



Registrant-led peer discussion cases

Case booklet and guidance



Refractive management

Association of British Dispensing Opticians

Refractive management cases

Target Groups

Suitable for:

Dispensing Opticians

Optometrists

Contact lens opticians

Participant name:

GOC number:

Date:

Setting up a peer discussion group in your practice

1. Go to your MyCET webpage and click on 'Setup Peer Review Group' in the left menu.
2. Complete your peer review group description.
3. As shown on the opposite page; complete the 5 steps for each learning objective, using the numbering and learning objective text from this booklet. Figure 1 shows an example. Remember to 'Save' after each one.
4. Only apply for approval for the group(s) who will be attending.

Important:

- You can only apply for a group of 4 to 10 participants.
- CET approval must be gained before the session – there is NO post-approval.
- Give each participant a copy of this booklet to make notes and retain.
- Summarise briefly and note the outcome of the group's discussions for each case.

For an expanded description of the approval application process, go to:-

<http://www.abdo.org.uk/wp-content/uploads/2013/06/Setting-up-a-Peer-Review-Part-1.pdf>

(Member log-in required)

Paperwork needed for the session:

Enough booklets for each participant.

Sign-in sheet from the GOC website:

<https://www.optical.org/download.cfm?docid=9EB26EE1-2238-4C57B50EFC2CB7B4CA8F>

Step 1 - Select a target group

Select a target group from the dropdown below:

Dispensing Optician

**Step 2 - Select a Unit of Competence**

Select a Unit of Competence from the dropdown below:

7. Refractive Management - An understanding of methods of assessing vision, refraction, bin...

**Step 3 - Select an Element of Competence**

Select an Element of Competence from the dropdown below:

7.1. An understanding of refractive prescribing and management decisions.

**Step 4 - Select a Performance Criteria**

Select a Performance Criteria from the dropdown below:

7.1.3. Understands the methods of refracting children, cycloplegic drugs and their effects, and...

**Step 5 - Proposed Learning Objective**

Propose a learning objective in the text box below (max. 400 characters):

Understands the spectacle management of children's eye conditions, including myopia, amblyopia and the use of low power prescriptions



Save

Refractive management case set

Competencies

Dispensing optician



CONTACT LENSES



OPTICAL APPLIANCES



REFRACTIVE MANAGEMENT



PAEDIATRIC DISPENSING

Optometrist



CONTACT LENSES



OPTICAL APPLIANCES



BINOCULAR VISION

CLO



CONTACT LENSES

Learning Objectives

Dispensing Optician

7.1.3 Understands the spectacle management of children's eye conditions, including myopia, amblyopia and the use of low power prescriptions.

7.1.5 Can recognise the signs and symptoms of binocular vision anomalies and is aware of the different management strategies.

4.1.1 Can understand the importance of accurate lens centration and identify any problems that may arise from incorrect or inaccurate dispensing with regard to a patient's refractive management.

5.1.1 Understands in what circumstances CL wear in children is likely to be successful, and can explain contraindications to CL wear compared with spectacles.

9.2.2 Can understand the signs and symptoms of binocular vision anomalies which may present with children, and the appropriate refractive management options.

CLO

5.1.1 Understands appropriate contact lens options for children, taking into consideration their individual clinical needs and management plan.

5.5.3 Knows options for the contact lens management of early-onset myopia

Your discussion of the four cases must last at least 1 hour. You must discuss all four to cover the competencies and achieve the learning objectives. A list of references is provided for further study at the end. These can also be accessed during the session to support the discussion.

Optometrist

8.1.2 Can recognise the signs and symptoms of binocular vision anomalies and is aware of the different management strategies.

4.1.1 Can understand the importance of accurate lens centration; identify and correct problems arising from incorrect or inaccurate dispensing with regard to a patient's refractive management.

5.1.1 Understands appropriate contact lens options for children, taking into consideration their individual clinical needs and management plan.

Refractive management

Case 1

RIGHT					
	Sphere	Cyl	Axis	Prism	Base
Distance	-4.75	-0.25	88		
Reading				Add	+2.00

LEFT					
	Sphere	Cyl	Axis	Prism	Base
Distance	-4.50	-0.50	98		
Reading				Add	+2.00

NOTES: Add +2.00 for bifocals

Patient details

Wayne Smith, aged 6, presents with this hospital prescription requiring spectacles for the first time. He is accompanied by his anxious mother, who wants to know all about her son's eye condition.



Discussion

- Comment on the prescription.
- What would you say to his worried mother?
- How would you approach the dispensing?
- Are there any alternative treatment/management options?

