

Re:View

Keeping excellence in your sights | February 2013 | Issue 12

The new boy

Haydn Dobby reflects on his time as a student and as a new member of the academic team

4th annual employer liaison event

Anthony Blackman

A profile on ABDO College's academic link tutor with CCCU



The future of the profession is in good hands



May I start by wishing you all a very happy but most importantly a healthy new year. You are probably

fed up with reviews of 2012 but what a year it was. The obvious highlights were the Queen's diamond jubilee followed by those incredible Olympics and before we could draw breath along came the most successful Paralympics ever. All this gave us some relief from the seemingly constant bad news on the economy.

There were two other highlights for me at the end of November.

Canterbury Cathedral was once again the setting for the ABDO graduation and prize giving ceremony with over seven hundred graduands and guests attending. As ever, it was a truly magnificent occasion with some notable achievements amongst the prize winners.

However Ben Brewer, a past ABDO College student, failed in his attempt to make a clean sweep of the awards by only picking up a mere five prizes!

The following day ABDO College hosted its 4th annual employer liaison event at Godmersham. Two past College students Anna Foden and Marc Farmer, who had both just graduated with first class honours degrees in ophthalmic dispensing, gave presentations on their research for their respective degrees. I, like the others present, was genuinely inspired, not just by the depth and breadth of their knowledge, but the passion with which they spoke about their chosen profession.

I came away from those two days happy in the knowledge that not only is the future of our profession in good hands but that our current and future students are also in excellent hands thanks to the dedicated staff at Godmersham.

In 2013 we welcome two new trustees to the board of ABDO College. Angela McNamee has been involved

in the education, training and examining of dispensing opticians for over thirty years. Gaynor Williams is also an ABDO examiner and very importantly a past ABDO College student. They will both be tremendous assets to the board and I look forward to working with them in the years ahead.

In this issue of *Re:View* we have articles from two new members of the academic team, Haydn Dobby and Anthony 'Ant' Blackman. Haydn reflects on his time as a student at the College and then returning to stand in front of a class for the first time as a lecturer, a classic case of poacher turned game-keeper. Anthony takes us on his journey from BSc graduate working in a dry cleaners to ABDO College's academic link tutor with Canterbury Christ Church University. On the way he has collected so many post nominal letters that in order to get them all in to his article the editor has instructed me to finish now!

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The new boy

Haydn Dobby reflects on his time as a student and as a new member of the academic team



It's funny how things turn out sometimes. When I took my first job in the world of optics about seven years ago I looked

at it as a stopgap; something to pay the bills while I worked out what I wanted to do with my life. However, I was lucky enough to work with several competent, confident and friendly dispensing opticians who took the time to get me trained up to, what I thought at the time, was an excellent standard of optical and dispensing knowledge. Thanks in no large part to these wonderful people, I fell in love with the optics industry. I loved being able to help people see and to pass my knowledge on to others wherever I could. That was when I made the decision that I wanted to be a dispensing optician.

In April 2008, I got wind that the ABDO College were partnering up with Canterbury Christ Church University in order to offer a BSc in Ophthalmic Dispensing. Luckily the practice I was with at the time was in a position to help with some of the costs of the course so I applied immediately and I was over the moon when I received all my details and book lists. I remember getting all the books on the list before the course started and actually sitting down to read *'The Principles of Ophthalmic Lenses'*. I really was... eager.

Arriving at the College for my first block release, I thought myself to be quite the dispenser. How little I knew then. Again I was lucky enough to fall in with a wonderful circle of friends amongst the other students and together we all helped each other get our heads around concepts that we initially struggled with. The teaching staff were, and still are, supportive and encouraging and again I began to see somewhere that I'd like to progress to given the chance. It wasn't all smooth sailing through the three years, being the first year to be on the degree course, we were something akin to guinea pigs. There was usually some confusion regarding the university aspects of the course but we all soldiered through and I like to think that we're all better for it.

As I started the second year, a friend of mine in another practice started her first year, and so I became a bit of a stand-in tutor for her when she got stuck. Whilst I wasn't always available for her when my own studies were getting on top of me, I'd like to think that I made a difference and helped her along. It certainly helped reinforce the idea of teaching as an option in my future.

