

Work package type and ref.nr	DEVELOPMENT		2.4
Title	Overview of Workshops at HEIs in Israel and India for Teachers – Train The Trainers (TTT)		
Related assumptions and risks	<p>Program and Partner country HEI members discussed gaps surfaced in first benchmarking process and together evolve PTP for individual HEIs. Following are highlights of discussion:</p> <ol style="list-style-type: none"> 1. There are some common gaps like refractive surgery, clinical skills assessment. Therefore, some TTTs can be combined for all 3 HEIs in India and two in Israel. 2. Faculties participating to these TTTs will be subject experts/ faculties involved in teaching particular competencies. They have good background knowledge of their subjects. Therefore, they can learn and transfer the new competencies or pedagogy technique quickly. 3. Pre-workshop skill assessment is therefore not necessary. 4. Faculties were asked to come prepared with their lesson plans, teaching and assessment methods for given topic/ competency, so that best practices can be shared between all HEIs. 5. EBP workshops were planned as separate series of workshops in all partner HEIs. 		
Description	<p>The program country HEIs in their capacity as mentors guided five training workshops in Israel and seven in India to train the trainers (TTT). Besides experts from program country HEIs, domestic experts invited as speakers from partner countries, India and Israel also participated actively in each TTT. The training sessions aimed to develop the competencies and teaching material for EBP in optometry practice, the PLN and the specific PTP for each partner HEI. The workshops were conducted at four institutions in India with support from ASCO-India and at both departments of optometry in Israel with support from ICO. The training sessions addressed the new curriculum and new pedagogical approaches including EBP for lifelong learning as well as assessment techniques. The workshops were based on adult learning principles and were focused on the fundamentals of teaching, learning and assessment that are essential for all academic faculties. Additional series of EBP workshops was conducted by experts from CUL, USN and local educators for entire teaching staff of all partner HEIs. Workshops for training working optometrists in EBP were held in India and in Israel in collaboration with ASCO (India) and ICO (Israel).</p>		
Tasks completed	<p>2.4.1 Creation of pre-post workshop assessment / feedback tools 2.4.2 1st TTT workshops in Israel at HAC 2.4.3 2nd TTT workshops in Israel at BIU 2.4.4 1st TTT workshops in India at MAHE 2.4.5 2nd TTT workshops in India at UOH 2.4.6 3rd TTT workshops in India at CHU 2.4.7 4th TTT workshops in India at Bangalore, with ASCO 2.4.8 Two Lifelong learning workshops, one in each Israel and India for practicing optometrists.</p>		
Start Date (dd-mm-yyyy)	16-10-17	End Date (dd-mm-yyyy)	27-07-2018
Lead Organisation	MAHE		
Participating Organisation	All partners		
Supporting documents	TTT plan EBP.docx ; TTT plan PTP.xls ; TTT faculty selection.docx		

EBP-TTT workshop planning_ India.

We decide to conduct 2 days workshop at each institution

Day 1

Knowledge

EBP Concept – interactive and tutorial

EBP Process – interactive and tutorial

Attitude

Why is EBP important?

Skills

Demonstration: Work through 5 As using a specific clinical scenario

Day 2

Skills

Scenario 1: Clinical scenario given to participants to work through 5As

Scenario 2: Participants choose their own scenario to work through 5As

For both scenarios participants work in small groups on one clinical scenario

Need room with computers and internet access

Discussion on findings, barriers and facilitators

Knowledge, skills or attitude	Topic	Format	Duration (mins)
Day 1			
Knowledge and attitude	Clinical decision making – how do we make clinical decisions?	Small group discussion followed by whole group	30
Knowledge	EBP concept	Small group discussion followed by whole group	60
Attitude	Is EBP important?	Small group discussion followed by whole group including examples (from facilitator if needed).	30
Knowledge	How is EBP ‘done’?	Small group discussion followed by whole group	30

Skills	Form an answerable question	Small group work	30
Skills	Find evidence	Discussion – what is evidence? (includes study designs)	60
Skills		How do we look for research evidence? A demonstration	30
Skills		Workshop – find evidence using Pubmed, Cochrane and Trip databases	60
Day 2			
Skills	Appraise evidence	Tutorial – appraisal and CATs	60
Skills		Workshop – use a CAT to appraise a cohort study	60
Skills		Workshop – use a CAT to appraise a controlled study	60
Skills		Workshop – use a CAT to appraise a systematic review	60
Skills	Apply evidence	Workshop – using a hypothetical scenario, apply evidence to a patient case	60
Skills	Troubleshooting – what are barriers to EBP? How could we overcome these?	Small group discussion followed by whole group	30

PTP TTT workshop planning for India

It was decided that, faculties of all three HEIs will meet at each TTT for specific competencies. Subject experts from respective HEIs or from other HEIs of India and also from program HEIs were called for leading the TTT.

