



CITIZEN ADVISORY GROUP MEETING REPORT

SATURDAY, JANUARY 20, 2018

**College of Opticians of Ontario Offices
300 – 90 Adelaide Street West
Toronto ON M5H 3V9**

10:00 a.m. – 4:00 p.m.

Facilitator: Misha Glouberman

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WELCOME AND REVIEW OF OCTOBER 2017 SESSION

The meeting was opened by Misha Glouberman, who welcomed both new and returning attendees and introduced Lisa Pretty, Citizen Advisory Group (CAG) Partnership Chair and Communications Director at the College of Physiotherapists of Ontario (CPO).

Lisa provided a brief overview of the group's history and growth, and acknowledged the valuable and positive feedback from this group at its previous meeting. Several other health regulatory colleges have expressed interest in joining the CAG, which enhances the ability of all colleges in serving the public interest.

For this meeting, the topics and sponsoring partnership members were noted as follows:

- Promoting Public Awareness of the College's Role in Safe Healthcare Delivery: College of Denturists of Ontario (CDO)
- Patient Relations Questionnaire: College of Opticians of Ontario (COO)
- Website Re-design: CDO and COO
- Additional Information on the Public Register: College of Physiotherapists of Ontario

REVIEW OF OCTOBER 2017 SESSION

Highlights of the feedback from the last session were noted, including what went well and the need for continuity with the group's activities. After convening into small groups, the following feedback about participation in the CAG was noted:

- Rewarding:
 - Lisa's report was beneficial
 - The colleges are listening and this initiative is worthwhile
 - Positive group interaction with opportunities to speak and benefit from the camaraderie
 - The model has expanded from the physiotherapists to other professions
 - There is no sense of tokenism and this has a positive impact
 - Diverse group members come from different backgrounds and engage in good information-sharing
 - Able to hear varied and different perspectives and experiences
 - Genuinely doing something useful
- Challenging:
 - Seeing things from different angles (e.g., at the CAG previous meeting, several participants who were nurses could speak to issues in addition to the patient view and this was beneficial for the group)
 - Diversity issues for the colleges such as hearing all the voices and promoting diversity in the group (i.e., different professions, different parts of the province, etc.)

Additional discussion:

- While some individuals have left the CAG, it is expected that this group will continue. There is always content for the regulatory colleges to bring forward to groups such as the CAG.
- In response to a query about whether the public knows enough and whether there is movement at some level, it was noted the Federation recently launched a patient-centred website. Further, additional marketing programs will also be launched (i.e., advertising and going into community health centres to provide awareness about the complaints process).
- There is work to do in having a grassroots movement communicated to the public about the role of the regulatory colleges.

Goals

The goals previously developed by this group were reviewed, including positive outcomes.

Following small group discussions, each group provided feedback:

- An important goal is to be heard by the colleges
- A tick box approach (possible “tokenism”) is a concern and should be diligently avoided. It is important to hear feedback from the colleges, as “heard and valued” is an important principle
- Evidence of the impact of this group’s comments/discussions is important
- If the group sees its feedback being implemented, it will give the group more confidence (to frame the comment, Lisa provided an example of the longer-term process in implementing a by-law change). To a show of hands, the majority of participants find that the group’s voice is being heard and it would be “awesome if it could be better”
- Consider a future tracking mechanism among the colleges on a particular topic on which this group has consensus (e.g., a feedback mechanism).

Following a breakout group discussion, the following feedback on what the colleges could be doing in the future to be more responsive in showing evidence of impact was noted:

- Mechanism for tracking what happens at the colleges on particular topics of advice, i.e., design a system for feedback from Colleges to show how far along things are in the process and what policies and processes are being changed and how; communicate the proposed outlines and timelines and post a report to the CAG website; it would be in writing publicly, which forces some accountability (e.g., “what we heard” and with “possible next steps”)
- Video vignettes by decision-makers, showing what is the impact of CAG to them and how it enriches the work they do. The outreach work could also be included on the colleges’ websites as a testimony to the CAG’s impact
- The work of the Federation was acknowledged. Perhaps CAG would fit into the Federation’s future work: where does it fit in the healthcare framework? It is important to clarify the role, including the aspirational role (where it fits into the bigger picture). Questions were posed: “Why aren’t the 15 other colleges members of CAG?” and “Some colleges should be embarrassed by not having access to the CAG. Why not?”

- Feedback on picking the most important of the above-noted ideas (votes cast by CAG members):
 - Tracking on CAG website: 8
 - Some sort of report on next steps: 4
 - Video: 0
 - Role of the group: 0

Lisa briefly outlined the growth and development of processes to support the implementation of ideas generated from this group, including a tracking mechanism on the CAG website and reiterating that the CAG is not a decision-making body and colleges might not take a suggestion. Having a report on how the CAG's recommendations were heard is important.