At the end of the three years, I remember the feeling of pride on graduation day as we filtered into Canterbury Cathedral in our robes. Despite being the guinea pigs, the extra essays and various other obstacles, here we were, here I was, a qualified dispensing optician at last. I returned to work doing all the jobs that DO's do and some that we're above and beyond. I continued to help my friend

throughout her final year, took over the training of the optical assistants in the practice and was even invited to help out on the Facebook groups for the students qualifying over the next three years.

When the teaching position became available at ABDO College, truth be told I didn't apply right away, but due to colleagues encouraging me to go for it I did cast my lot into the pot. So here I am, having started on a new arc of my career that I thought I wouldn't have the chance to get to for a good few years yet.

It's been a little over three months now since my first day back at ABDO College, this time on the teaching side of the fence, to say that it has been an experience is certainly one way of putting it. Some things have gone unbelievably well, while others, as I'm sure you can guess, left plenty of room for improvement. On the plus side, I've already learnt a lot from any bad experiences and I'd like to think I've improved, even if only just a little.

Having previously studied at ABDO College for three years, that first day as a member of staff last September felt much like a homecoming, yes I know that's more than a little corny but it's actually true. We had 3rd year students on block release at the time and rather than inflict me on them or them on me, however you choose to see it, principal Jo Underwood was kind enough to ease me in gently and let me observe for my first few weeks. It was a great reminder of what life in the College was like for the students and more importantly what it's like for the other lecturers.

A lot of people seem to think that teaching is an easy job. Lots of cups of tea and long holidays... Oh how I wish that was the case. My mother is a teacher and so I thought I knew all about things like marking and lesson prep, as it turns out I really need to stop making assumptions. In between observing the seasoned professionals in their lectures and labs, I was working through what I would need to know when the 1st year students arrived for their block and I would be 'let loose' on their exercise sessions and labs. I think at one point I was actually dreaming in similar triangles and shadows.

A few weeks in and with my prep work all done, I was left alone in a classroom with a group of 1st years and an exercise sheet, scary stuff for all of us I assure you. And so we worked through the sheet and all was well, they left with the correct answers and methodology and I left with a feeling of supreme confidence. I believe the saying is pride comes before a fall, doing that same sheet with a different group later was a completely different kettle of fish and didn't go nearly as well. Still we all got through in the end.

Two weeks flew by and before I knew it one group was gone and the next lot were in. New names, new faces and new personalities. Luckily, the work was the same so at least that was constant. Three weeks of this and I felt it was all coming together, I was getting something that was dangerously close to being called a teaching style and the work was nowhere as daunting, apart from now teaching and prepping for the imminent arrival of the 2nd years.

Teaching the 1st years was daunting enough as a new member of staff, never mind as a new teacher. The 2nd years, however, were already used to the way the College works and how the others teach and here I was as the the new boy on staff. Luckily it wasn't bad at all, as I'd been sat where they were not all that long ago it was very easy to relate to and connect with pretty much all the students, even the ones who had started studying with me and for what ever reason now had me as a lecturer rather than a fellow. A major task was remembering all the new names and faces.

Throughout the past three months everyone at the College has been amazingly supportive of me in my new role. I've also been fortunate enough to attend functions like the ABDO graduation ceremony and see how a few things that go on behind the scenes actually work. So far I've only had one person

leave a lesson in tears, however that was down to the workload and not my terrible jokes. As I write, the next challenge for me is the 3rd years, who are due back in a few weeks time, there's no avoiding me (or them) this time around.

For all its been hard work, I've loved every minute of my time here so far. I look forward to seeing all the students back on their second blocks of the year and to seeing what the future holds for me as part of ABDO College. I will endeavour to help future dispensing opticians get the most out of their time with us, to furthering the knowledge and skills of our profession and to repaying all the amazing people that have helped me get here in the best way that I know how, by teaching and inspiring the next generation.

Haydn Dobby BSc(Hons) FBDO,
ABDO College Lecturer

2011/12 1st year FD student prize



Vinni Virdee and Amanda Nuckley

In December, the 2011/12 prize for Best 2nd year student on the Foundation Degree in Ophthalmic Dispensing course was awarded Amanda Nuckley, who works at Willetts & Diog Optometrists in Cowes, Isle of Wight.

The Foundation Degree prize is generously sponsored by Transitions Optical and Amanda received a cheque from their product consultant Vinni Virdee FBDO, as well as a commemorative certificate from ABDO College Principal Jo Underwood.