Short name	Topics	tentative dates	Venue	Coordinator /expert	Mentor HEI
TTT1	Binocular vision and vision therapy	Second week May 2018	CU, Ludhiana	Aditya/ Preethi	USN, UPC, HU
TTT2	Retina diagnostics- OCT, Fundus exam, Indirect ophthalmoscopy	first week January 2018	UoH, Hyderabad	Rishi/ Nag	USN, HU
TTT3	Visual perception, Refractive surgeries	1st to 15th March 2018	ASCO, Bangalore	Aditya	USN, UPC, HU

TTT4	Glaucoma- tonometry, fundus exam, visual fields	1st to 15th June 2018	MAHE, Manipal	Ramesh	USN, HU
------	---	-----------------------	---------------	--------	---------

EBP TTT- Dr Catherine Suttle (CUL) made one trip to India, and travelled in all three HEIs to conduct training of all teaching staff and practicing optometrist in various regions of India. The dates were coordinated between all three Indian HEIs.

TTT workshop planning for Israel

Since there are only two institutions, it was decided that, both HEIs will conduct TTTs for their teaching staff by looking at possible adjustments at the end of present academic year. Local faculties which include optometrist and ophthalmologist were involved to conduct smaller workshops/ sessions for the basic concepts related to diagnostic tests (to cover the gaps identified in OSAT). European partners were involved, with two travels, in the month of January and June 2018 for PTP and EBP workshops respectively.

Faculty selection

Faculties selected for attending the TTT workshops and responsible for closure of gaps are as below.

HAC faculty selection

GAP	Faculty	Reason for selection
Clinical competencies in investigative techniques	Clinical directors, all clinical preceptors and some clinical lab preceptors	The main GAP is the students do not perform investigative techniques in clinics. While some supervisors are able to perform some of the techniques, we want to bring their clinical competencies to the same high level. Therefore, we focused on training the clinical supervisors.
Evaluation of Clinical Competencies - pedagogy	Clinical Directors: Cyril Kahloun, Rachel Eichler, Izak Schwartz and Eyal Gal	The supervisors will learn from programme countries how to evaluate clinical competencies, create evaluation form and teach their supervisors
Evaluation of Clinical Competencies - pedagogy	Dinah Partizky – Manager of B. Optom. program.	These faculty will provide support to the clinical

	Prof. Ariela Gordon-Shaag, Dept. chair	directors in creating of clinical evaluation forms
Evaluation of Clinical Competencies - pedagogy	Dr. Liat Gantz and Dr. Einat Shneur	They leveraged a Erasmus+ mobility grant to see how CUL does grand rounds and bring this competency back to

BIU faculty selection

Gap	Solution	Faculty selection base on the gap
Appliances- students practice on each other in course number 214-215 but not on patients	Develop Dispensing course	Two license optometrist that currently in charge on the dispensing part in the clinics.
Self assessment clinical\practical: Module specifications lack detail on how specific LO's are known to be deemed competent. Supplemental portfolio/ student tracking of competencies needed.	Develop grading -rubrics TTT on competent at 24.1.17-25.1.17 at -BIU .	Clinical inspectors (Master student that assist in the clinics)
Self assessment document: Part A Subject 2: Physical Optics Not clear if Image quality covered.	Will be add to the syllabus of course 82110	Dr. Sharon shwartz Physics Department
Self assessment document: Part B : Subject 12: Investigative Techniques: No visual fields	TTT for clinical inspectors	Clinical inspector
EBP implementation in the curriculum	Workplan for EBP TTT for EBP	The lectures this courses: Dr. merav nativ- "General biology" Dr. Shlomo Shreder –" Introduction in optometry", "Optometric Methods II", "Low vision" Clinical inspectors Tzofia Simkovich- "optical dispensing" Avi portnoi – "visual training and orthoptics" , "seminar"
EBP implementation in the curriculum	Develop course number 443 to meet the criterions of EBP	Avi portnoi – the lecture of this course