PATIENT RELATIONS QUESTIONNAIRE

COLLEGE OF OPTICIANS OF ONTARIO

The College of Opticians of Ontario (COO) is seeking feedback on what the public knows about what opticians do and what gaps in information need to be filled for the public.

Why does it matter that public knows/understands what an optician does?

- Opticians, optometrists, and ophthalmologists each have their own area of expertise. The product someone is wearing has to be the right thing and that's the appropriate person to ask
- The professional should know their limitations (e.g., be able to treat an eye infection)
- Important for the member of the public to know the professional's limitations (e.g., if it's about glasses, the optometrist can do testing; if it's about the eyes, the patient may have to go to the ophthalmologist)
- Need to have a better sense of the objective for each professional (e.g., selling glasses is the goal)
- When a patient walks in, the place should be labelled so there is no confusion for the public (e.g., know where the practitioner went to college and whether they are a regulated professional). Most people don't know what the professional has done in school and what their expertise is. For example, in a store selling glasses, the public needs to understand who the various people are such as: Who is the trained professional? Who works at the cash register?
- Sometimes the patient has to figure out what the next steps might be for them in determining which person to go (i.e., optician, optometrist or ophthalmologist); in some cases, they go to their general practitioner (GP) for a referral to the right person
- It is important that the care the patient needs is delivered
- Several individuals in the group noted they were "still confused" by the distinct roles of the three types of practitioners (i.e., optician, optometrist, ophthalmologist)
- Defining the scope of practice for each category of professional with respect to diagnosis, prescription and intervention is beneficial. The public needs to know who to ask, who they can trust, and the expertise/experience of each of opticians, optometrists or ophthalmologists, and then to get the care they need

What the College can do to help the public understand what opticians do:

- A poster on the wall or a pamphlet in the office to provide definitions and inform patients
- In the literature, educate the public about reference checks (e.g., registered technicians)
- Provide an outline of possible expenditures to avoid "upselling"
- Most people don't know that opticians are regulated professionals. Consider ads such as at bus stops to advise the public of "who is who"
- Nametags worn by the individuals who work in the clinic (role and name so the patient can check them on the Internet) are beneficial

- It is beneficial for the three colleges to work together to differentiate the three colleges' professions (e.g., what are their roles, limitations, etc.)
- Do the colleges regulate the fee schedules? Should the schedules be accessible to the public?
- Can the College do advertising?
 - Bus boards are expensive
 - Posters in clinics about the three different professions can be cost-effective and informative: "here's what we do"
 - Importance of having a registered health care professional is beneficial to garner the confidence of the public ("tell people why we matter")
- Online optician services: is that a good way for the public to get glasses? Quality matters and people might get better care if the public is educated about what can happen if glasses or contacts aren't fitted properly. Consequences and recourse would be important for the public to know
- It is positive for patients to improve their eye care
- Education about the role of the colleges (in this context, the word "college" is confusing to the public)

Priorities (votes cast by CAG members):

Reach people in offices (posters/pamphlets): 8

3 Colleges to work together: 8

Bus stop ads about the College: 2

Identify the professions in the store: 2

Why this matters: 1

Educate people about reference checks: 0

Outlining average costs to avoid upselling: 0

Fee schedules are public: 0

All glasses/lenses are not equal (online): 0

Improve self-care: 0

Based on the above-noted discussion, it was suggested that the following three items could be incorporated into a delivery mechanism:

- why this matters
- all glasses/lenses are not equal
- the benefits of improvement of self-care

WEBSITE RE-DESIGN

COLLEGE OF DENTURISTS OF ONTARIO

The College of Denturists of Ontario (CDO) recently launched a new website and is interested in feedback about it.

Which of the College's activities are most important to promote to the public?

- It is a regulated profession and the College exists as a separate college (some people thought they were “part of the dentists”)
- Understand the basic care to expect from a denturist – “they are not a dentist”
- What questions are there about process?
- There is a complaints process
- It is valuable for patients and caregivers to have an opportunity to provide feedback, including positive feedback (note: colleges and practitioners are prohibited from publishing ratings and testimonials about individual practitioners)
- Know what denturists do
- A member of the public can go directly to a denturist (rather than having to go through a dentist)
- Would it be important for those needing dentures to know that denturists are up-to-date on the latest technologies, etc.? (It was noted there is a requirement for members to do CE and report it to the College. The College doesn't direct content.)
- Do denturists have professional development requirements?
- Denturists fabricate dentures that fit over implants.