Bifocals (part 2)

by Sally Bates BSc (Hons) FBDO Cert Ed, ABDO College Lecturer

The topic of bifocals is a fundamental part of the ABDO FQE theory and practical examination syllabus. Assessment of this topic includes the discussion of bifocal dispensing solutions and suitability, lens availability, 'jump' and dealing with non-tolerances (Section C). FQE examination candidates are also required to submit four elementary bifocal case records as part of their pre-qualification portfolio (PQP); dispense a high powered pair of bifocals (Section B) and, using a focimeter, verify a basic pair of bifocals against a written order (Section A). This article deals with dispensing bifocals for special cases and dealing with dispensing non-tolerances.

Bifocals for children



figure 1: Child wearing bifocals

Myopic children often require a reading addition; it is commonly due to Juvenile Stress Myopia. The child over accommodates for near vision, thus increasing the myopic shift, therefore a temporary Add is generally prescribed for a period of 6–12 months to aid the reduction of the shift. PPLs are not suitable as research proves that they

will not reduce the shift; consequently bifocals are required. Large 'S/D' segments, such as S35 Trivex or polycarbonate lenses, should be dispensed and ideally be positioned midway between the pupil centre and the lower limbus to enforce use.

Hypermetropic children seldom require a reading addition, however, if required it is usually due to a convergence excess esotropia.

Large round segments, such as 38mm or 45mm diameters should be dispensed and ideally be positioned midway between the pupil centre and the lower limbus to enforce use.

Jump

Image 'jump' is produced due to the sudden introduction of base down prism at the dividing line of the segment. The image is displaced upwards when the patient looks down to read, due to the base down prism induced at the dividing line.

Jump may be calculated as follows:

Jump (Δ base down) = Distance from the segment top to the dividing line (cm) x Add

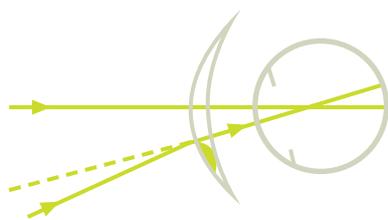


figure 2: Image jump

E-line segment, S40 segment and Franklin Split are 'no jump' bifocals, as the optical centre of the segment lies on the dividing line. S segments provide less 'jump' than round segments, as the optical centre of the segment is positioned higher in the near portion of the lens.

Differential prismatic effect at the near visual point (NVP)

The NVP is assumed to be 10mm below and 2mm in from the distance optical centre. The spectacle wearer achieves the maximum amount of near vision at this point. It is important to assess the differential prismatic effects at the NVP. If there is more than 1 dioptre of vertical differential prism, the patient may experience visual problems such as diplopia at near and be unable to tolerate reading for long periods of time. Use Prentice's rule, $P = cF$, to calculate the vertical $\delta\Delta$ at the NVP. Where c is 10mm as the patient looks 10mm down the lens and F is the power along the vertical meridian. For more detailed and comprehensive information regarding dispensing solutions for anisometropia, see *Re: View* May 2012, issue 10.

Dispensing solutions for anisometropia

To reduce differential prismatic effect at the NVP, prism compensated bifocals may be dispensed, including any of the following methods:

Slab-off (Bi-prism or Bicentric lenses)

E-line or S segs can be slabbed-off. This is the removal of base down prism. Slab-off the most negative eye as it induces the most base down prism. The minimum slab-off 2Δ base down

Slab-on

E-line or S segs can be slabbed-on. This is the addition of base up prism. Slab-on the least positive eye as it will induce more base up prism. The minimum slab-on 2Δ base up

Franklin Split bifocals

The distance and near portions are completely separate lenses; therefore the optical centres can be placed where required and prism can be surfaced to either portion to eliminate unwanted prismatic effect. In the case of anisometropia, one Franklin Split bifocal would be dispensed to either eye.

Solid prism segment

Available in glass, with a solid visible round 30mm bifocal segment. Up to 6Δ of extra prism is worked in any direction in the segment only.

Cemented prism segment

Extra prism is cemented onto the front surface of one segment only.