NOTES:

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Refractive management

Case 2

RIGHT					
	Sphere	Cyl	Axis	Prism	Base
Distance	+3.50	-2.00	90		
Reading				Add	+1.50

LEFT					
	Sphere	Cyl	Axis	Prism	Base
Distance	+0.50	-0.50	90		
Reading				Add	+1.50

NOTES: VA R6/12 L 6/5 N5 R&L

Patient details

Mr Sheffrin, a 48-year-old, has finally decided to have help for his near vision tasks after struggling for a couple of years or more. He has been coming to the practice every 2 years for about 10 years. The R eye VA has always been poorer than the left.

He is a bus driver.



Discussion

- Comment on the prescription and any issues which might arise.
- What are your lens options?
- What would you say to the patient about his new spectacles?

NOTES:

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Refractive management

Case 3

RIGHT					
	Sphere	Cyl	Axis	Prism	Base
Distance	-6.00	-1.00	80	8	OUT
Reading	-3.00	-1.00	80	6.5	OUT

LEFT					
	Sphere	Cyl	Axis	Prism	Base
Distance	-5.00	-1.00	115		
Reading	-2.00	-1.00	115	1.5	IN

NOTES: VA R6/9+ L 6/6 N5 R&L

Patient details

A 68 year old gentleman presents with diplopia. He has recently had a stroke and is being monitored by the hospital but needs new spectacles. He has a convergence insufficiency which requires base in prism for near – this predates his stroke complications.

The new prescription as found by the hospital is above.



Discussion

- Comment on the prescription
- What are the options for spectacles/CLs?
- What would be your preferred solution and why?

NOTES:

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Refractive management

Case 4

RIGHT					
	Sphere	Cyl	Axis	Prism	Base
Distance	+0.50				
Reading					

LEFT					
	Sphere	Cyl	Axis	Prism	Base
Distance	+0.50				
Reading					

NOTES: VA's R6/5 L6/5

Patient details

Fiona Ghalli is 7 years old and experiencing headaches. The optometrist has given this prescription for dispensing.

Discussion

- For what reasons might this low power have been prescribed?
- Comment on this prescription for dispensing spectacles / CLs
- What might be the ongoing care plan for this child?



NOTES:

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Refractive management case set

Peer discussion reflective learning statement

Following your discussions, please list what you have learned, where your knowledge has been reinforced, any helpful tips you have picked up, and any topics you may wish to research further.

When you accept your CET points on MyCET after the session, you must complete a similar reflection statement, therefore you are strongly advised to retain this booklet.

1. Summarise the clinical skills and competencies that were discussed during this session:

2. List the main things you learned from this session:

3. Describe how you will apply this learning in your practice:

4. Has this session identified any areas where further personal learning is needed?

If so briefly describe these below:

After the discussion...

Participants should complete the reflective learning statement to keep.

Within 10 days of the discussion, the lead registrant must visit MyCET to upload the cases discussed, some notes about the discussion outcomes from the group, via the 'Make Declaration' button. You can then upload the names and GOC numbers of the participants from the attendance sheet.

More detailed information on this can be found at
<http://www.abdo.org.uk/wp-content/uploads/2013/06/Setting-up-a-Peer-Review-Part-2.pdf>

Resources

Optometry Today Video.

Binocular vision made easy Part 1

<https://www.youtube.com/watch?v=oBrLX-5NtH>

Binocular vision made easy Part 2

<https://www.youtube.com/watch?v=HnDQZD8k2fE>

Royal College of Ophthalmologists.

Guidelines for the management of strabismus in children. 2012.

<https://www.rcophth.ac.uk/wp-content/uploads/2014/12/2012-SCI-250-Guidelines-for-Management-of-Strabismus-in-Childhood-2012.pdf>

Bates S. Anisometropia. 2012.

In: ABDO College Educational supplement

<http://abdocollege.org.uk/wp-content/uploads/2015/04/ReView-May-2012.pdf>

Brewer B. Help up that last +0.50 step. 2017.

<http://www.abdo.org.uk/wp-content/uploads/2017/06/DO-June-2017.pdf>
(Requires ABDO member login)

Keirl A. Short-sighted about Myopia. 2017.

Dispensing Optics 32(8) pp 20-25

College of Optometrists. Professional Guidance: Prescribing spectacles. 2017. A251-256

<http://guidance.college-optometrists.org/guidance-contents/knowledge-skills-and-performance-domain/examining-patients-with-dementia/prescribing/?searchtoken=low+prescriptions>

You can also make use of search engines to find resources from reliable websites.

Caution: there is good information on the internet, but you will also find opinions, misconceptions, and inaccurate information.



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