failing to meet the credentials requirement may be granted conditional approval by the CPD accreditation committee.

The CPD accreditation committee cannot verify a speaker's communication skills. It is the responsibility of course sponsors to obtain speakers who will best present the material in a manner that keeps the audience engaged in the learning process. Always check references of your speakers. Consistently poor evaluation reviews for either a course or a speaker will result in the rescinding of approval for continuing professional development credits.

## Criterion Seven

***Each attendee will be asked to evaluate the course and speaker.***

Sponsors are required to involve course participants in evaluating each course in the following ways:

- Were the printed learning outcomes met?
- Was this course a worthwhile investment of time?
- Did the content match the advertised audience level?
- Should this course continue to be approved to CPD?
- Participants will also be asked to rate the content of the course, and the instructor on a scale of 1 - 5

Evaluation Forms will be sent to you on approval of your course, and final numbers confirmed. Only original Evaluation Forms are permitted for use - no copies will be accepted for CPD credit recording.

Participants must complete the Evaluation Form, tear off their CPD receipt, and then hand in the completed top portion of the form to the provider.

The attendee's names and registration numbers must be recorded on an event Summary Report form.

**If a participant arrives late or leaves early so as not to have completed the required amount of instructional time, the sponsor may not accept the Evaluation Form.**

After sponsors have collected the Evaluation Forms, they must then complete the SUMMARY REPORT FORM for each course presented. The Summary Report Form and all Evaluation Forms must then be mailed to Board CPD recorder (ADONZ) for recording and reporting within 14 days of the meeting date.

## **Brand Specific Continuing Professional Development for Dispensing Opticians**

***Each brand specific course must adhere to the following restrictions.***

1. Comparisons of other products, outside of the brand being presented are expressly forbidden.
2. The brand information should be pertinent to the course provided.
3. Attendees should be allowed to learn about the branded products in the presentation at a level which will allow them to reach their own conclusions regarding the merit of these products.
4. Branded presentations will be given more consideration with a higher level of learning (*level III recommended*)
5. Terms expressing a competitive advantage are to be avoided. (i.e.: best, better than, etc.)

**FAILURE TO FOLLOW THESE RESTRICTIONS WILL RESULT IN  
DENIAL OF CPD ACCREDITATION TO COURSE SPONSORS**

## General Information

### *Application for Course Approval*

#### **When should I apply for course approval?**

You should apply at least eight weeks prior to the meeting date for new courses.

#### **What if our organisation fails to apply for approval prior to the course?**

Retroactive approval is not given; all courses must be pre-approved and all meetings advertised and scheduled.

#### **How many copies must I submit?**

You should submit two typed copies, or you may email the application to: [cpd@adonz.co.nz](mailto:cpd@adonz.co.nz)

#### **Where can I get help on completing the application form?**

Call the Board CPD recorder (ADONZ) 07 824 1044 or email: [cpd@adonz.co.nz](mailto:cpd@adonz.co.nz)

#### **What are approved statements for course announcements?**

If your promotional materials are printed prior to notification of accreditation and you wish to include a statement regarding the status of the course the following statement may be used:

**This course has been (submitted for) (is pending) approval by the Optometrists & Dispensing Opticians Board DO CPD Accreditation Committee for continuing education credit.**

**N.B. Attendance of courses that advertise pending approval is historically low - ensure you have good attendance by making your application early.**

All promotional materials must indicate course level.

Under no circumstances shall course accreditation be indicated until final accreditation has been granted

**All course approvals will expire and the course must be resubmitted for re-approval if it has not been presented during the preceding three year period.**

## Recommended Timetable Checklist for CPD Providers

### *Before the Course:*

### *Months Ahead:*

Conduct or review a needs assessment to aid in programme planning.	6-12
Arrange for meeting facility; Contract with speaker(s); Prepare promotional materials.	6-12
Submit "application for CPD accreditation".	3
Advertise your session (direct mail, NZ Optics, ADONZ website, etc.)	6 weeks
<b><i>On the day of the Course:</i></b>	
Prepare a registration list or course roster of attendees.	
Distribute Evaluation Forms before the course begins to each attendee.	
Monitor participant attendance and course length.	
Collect Evaluation Forms, ensuring the attendee has removed their CPD receipt at the bottom of the form.	
<b><i>After the Course:</i></b>	
Complete "Summary Report Form" and mail with Evaluation Forms to the Board CPD recorder (ADONZ) office as soon as possible or within 10 working days.	

## **Disciplinary Guidelines:**

### **Infractions by Sponsors and/or Speakers**

- Misleading advertising
- Non-generic presentations (*approved as generic*)
- Misrepresentation of course approval and course content information
- Other infractions of stated Criteria and regulations

### **Disciplinary Procedures:**

- First offence: Removal of accreditation for session provided
- Repeat offence: The DO CPD accreditation committee reserves the right to enforce a penalty upon repeat offenders to any of the criteria attached. This may result in the suspension of rights to provide CPD sessions for a time to be determined by the committee, or the removal of speaker until suitable qualifications or presentation training are gained



## Application Checklist for Sponsors of CPD Programs

The following information is required before a new course submission is sent to the CPD accreditation committee. Failure to provide complete data will result in delay of review and could result in denial of approval.

- \_\_\_\_\_ Indicate whether you are seeking accreditation or repeating an accredited course.
- \_\_\_\_\_ Supply legible and complete information regarding sponsor representative including telephone contact details.
- \_\_\_\_\_ List course Length (50 minutes of learning = 1 hour credit)
- \_\_\_\_\_ Identify course level: Level I (new graduate); Level II (1-3 years qualified/registered experience); Level III (experienced dispensing optician.) Level III application should include prerequisite knowledge expected of attendees.
- \_\_\_\_\_ Identify course standard: Clinical, Cultural, Ethical
- \_\_\_\_\_ Provide a statement of learning objectives of approximately 25 to 50 words stating in general terms what knowledge or skills the participants are expected to obtain.
- \_\_\_\_\_ Provide a detailed, TYPED, course outline and abstract listing specific learning outcomes. At least three learning outcomes per credit hour will be expected.
- \_\_\_\_\_ *(Optional)* Provide an educational needs assessment or incorporate one into the "learning objectives" to help explain why the course should be approved.

**Note: New course applications can take up to eight weeks to process. Plan ahead and SUBMIT APPLICATIONS AT LEAST TWO MONTHS PRIOR TO YOUR PROGRAM DATE. Remember that retroactive accreditation will not be awarded**