Unequal round segments

The largest segment is dispensed to the most positive eye, as it induces more base down prism in the segment for reading, to eliminate the base up of the distance portion.

$$\text{Difference in segment sizes} = \frac{20 \times \text{differential } \Delta}{\text{Add}}$$

Fresnel press-on prism

Fresnel prisms are generally used as a temporary measure and are a useful tool to try out in order to remedy differential prismatic effect at near, prior to ordering a prism compensated bifocal as listed above. This is not an ideal solution as the Fresnel may reduce the patient's visual acuity by approximately two lines. May be used for prism in any direction and available from 1Δ to 30Δ.

Occupational and vocational segment availability

Seamless bifocal

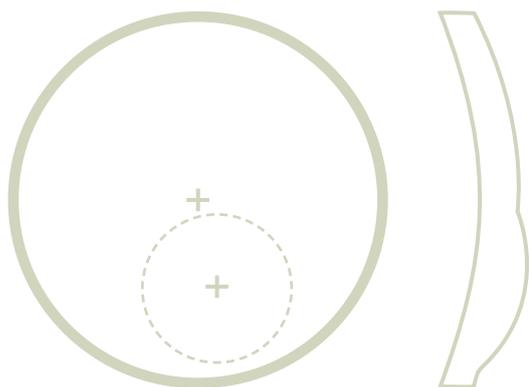


figure 3: Seamless bifocal

- Known as 'bifocals without a line'
- CR39 Round 28mm segment
- No visible dividing line
- Blended 22mm segment with a 2-3mm transition zone
- Ideal for patients who cannot tolerate PPLs
- Available from the Norville lens company

Outset segment

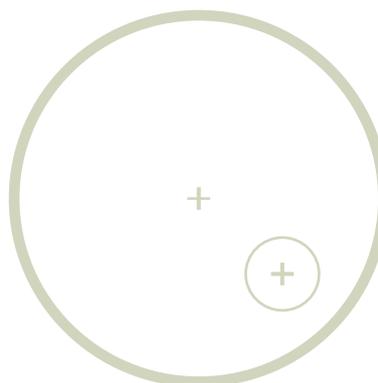


figure 4: Outset segment

- Generally dispensed to golfers and divers
- The 15mm round segment is outset in order that the near area of the lens does not interfere when golfers tee off or try to line up a putt
- Ideal for divers to check their time under water and oxygen levels
- If the patient is right handed, outset the right segment. If the patient is left handed, outset the left segment
- This provides enough near vision for the player to read the score card or the menu in the clubhouse bar!

C40 segments

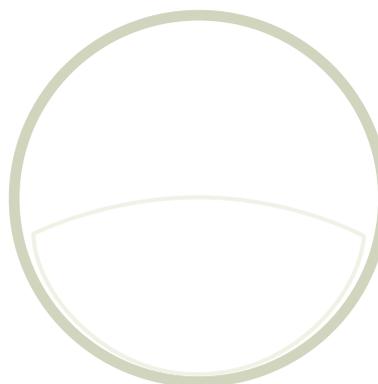


figure 5: C40 segment bifocal

- Generally dispensed to VDU operators
- Ordered with intermediate at the top of the lens and near vision in the segment, thus providing large areas of vision
- Reduced 'jump' segment
- Lighter weight and cosmetically better than E-Line bifocals
- Set the segment top slightly higher than normal, usually 1-2mm higher, to ease near vision



Up-curve segments

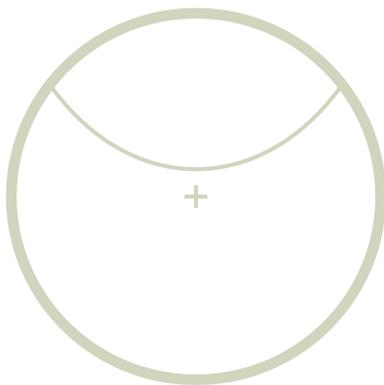


figure 6: Up-curve segment bifocal

- Dispensed to patients requiring a large reading or intermediate area in the main lens
- Distance vision is placed in the segment at the top of the lens
- Ideal for vocational and occupational use eg piano players, VDU operators etc.
- Round 38mm segment, available in glass
- This is the only bifocal which is ordered with a negative addition

Stick-on segments

- Generally used as a temporary measure as they are available in D segment shape and stuck onto the back surface of the lens
- Dispensed to patients requiring large plano sun spectacles integrating the ability to read, a temporary segment for children needing an add, or as alternative to an outset segment for golfers
- Available from Norville and Hilco



figure 7: Stick-on reading lenses

Prescription problem solving

Prescription 1

RIGHT			LEFT		
Sph	Cyl	Axis	Sph	Cyl	Axis
-4.00	-0.50	180	-4.50		
ADD +2.00			ADD +2.00		

Problem: Non tolerance to first bifocals

Verify if the problem is associated with distance or near vision.

