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Evaluating the impact of mandatory leadership training for optometrists in Scotland

Entry details

Main Contact Author Full Name including title (Prof, Dr, Ms etc) | Dr Helen Court

Main Contact Email | helenjcourt@gmail.com

Main Contact Job Title | Ophthalmic Programme Manager

Main contact place of work /department and university | Golden Jubilee

Main contact short bio

Optometrist with extensive clinical, educational and research experience. Honorary senior lecturer and honorary fellow at Cardiff University and Edinburgh University respectively. Specific expertise in outcome measurement, leadership and quality improvement.

Area (Health Board or CCG areas and country in which this research was conducted) | NHS Education for Scotland

Key words:

| Leadership, mandatory training, optometrists, evaluation

Funding & commercial relationships

| NHS Education for Scotland

I am happy for our presentation at the symposium to be recorded and made available for attendees and others to view | ✓

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Submission questions

Title of presentation

Evaluating the impact of mandatory leadership training for optometrists in Scotland

Abstract, must include the following four headings: Purpose, Methods, Results, Conclusions

Purpose

Historically, leadership training has not been a mandatory requirement for clinicians working in primary care optometry. However, in 2021, leadership was the selected mandatory training topic for optometrists and ophthalmic medical practitioners (OMPs) in Scotland. The purpose of this study was to evaluate the impact of the 2021 Mandatory Training eLearning module "Developing personal leadership in Optometric Practice" upon optometrists and OMPs across Scotland.

Methods

The Kirkpatrick Evaluation Model was used as a framework to assess impact. A survey was developed to evaluate level 1 (reaction) and Level 2 (learning) impact. During the 2021 mandatory training year every optometrist/OMP in Scotland who completed the module received an email within a week of completion with the survey link. To maximise response rate, the survey link was emailed a further two times.

Results

Response rate was 34.7%. Overall, respondents indicated high levels of reaction and learning impact. The majority reported high levels of satisfaction and relevance to current role (87.6% mostly/highly satisfied, 79.4% mostly/highly relevant), and over three quarters reported good/very good levels of confidence and motivation to apply learning to practice (77.2% and 76.5% respectively). At least some learning was new for over 90% of respondents.

Conclusions

Evaluation of the module identifies high levels of satisfaction, perceived relevance, motivation and confidence to apply learning. The feedback from this evaluation, in addition to the recent focus upon leadership development within the GOC, presents a timely opportunity for educators and policy makers to proactively support further leadership development within the optometry profession.

Authors & affiliations

Dr, Lesley, Rousselet, Optometry Programme director (NHS Education for Scotland), NHS Education for Scotland, NES Optometry Programme Director, IP optometrist., lesley.rousselet@nhs.scot

Ms, Rebecca, Daly, Senior optometry course facilitator, Dundee University, Research optometrist and IP optometrist. Expertise in development and delivery of optometry educational resources., rebecca.daly@nhs.scot

Dr, Robin, Legge, Educational Lead, NHS Education for Scotland, Optometrist and educational lead in NES Optometry. Expertise in development of e-learning resources., robin.legge@nhs.scot

Mr, Alan, Gillies, Knowledge Manager - Analyst Business Partner, NHS Education for Scotland, Expertise in outcomes measurement and evaluation design., alan.gillies@nhs.scot

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