Meeting the Educational Needs of Faculty/Preceptors who work with International Medical Graduates:

*The Practice Based Preceptor Program*

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Disclosure Information

• Health Canada, Internationally Educated Health Professionals (IEHP) Initiative*

• Government of Newfoundland and Labrador, Department of Health and Community Services

• Memorial University, Professional Development & Conferencing Services, Faculty of Medicine

• AFMC Faculty Development Program for Teachers of International Medical Graduates (IMGs)

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Presentation Objectives

As a participant you will:

- Increase your understanding of the process for developing and evaluating online programs that meet the needs of preceptors who teach students, residents, &/or IMGs.

- Have an opportunity to review the web portal, its modules and resources.

- Identify best practices for online learning that can enhance preceptors’ skills, including suggestions for content & resources for the portal.
What is a preceptor?

- A practicing physician who teaches/supervises trainees such as medical students, residents, &/or IMGs.
- May be full/part-time faculty and/or community-based.

# of Preceptors working with NL trainees

- NL ~ 204
- NB & PEI ~ 81
Background

• Preceptors help medical students, residents, & IMGs bridge the gap between textbook learning and real-life clinical situations.

• Many preceptors don’t have any formal training or even access to formal training.

• As a result, there is a growing demand for continuing professional development (CPD) programs to meet faculty and community-based preceptors’ needs.
Result

Development of an online portal and learning modules

Practice Based Preceptor Program

http://www.practicebasedpreceptor.ca
Welcome

Faculty of Medicine, Professional Development & Conferencing Services

We are pleased to present this unique training portal developed with the practice based preceptor in mind.

Register yourself with this site and benefit from our range of online, interactive learning programs designed with the busy preceptor in mind. The accredited courses available through this portal have been developed to enhance the faculty and community based preceptor’s teaching skills.

Also within this portal you’ll find links to valuable online resources, details of awards and recognition programs, plus collaborative tools such as Communities of Practice and Ask a Preceptor.

By sharing best practices with each other and availing of advise from seasoned practitioners, we are sure this portal will become an invaluable online learning centre for you.

Enjoy!

Dr. Cheri Bethune

I love to share my knowledge, experience and enthusiasm for the practice of medicine with students, residents and colleagues. With every opportunity I always learn more than I teach.

Course Offerings

- Cultural Sensitivity
  - Increases preceptors’ cultural awareness...
- Newfoundland and Labrador Health Care System
  - Assists preceptors to work with IMGs...
- Teaching on the Fly
  - Increases preceptor’s awareness and utilization of proven teaching methodologies...
- Providing Effective Feedback
  - Increases preceptor’s awareness and utilization of effective feedback practices & methodologies...

Communities of Practice
Awards & Recognition
Ask a Preceptor
Flash Brochure
Program Goals

• Develop the skills that preceptors’ require in their role of developing physician trainees with the appropriate clinical knowledge, skills, and abilities

• Enhance preceptors’ skills to identify and deal with challenges that may arise during a preceptorship

• Increase the capacity of preceptors in NL
Modules

• Current Offerings

  ❖ *Cultural Sensitivity*

  ❖ *Newfoundland and Labrador Health Care System*

  ❖ *Teaching on the Fly*

  ❖ *Providing Effective Feedback*
Objectives

By the end of the Providing Effective Feedback module participants will be able to:

1. Explain the benefits and pitfalls of feedback
2. Summarize the steps to providing effective feedback
3. Articulate how giving feedback to IMGs may differ from CMGs
4. Demonstrate how to give effective feedback
Case 1

A basketball player on the team you are coaching consistently misses lay-ups. You give him feedback about taking off earlier using the floor markings as a key. He gives a non-committal reply. The next two lay-ups are missed for same reason. You remind him from the sideline. He makes the next lay-up.

1. What was the role of feedback in this case?

Please click on each of the discussion questions to proceed to the Discussion Board and answer the above questions.
Overall Process

• Needs Assessment

• Content Development (Portal & Modules)
  ❖ Mainpro-M1 Accreditation
  ❖ Maincert Section 1 Accreditation (in progress)

• Content Delivery (Portal & Modules)

• Evaluation
Needs Assessment

• Literature review & environmental scan
  ❖ Included review of peer-reviewed literature & AFMC modules

• Oct/Nov 2006 - Survey-questionnaire
  ❖ Distributed to all GPs/FPs in NL (N=536)
  ❖ Response rate = 20.3%
  ❖ 40.6% indicated a preference for online training

• Key learning module topics identified:
  ❖ Communication, i.e. giving effective feedback
  ❖ Assessment, i.e. assessing learner needs; recognizing & managing troubled students
  ❖ Orienting IMGs to practice/life in Canada
Needs Assessment (cont..)

• Ongoing collection of evaluation data from existing modules

• 2009 - NA to support Maincert accreditation
  - Online survey-questionnaire
  - Paper-based survey-questionnaire
  - Literature review/environmental scan

• Supported Maincert accreditation of some existing modules and suggested new topics as follows:
  - Clinical and knowledge skills assessment
  - How to use technology effectively for medical education
  - Mentoring and what you can learn from your mentees
Content Development

- Developed scope & technical requirements for the portal
- Secured subject matter experts (SMEs) to develop the learning module content
- Designed for onsite scheduled group learning (SGL) or online delivery
- Mainpro-M1 Accreditation
- Maincert Section 1 Accreditation (in progress)
Content Delivery

• Pilot of modules onsite to determine:
  ❖ Suitability for physicians working with IMGs, residents, medical students
  ❖ Areas in need of improvement

• Official launch of portal and modules
  ❖ Sept. 2008 - Family Medicine Community Preceptors’ Meeting, Corner Brook, NL

• Promotion of:
  ❖ the portal
  ❖ the modules
  ❖ the importance of being a preceptor
Evaluation

- Module registrant data
- Module participation data
- Participant satisfaction survey
- Pre/Post knowledge data
- Pre/post confidence data
- Follow-up survey data
- Web portal usage statistics
Evaluation

- N=1096 visits (N=586 unique visitors)
- N=77 registrants over 4 modules
- N=29 satisfaction surveys completed
- Evaluation cohort
  - N=14 participants; N=6 completed
  - N=7 follow-up surveys
Evaluation – Satisfaction (N=29)

- Relevant to my teaching practice (89.7%).
- Will influence my teaching practice (79.3%).
- Enhanced my knowledge in this area (75.9%).
- Addressed important challenges faced by preceptors (89.7%).
Evaluation – Follow-up (N=7)

- Overall satisfaction with portal (100%).

- Information/tools/resources on portal have influenced my teaching (100%).

*It enriched me with new ideas that definitely will affect my approach as a preceptor.*

*I have learned a lot, especially about being more culturally sensitive/aware.*
February 2010

• Modules in development:

  • The Learner in Difficulty
  • The Zen Approach: Preparing your Practice for the Learner
  • The Learner Contract
  • Adult Learning Principles
  • Mentoring for Professionals
  • Cervical Screening
  • Teaching Tips for the Preceptor
  • The Medical Interview
Looking Ahead

• Develop a Formal Distance Education Certificate
  ❖ Plans underway
  ❖ CME credit and university credit

• Develop a Formal Preceptor Recognition Award

• Ensure sustainability of the portal and modules
  ❖ Working towards this – portal & modules have been built into PDCS/Faculty Development Activities
Questions?

Thank you!