If the problem is related to distance vision:

- Check the segment shape, size and top position
- Check the frame fitting including the bridge, frame tilt, frontal bow, head width, length to bend and vertex distance

If the problem is related to near vision:

- Check the segment shape, size and top position
- Verify the working distance
- Is the patient used to removing their spectacles to read? If so, they are accustomed to a large reading area and a close working distance

Prescription 2

RIGHT			LEFT		
Sph	Cyl	Axis	Sph	Cyl	Axis
+4.50	-1.00	45	+4.25	-1.25	135
ADD +1.25			ADD +1.25		

Problem: First bifocals – near vision

- Ask ‘open’ questions to ascertain the patient’s visual problems and symptoms
- Note the oblique cyls – there is a 90° axis difference
- Check the segment shape, size and top position
- Verify the working distance
- If the eyes feel as though they are ‘pulling’ when reading, the obvious cause is the oblique cylinder axis
- The power along the axes at near induce prism base up and out. This is uncomfortable as the eyes naturally converge for near vision
- Recommend a separate single vision pair of spectacles for prolonged near vision

Prescription 3

RIGHT			LEFT		
Sph	Cyl	Axis	Sph	Cyl	Axis
-3.00	-1.00	120	-3.50	-1.00	60
ADD +2.00			ADD +2.00		

Problem: Reading matter shifts upwards when reading with bifocals

- Jump – the sudden introduction of base down prism as the eye crosses the dividing line
- Round segments will induce more base down prism
- The image at near will jump upwards towards the prism apex
- Jump (Δ base down) = Distance from the segment top to the dividing line (cm) x Add

EDUCATIONAL SUPPLEMENT

For example:

- If the patient is dispensed with round 38mm segments, the induced jump will be: $1.9\text{cm} \times +2.00 = 3.8\Delta$ base down
- If the patient is dispensed with S28mm segments, the induced jump will be reduced as the optical centre of the segment is 2mm below the dividing line: $0.2 \times +2.00 = 0.4\Delta$ base down

Solutions:

Dispense 'no-jump' bifocals, as the optical centre of the segment is on the dividing line:

- S40 segments
- E-line bifocals
- Franklin Split bifocals

Prescription 4

RIGHT			LEFT		
Sph	Cyl	Axis	Sph	Cyl	Axis
+1.00	-0.50	90	+0.75	-0.25	100
ADD +3.00			ADD +3.00		

Problem: 2Δ Base IN each eye required for near vision only to aid convergence problems

1. Franklin Split bifocals with 2Δ base IN surfaced in the near portion only
 - These lenses are expensive, heavy and cosmetically unappealing
2. Solid prism segments with 2Δ base IN surfaced in the segments only
 - Glass, solid, round 30mm segments
 - Up to 6Δ can be worked into the segments only
 - These lenses are heavy and expensive
3. Inset large S segments to induce 2Δ base IN prismatic effect at near only
 - The decentration of the segment is calculated using Prentice's rule:

$$\text{Inset} = \frac{P}{F \text{ Add}} = \frac{2\Delta \text{ IN}}{+3.00} = 0.66\text{cm} = 6.6\text{mm}$$

- Decentre each segment by $6.6\text{mm} + 2\text{mm}$ (standard inset) = 8.6mm each eye
- Dispense large S segments such as S35, S40 or S45
- S40 segments are optically the best solution as they are 'no-jump' bifocal

Dealing with bifocal non-tolerances

- Ask the patient if the problem is related to distance, intermediate or near vision
- Whether the problem is the right eye, left eye or both eyes
- What is the required working distance?