*More of faculty members will be selected according to the outcomes of our deep review syllabus process.- *expected to completed at the end of June.*

MAHE faculty selection

Gaps identified	Faculty selected for gap closure	Reason for selection
Entoptic phenomena	Mr Avik Ray, Mr Nagarajan	Faculty teaches visual optics, Ocular anatomy and physiology
Skill component_ patient exposure_ Optical appliances	Mr Nagarajan	Faculty teaches optical appliance (Dispensing optics) in which practical skill sessions, log book, rubrics and skill assessment are included
Skill component_ patient exposure_ Occupational optometry	Mr Avinash Prabhu, Mr Nagarajan	Faculty teaches Occupational optometry and also responsible for arrangement of community /industrial camps and Practical skill, log book, rubrics teaching.
Near addition _ visual optics	Mr Avik Ray	Faculty teaches visual optics- Calculation and determining near addition
<i>Steady eye</i> in Low vision	Mr Avik Ray	Faculty teaches low vision- Steady eye strategies
ILOs in Refractive surgery	Mr Avik Ray, Dr Ramesh.	Faculty teaches visual optics and Ocular diseases. Parts of refractive surgery syllabus are included in these subjects. Revision of ILO, teaching activity done.
Competency assessment_ Clinical optometry skills	Mr Avik Ray, Mr Nagarajan, Dr Ramesh	Faculties are involved in teaching visual optics, clinical optometry and ocular diseases and Faculty is in-charge of regular and internship postings and assessment using OSCE, rubrics and log book/ portfolio.
Competency assessment_ Binocular vision	Ms Shefali, Ms Radhika	Faculty teaches and evaluate Binocular vision competencies using OSCE, rubrics and log book.
Competency assessment_ investigative technique	Mr Nagarajan, Mr Avik	Faculty teaches and evaluate investigative techniques using OSCE, rubrics and log book.
Competency assessment_ Pediatric optometry	Ms Shefali Judith, Ms Radhika	Faculty teaches and evaluate paediatric optometry OSCE, rubrics and log book.
ILOs_ Ocular anatomy	Mr Nagarajan, Ms Preethi	Faculty teaches Ocular anatomy and physiology, to revise ILOs and teaching plan.
Protocol for Internship Assessments	Dr Ramesh	Faculty incharge of internship postings and evaluation with predefined criteria using Log book and portfolio

CHU faculty selection

ECOO Comments	Faculty selected for gap closure	Reason for selection
Criteria of assessment_ Optical appliances	Nooruz Zaman	Faculty teaches and evaluates Instrumentation
Written exam for Practical skill_ occupational optics	Nooruz Zaman	Faculty teaches Instrumentation and conducts Practical examination and viva
Missing Psychophysics	Renu Thakur	Faculty is doing research in Visual perception, is assigned to develop ILOs and rubrics.
Development_ Vision and aging	Renu Thakur	Faculty teaches pediatric/ Geriatric optometry
Not much on anamnesis (History & Symptoms) in refraction	Rupesh Sah	Faculty teaches basics of refraction, assigned to develop rubrics and evaluation scheme.
No “Steady Eye and competency assessment in low vision	Renu Thakur	Faculty teaches Low vision, assigned to develop ILO and rubrics for assessment
Ortho K, Assessment Criteria in Contact lens	Nooruz Zaman	Faculty is FIACLE and teaches contact Lens, assigned for rubrics development
Reinoscopy, visual fields evaluation and Indirect ophthalmoscopy	Ritu Bhandari	Faculty teaches and evaluate Clinical skills
Cycloplegic refraction	Ritu Bhandari	Faculty teaches Clinical aspects in optometry investigations.
Refraction Assessment criteria, Written Exam for skill	Rupesh Sah	Faculty teaches Instrumentation and refraction
Criteria, who assesses? Written exam for practical skill_ Ocular motility	Ritu Bhandari	Faculty teaches Binocular vision
Seems to cover basic physiology rather than neuroscience	Renu Thakur	Faculty teaches Neuro in Ocular disease , assigned for redesigning ILOs
Abnormal ocular conditions_ have minimal detail in syllabi.	Ritu Bhandari	Faculty teaches and evaluate Clinical skills, assigned to develop ILOs
Do students see any post-refractive surgery patients?	Ritu Bhandari	Faculty teaches and evaluate Clinical skills for refractive surgery_pre-post examination