

# “The Practice Educators’ Academy”’: A Fundamental Step to Experiential Training Success in Qatar

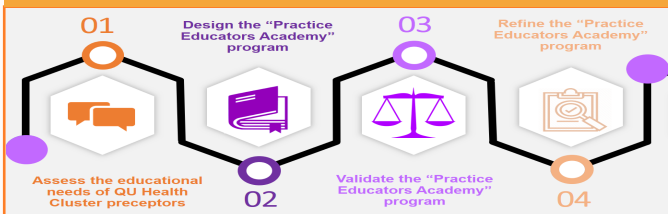
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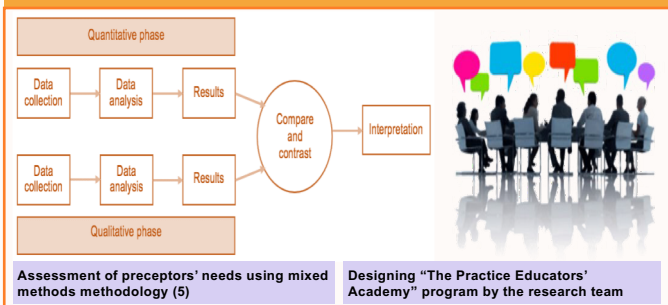
## Background

- Experiential education is a fundamental component of health profession education programs that aim to develop students’ knowledge and skills necessary to practice competently in the healthcare setting (1).
- The quality of the learning during experiential education activities is highly influenced by how the training experience is planned, supervised and assessed by clinical preceptors (2).
- Although preceptors have received substantial clinical training, research has shown that most preceptors have suboptimal educational training in teaching methods, assessment, and provision of feedback to students (3).
- To address that, preceptors should be oriented to their respective educational curricula, teaching methods, students’ assessment, and to considering students’ needs and expectations (4).

## Aim



## Methods



## Results

### Stage 1: Assessment of the preceptors’ educational needs

#### Qualitative

Planning: “I think the most important improvement needed is preparation for the rotation.” CMED, Student

Delivery and Instruction: “Definitely the preceptors need teaching skills development.” CHS, Faculty

Assessment: “Some of the preceptors are just not familiar with the assessment tool itself” CPH, PharmD Student

Feedback: “I know that we miss the positive feedback we focus only on the negative points only” CPH, Preceptor

Communication: “During OSCE, there was one doctor I do not know if I would say rude, aggressive.” CMED, Student

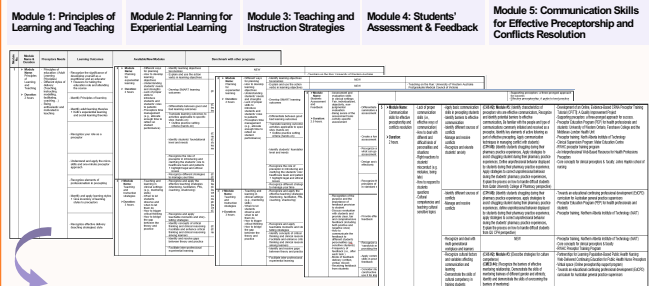
#### Quantitative

Table 1: Preceptors’ educational needs (n=209)

Preceptors’ needs	Not a priority	Low priority	Medium priority	High priority
Adult Learning Principles*	3%	9%	28%	60%
Curriculum & Course Design	2%	7%	25%	66%
Writing Educational Objectives*	1%	9%	29%	61%
Lecturing and Large Group Teaching	1%	15%	29%	55%
Tutorial and Small Group Teaching	1%	11%	30%	58%
Facilitating PBL	0%	8%	25%	67%
Teaching and learning in clinical settings	2%	5%	20%	73%
Providing Feedback	0%	10%	25%	65%
Assessment in clinical settings	3%	7%	22%	68%
Clinical Simulation Curriculum & course evaluation	0%	8%	28%	64%
Mentoring skills	0%	7%	21%	72%
Educational research skills	0%	7%	24%	69%

## Results

### Stage 2: Design of the “Practice Educators Academy” program



Module No.	Module Name & Duration	Preceptors Needs	Learning Outcomes	Benchmark with other programs
1	Module Name: Principles of Learning and Teaching Duration: 2 hours	<ul style="list-style-type: none"> <li>Principles of education: (Adult Learning Principles)</li> <li>Different styles of delivery: (Teaching, instructing, modeling, facilitating, coaching...)</li> <li>Being enthusiastic and motivated in teaching</li> </ul>	<ul style="list-style-type: none"> <li>Recognize the significance of developing yourself as a practitioner and an educator</li> <li>Identify Principles of learning</li> <li>Identify adult learning theories</li> <li>Recognize your role as a preceptor</li> <li>Understand and apply the micro-skills and one-minute preceptor approach</li> <li>Recognize elements of professionalism in precepting</li> <li>Identify and apply learning styles</li> <li>Recognize effective delivery (teaching/strategies) style</li> </ul>	<ul style="list-style-type: none"> <li>The Australian Clinical Education Program</li> <li>The Australian Clinical Education Program</li> <li>An Interprofessional Web-Based Resource for Health Professions Preceptors</li> <li>Preceptor training: North Alberta Institute of Technology</li> <li>Preceptor Development Program, University of Virginia</li> <li>Towards an educational continuing professional development (ECPD) curriculum for Australian general practice supervisors</li> <li>Improving Preceptor Self-Efficacy Using an Online Educational Program</li> <li>Developing and Implementing an Academy of Preceptors</li> </ul>
2	Module Name: Planning for experiential learning Duration: 2 hours	<ul style="list-style-type: none"> <li>Different ways for planning</li> <li>How to develop learning objectives</li> <li>Understanding students’ needs and strengths</li> <li>Lack of proper skills to introduce students and students’ roles to patients</li> <li>Preceptors time management (e.g., allocate enough time to reflect on student performance)</li> </ul>	<ul style="list-style-type: none"> <li>Identify learning objectives taxonomies</li> <li>Explain and use the action verbs in learning objectives</li> <li>Develop SMART learning outcomes</li> <li>Differentiate between good and bad learning outcomes</li> <li>Translate learning outcomes to activities applicable to specific sites (hands-on)</li> <li>Outline practice setting criteria (hands-on)</li> <li>Identify students’ functional level and needs</li> <li>Recognize the role of preceptor in introducing and clarifying the students’ role to healthcare team and patients</li> <li>Recognize different strategies to manage your time</li> </ul>	<ul style="list-style-type: none"> <li>Teaching on the Run</li> <li>Preceptor Education Program (PEP)</li> <li>Towards an educational continuing professional development (ECPD) curriculum for Australian general practice supervisors</li> <li>Mission possible CD ROM: Instructional tool for preceptors</li> <li>RNHCC: preceptor training program</li> <li>Preceptor training: North Alberta Institute of Technology</li> </ul>

### Stage 3 & 4: Validation and refinement of the “Practice Educators Academy” program



## Conclusions

- “The Practice Educators Academy” is the first intervention nationally and regionally to develop the educational skills of preceptors considering their needs, while benchmarking with other programs available internationally.
- The development of academy aligns with the third pillar of the Qatar National Vision 2030 (6) on human capital development, and with the International Pharmaceutical Federation (FIP) Workforce Development Goals (7).
- This alignment is key in workforce planning and capacity building, nationally and globally, in order to achieve universal health coverage by 2030.
- Future research should focus on evaluating the effectiveness of the “Practice Educators Academy” program in improving the preceptors’ educational knowledge and skills, and enhancing students’ satisfaction.

## References

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