Check the frame fitting

- Ask the patient to put the frame on as they will position their spectacles where they want to wear them

- Check the segment top position in relation to the patient's lower limbus
- If the frame slips down further away from the eyes, the segment top position will fit too low
- If the head width frame fitting is too tight, the segment top position will be positioned too high
- If necessary, raise or lower the frame by adjusting the distance between the pad centres (metal frame) or increasing or decreasing the angle of sides
- Check the vertex distance is equal right and left, and kept to a minimum for a wide field of view
- Check the dihedral angle (frontal bow) – the frame should not be too flat or excessively bowed
- Check the angle of sides. If excessively angled, the segment top will be raised; if too flat, the segment top will be too low

Check the lenses

- Verify the distance power and Add
- If the segment can be felt on the front surface of the lens, remember to turn the spectacles over to record the back vertex power of the segment – this often makes a difference of 0.25D to 0.50D in power; this is the near vision effectivity error
- Check the horizontal optical centres, the segment height and inset
- Check the segment drop – this is the distance from the optical centre to the segment top which is usually 5mm; if the measurement is varied, the wearer will experience problems with distance vision
- Are the base curves the same?

Check the fitting on the patient

- Check the position of the segment top relative to the patient's lower limbus

Evaluate use of lenses

- Check the patient's head position for lens use
- Is the segment shape, size and position suitable for the patient's requirements?

Other tips

- Does the myopic patient prefer to read without their spectacles?
- If the bifocal is fused glass, there will be increased chromatic aberration when reading due to the higher refractive index of the segment
- Has the correct segment shape, size and top position been dispensed?
- Is the segment compatible with the occupation?

References

The Norville Prescription Companion
Ophthalmic Lenses Availability by Phil and Pat Gilbert
Practical Dispensing by Anthony I Griffiths
Practical Optical Dispensing by David Wilson

All publications are available from the ABDO College Bookshop, with the exception of the Prescription Companion which is available from the Norville lens company.

4th annual employer liaison event



ABDO College held its 4th annual employer liaison event at Godmersham at the end of November. Following an introduction by ABDO College's head of operational services, Michelle Derbyshire, the event commenced with an informative presentation on workplace transition funding from David Leah and Jane Wright of Canterbury Christ Church University (CCCU). They jointly outlined details of the funding applicable to the ophthalmic dispensing degree courses which ABDO College successfully run in conjunction with CCCU.

Two past ABDO College students Anna Foden and Marc Farmer, who both graduated in 2012 with a first class honours degree, gave presentations on their respective individual study research conducted as part of their BSc (Hons) in Ophthalmic Dispensing course. These two highly motivated, newly qualified, DOs demonstrated how their studies have assisted their personal career development and directly benefitted the practices in which they work.

Jo Underwood provided an update on ABDO College's academic results and those attending also received an update on the core curriculum from Michelle Derbyshire.

Commenting on the event Michelle Derbyshire said "The employer liaison event is now a regular fixture in our diary. As well as presenting new developments, it's a great platform to discuss what we do in detail, to stimulate dialogue and receive valuable feedback from employers and other key stakeholders. The open discussion session, conducted at the end of each event, always enables us to listen to comments and answer any queries our retail partners may have and it assists us in planning for the future".

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The ABDO College Board of Trustees and staff would like to thank its official sponsors for their generous and continued support:

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For further information on ABDO College sponsorship opportunities contact Michael R Potter FBDO on 01227 733 913 or email at mpotter@abdo.org.uk.

Jo Underwood attains SMC(Tech)



Jo Underwood and Gordon Jones

ABDO College principal, Jo Underwood, has added the Worshipful Company of Spectacle Makers Level 4 Diploma for Optical Technicians to her extensive list of qualifications. Jo was awarded her 'SMC(Tech)' by Gordon Jones, Master of The Worshipful Company of Spectacle Makers, at a presentation ceremony at Apothecaries' Hall.

Commenting on the 'SMC(Tech) course' Jo Underwood said "As a teacher of ophthalmic lenses, this course was invaluable in giving an insight into the workings and important skills required for the manufacturing and technical side of our profession. The weekly coursework utilised much of my prior knowledge and took this to a more practical level of understanding. For all dispensing opticians I feel that this course will increase their understanding as their role often forces them to become more removed from the hands-on technicalities of manufacturing".