Priorities (votes cast by CAG members):

What denturists do: 9

Patients can go directly to them: 5

There is a complaints process: 4

Basic care to expect: 3

Feedback (good/bad): 3

Existence of the College: 0

Denturists aren't dentists: 0

Regulatory criteria: 0

Are there PD requirements: 0

How should the College communicate this information to the public?

- In collaboration with dentists
- The website should be cleaned up; develop a series of small and cost-effective ads that highlight denturists' services and the College's website address; consider being on social media such as Facebook, Twitter, etc.
- Consider targeted print materials for physicians' offices and retirement facilities

- Would it be ethical for the College to work with members in getting consent from the denturists' customers with the provision of email address (builds on social media lists)?
- If there isn't one already, create something like an "Ontario Denturists' Week" and run a media blitz for a week (e.g., send it to radio/TV stations, newspapers); this would create awareness
- Create a Facebook page for the College, although it doesn't reach people necessarily unless they find it
- Consider being on Twitter
- When asked about partnering with the denturists' professional associations, the CAG partners shared that there needs to be a careful separation between colleges and associations

Priorities (votes cast by CAG members):

Print materials: 6

Partner with dentists: 5

Run online ads: 1

Email list of happy customers: 0

Denturists Week: 0

Online ads:

 Facebook: 11

 Twitter: 0

 Instagram: 0

 Reditt: 1

Also: possible information hub for students

WEBSITE REVIEW

What is most important for the website to provide?

- "Find a denturist in my area quickly"
- "Track record of the denturists in my area" (regulatory)
- Is the office accessible?
- Contact information for the College should be prominent (including phone numbers)
- What do denturists do? What can the public expect from the process?
- Coverage (for services)
- How to file a complaint
- Provide basic information on a fact sheet: what does a denturist do, do I need a referral, why visit a denturist, etc.
- Pointer to a rating site
- Accessibility/readability to the denturist's website is important factors to consider (e.g., ability for people who are colour blind to navigate the website)

Ratings (votes cast by CAG members):

Find a local dentist: 8

Track record of dentist: 5

FAQ: 4

What do dentists do: 3

File a complaint: 1

Office accessibility: 0

College – easy to contact: 0

Coverage: 0

General impressions and specific feedback on the website:

Liked:

- “About us” bullets: explains what the College does and is easy to read
- “Find a Dentist” is prominent
- For “About the College” and “How to File a Complaint”, the side menu information is clear and “front and centre”
- Device-responsive and looks modern/progressive
- Font and typeface look good (use of dark colour or black preferable to lighter colour)

Suggested changes:

- Move applicants and members below the four items; make public part more prominent (i.e., public information should be more front and centre)
- Website should target the general public (registered dentists will know where to go on the site for the information they need – the public doesn’t need that information)
- Filing a complaint: clear but easy to scroll past it (give it more prominence)
- Menu on a mobile: too much is showing
- Rolling banner is distracting and not that easy for the viewer to find what they are looking for; a carousel of banners with a selection tool for each slide would be easier for the user to get to the desired spot
- Reports: want to see on the first page where all the annual reports are filed (search results)
- Broad field of accessibility: French services are provided upon request; factors include translation into French (associated costs), and having it in French will assist French-speaking people. Are there multilingual opportunities?
- Documents are in an easily accessible format
- Top banner: blue is too light for an effective contrast and it should be easier to read
- Include a dentist in at least one of the photos

Priorities (votes cast by CAG members):

Public information more featured/targeted within framework: 9

Too many menus on mobile: 5

Too many banners changing: 4

French content: 4

Other languages: 2

More prominence re: complaints: 1

Scroll between banners: 0

Photo of dentist: 0

Blue hard to read: 0

COLLEGE OF OPTICIANS OF ONTARIO

The COO is planning to re-design its site and welcomed feedback about its new design.

Ideas as to what the site should provide:

- Clarify the difference between an optician, optometrist and ophthalmologist
- Why is it important to be treated by a registered practitioner? This type of information needs to be on the website

Priorities (votes cast by CAG members):

Fact page (include differences between the 3 groups and why this matters, what they do, etc.):
9

Find an optician quickly: 7

Their track record: 7

File a complaint: 2

Accessible: 0

Contact College easily: 0

Coverage: 0

Ratings: 0

General impressions and specific feedback:

- Home page: targeted to the public
- Graphics and artwork: modern, colours are progressive, image is striking, artistic
- Easy to navigate with animation (three main headings with graphical icons makes it feel easy to navigate)
- Optician search is in enlarged font: easy to find

Improvements:

- “COO” is not common lingo for the public and its use should be avoided in these types of communications
- Text colour should be consistent: use black and not lighter grey, which causes navigational confusion; it is hard to read grey/white text
- Break down paragraphs into bulleted format (text makes it feel long)
- Be consistent with the colour of the links
- Some green graphics not linkable (hard to tell what is a hyperlink)
- “Protecting the Public” could be a link – appears to be that way visually
- Some opinions were expressed that “Protecting the Public” wording is “harsh” in conjunction with the beautiful imagery; other opinions varied in that it is important to have that wording and possibly move it elsewhere
- Top menu is too tight (“Optician Search” page)
- Fonts are a bit too small, given target audience
- “Optician Search” should take the viewer right to the search area
- FAQ: make this more “front and centre”: include what a public register is

Priorities in managing website changes (votes cast by CAG members):

Grey/white text: 11

Pop-up too small: 9

COO acronym: 3

Home page: link protecting the public: 3

Text on banner: 3

Fonts too small: 3

Text in sentence should be bulleted: 2

Hard to tell what's a link (colours): 2

Search for optician: 2

More upfront about what is a register: 1

ADDITIONAL INFORMATION ON THE PUBLIC REGISTER

College of Physiotherapists of Ontario

The College of Physiotherapists of Ontario (CPO) is seeking feedback on its public register to ensure the public can make informed decisions about who to see or not to see [e.g., the type of funding accepted by the physiotherapist such as the Ontario Health Insurance Plan (OHIP) and the Workplace Safety and Insurance Board (WSIB)], level of accessibility to the physiotherapist's physical location (e.g., elevator, stairs, etc.) and guidance on what kind of information that is not presently on the site would be useful to the public.

Why would it be helpful to see information about what kind of funding each physiotherapist accepts?

- OHIP physiotherapists: there is often a substantial wait-time for this type of physiotherapy services and the patient needs to know that in advance (e.g., before surgery)
- Communicate on the website which clinics are publicly funded; lots of people cannot afford physiotherapy because they don't have appropriate insurance
- Costs can be prohibitive for older adults, which circles back to the cost of physiotherapists. The information about funding helps people manage their costs and to know in advance of treatment if it is funded. If the patient knows in advance, it can contribute to better care
- With private clinics, there isn't a "clogging up" (i.e., ethical triage system) and access to those clinics would help reduce wait times for public clinics
- Does the clinic take credit cards? Providing credit card information will advise people what they can use; some people don't have cash with them
- Age for qualification of OHIP and for services for children and seniors
- Easy access to general information about physiotherapy
- Consider mandating a deadline for physiotherapists to post the information
- All health practitioners need to be aware of their responsibilities in updating their public registry to reflect any changes

How useful is all of this information (scale of "1-5") (votes cast by CAG members):

5: 10 (very useful)

4: 1

3: 2

WRAP-UP

What went well?

- Agenda was covered effectively and efficiently, and it gave the colleges what they were looking for
- Liked having representatives from the colleges present (they can clarify questions, situations and accountability)
- Nice sized group; the breakout group work is an opportunity to trade ideas and generate conversation
- As a new member, felt comfortable in the group. It is easier to put ideas together in a smaller group and to engage with different personalities to get different ideas and meet new people
- Respectful environment; the facilitator clarifies comments and runs it well (“keeps it smooth”)
- One-on-one work is rewarding
- Getting reading material early is beneficial
- Participants all want to see a tracking mechanism (“exciting outcomes”)
- Everyone is engaged
- Facilitator kept things moving on time
- Helpful to have a recap from the previous meeting, particularly about the process and it helps the new people
- Accessible and good central location for the meeting; easy to find
- Food was good
- As a new member, participants can be heard; the explanations about the procedures were easy to follow
- People feel it’s a good use of time and important work is being done; no “dead time”
- Observers and college representatives strike a good balance in providing background information to the CAG; they are accessible but not dominating

What can be done differently?

- Refresher/reminder about the parameters, roles, limits in which this group can effect change (in the advance materials and in the readings) and the role of associations versus the role of the regulatory colleges
- Ensure no overload of participants
- There should be a vote on a 5-minute reminder at the next meeting
- Survey Monkey: “choose” and “comment” – it was agreed that Survey Monkey respondents should always have the ability to provide a comment for a specific question. It was agreed that future surveys will allow for feedback with comments
- Tracking progress – how can/should this be done? (There was commitment to present ideas from the CAG Partners at the next meeting.)

- Shared lessons from the past three years – divided on this but keep it in mind; no action is required now
- Is there any need for professional development for citizen advisors (e.g., a reminder of what colleges can/cannot do)? Is there anything else?
- Tracking: evaluation of the evolution of the CAG and sharing of lessons learned during the past three years