Anthony Blackman

A profile on ABDO College's academic link tutor with CCCU

OK so optics wasn't my first career choice, or even second, but the last eight years have been varied, exciting and very fulfilling. It starts when I graduated from the School of Pharmacy and Biomolecular Sciences (University of Brighton) in 2004. My previous work experience had been three years of working in a dry cleaners and I didn't really know what to do next; so somehow I ended up studying accountancy through the Open University! Having always been good at maths helped with the course and thinking about business instead of science made a change. Unfortunately I found accountancy to be rather dull and by this time I was working as a trainee OA for my local Dollond and Aitchison, with whom I had been a patient for many years. After I had completed the company's internal training I had the opportunity to apply for the ophthalmic dispensing course. Since I wanted to know more about what I was doing and understand the products I signed up. After attending an assessment day and a follow

up interview I was offered a sponsored place.

Traveling to London on my day off was quite tiring sometimes, but I met a bunch of great people, many of whom I am still in contact with. It can't have been that bad because after three years of the DO course I continued to attend and study for the Contact Lens Certificate. Being a glutton for punishment I also completed the Spectacle Lens Design course and passed the theory exams for the Low Vision course – I now just need to get round to gaining enough practical experience to complete the practical element.

For the past year I have been employed part-time by Canterbury Christ Church University (CCCU) as the academic link tutor to ABDO College, senior lecturer in vision science and as a programme director. The collaboration between the two institutes has developed immensely and we now have the Foundation Degree in Ophthalmic Dispensing, which leads on to the BSc(Hons) in



the 3rd year; as well as a BSc(Hons) top-up degree for existing FBDOs – the BSc(Hons) in Optical Dispensing Studies. We are now looking at the next phase of our partnership and will continue to develop the programmes on offer so that they meet the changing needs of students, employers and the industry. This has been anything but the usual 9–5:30 with many ups and downs; but I have relished the challenge. I balance this with working as a locum DO and CLO, usually in Surrey/Sussex, but occasionally in Kent as well. As my confidence in contact lenses has grown I hope to start the Contact Lens Honours course in the next year to eighteen months.

My first active involvement with ABDO was when I attended my first area meeting as a student DO. At the meeting Huntly Taylor stepped down as Area 9 chairman after many years of service and Kevin Gutsell brought together a new area committee; with me being the student member. I am grateful to the support given to me by Huntly, Kevin, Rhys Williams (whom I replaced as secretary after I qualified), Clare Russell, Mark Godfrey and Jo Smith (whom I also replaced as CET officer). The area is progressing well and although the committee doesn't meet very often we do get things done and are planning our first CET day this year.

I now sit on ABDO's CET committee and have become involved as a practical examiner. For the last couple of years I have also been a distance learning tutor for the Worshipful Company of Spectacle Makers which

I have thoroughly enjoyed. Did you know that DOs are welcome to apply for the Freedom of the company and that there is also a new fast-track SMC(Tech) course for FBDOs; of which I was in the first cohort. The Spectacle Makers have a lively calendar of events and since becoming a Liveryman last year I get to go to a few more dos.

Believe it or not I do have some free time outside of optics between traveling between Kent and Surrey. I am a regular attendee at the East Grinstead Sports & Social Club, which has a friendly gym and good range of classes, not to mention an interest in the Chatham Whisky club. I also have an ever growing collection of music and a love of books, with my recent reads being Richard Dawkins, Jeremy Clarkson (very similar I know) and anything about English social history or ancient Egypt.

I have written several articles for the ABDO journal *Dispensing Optics* and without the skills I acquired during my degree a decade ago I would have been much more hesitant at writing them. I therefore hope that with a growing number of DOs with degrees that more will have the confidence to contribute to our profession as I truly believe that we have a bright future.

As for my immediate future? Well I am currently enrolled on a teaching training programme at CCCU as well as working towards an MSc – which should keep me busy for a couple of years!

**Anthony Blackman BSc(Hons) FBDO
CL (Hons) SLD SMC(Tech) CertAcc(Open)
MSB FRSPH FRI FlinstCPD**

ISCLS delegates pay a visit

As the International Society of Contact Lens Specialists (ISCLS) held its 2012 Congress at nearby Eastwell Manor, a small group of delegates took the opportunity to pay a visit to ABDO College. The visit was arranged by CLO and ABDO member Michael Jaggs (pictured 3rd from right) who, on behalf of the visiting party, thanked the College for an interesting insight into the College's activities and facilities.



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