

# Webinar-Based Development Opportunities for Pharmacy Practice Educators

Amy K. Jradi, Gabriella T.Y. Wong B.Sc. Pharm, Neelam Dhaliwal B.Sc. Pharm, PharmD

## Background

- Students undertake 44 weeks of experiential practicums in the four-year UBC Entry-to-Practice Doctor of Pharmacy program. Practicums occur with practice educator supervisors (primarily pharmacists, with a few non-pharmacists) across BC.
- To meet accreditation requirements and ensure quality student experiences on practicum, the Faculty's Office of Experiential Education (OEE) prepares practice educators to precept learners through access to training and development opportunities delivered through multiple delivery options. Currently, these modalities include:
  - Live in-person workshops
  - Print-based guidebooks
  - Online independent study modules
  - Videos
- Live webinars have not yet been explored as a modality

## Objective

To engage practice educators at a distance from the University by increasing access to practice educator training and development regardless of geographic location and accommodate different learning styles by offering a new training modality: webinars.

## Methods



Figure 1. Project Steps, Led by Undergraduate Work-Learn Student

### STEP 1: ENVIRONMENTAL SCAN

**Purpose:** From a focused sub-set, to identify which local (UBC) programs and national Canadian pharmacy schools utilize webinars as a tool for practice educator development

- UBC Health Practice Education Committee membership formed local sub-set of 9 programs to scan; Pharmacy Experiential Programs of Canada formed national sub-set of 9 pharmacy schools to scan
- Following exclusions, information from 3 local programs and 6 national universities was reviewed

### STEP 2: LITERATURE SEARCH

**Purpose:** To determine how live webinars effectively prepare health care professionals for their roles as clinical teachers

- Ovid-Medline
- Considered literature for any health care professional programs

### STEP 3: STAKEHOLDER FEEDBACK

**Purpose:** To gather experiences, needs, and preferences of practice educator stakeholders to inform webinar development

- A purposeful sample of 105 practice educators were invited by email to participate in an anonymous survey
- n=11 responses were analyzed, following two incomplete responses being excluded
- Quantitative analysis using Microsoft Excel and qualitative analysis using NVivo 12 QRS International were conducted

## Results

### ENVIRONMENTAL SCAN

- From the environmental scan two programs, UBC Occupational Therapy and the University of Waterloo, were found to use webinars for practice educator development

UBC Health Practice Education Committee	Pharmacy Experiential Programs of Canada
- <b>Audiology and Speech Language Pathology</b>	- Université de Montréal Faculté de pharmacie
- <b>Medicine</b>	- Université Laval
- <b>Occupational Therapy</b>	- <b>University of Alberta Faculty of Pharmacy and Pharmaceutical Sciences</b>
- Midwifery	- <b>Dalhousie University College of Pharmacy</b>
- Nursing	- <b>Memorial University of Newfoundland School of Pharmacy Health Sciences Centre</b>
- <b>Physical Therapy</b>	- <b>University of Manitoba Faculty of Pharmacy</b>
- Social Work	- <b>University of Saskatchewan College of Pharmacy and Nutrition</b>
- Dietetics	- University of Toronto Leslie Dan Faculty of Pharmacy
- Dentistry	- <b>University of Waterloo School of Pharmacy</b>

Figure 2. Environmental Scan of Local and National Programs  
 Bolded programs were reviewed as a part of this scan. Those listed in gray text were programs excluded for reasons including inability access information through public webpage and language.

### LITERATURE SEARCH

- Although the literature search yielded results not specific to pharmacy preceptorship, the elements used in the webinars referenced in the literature can be applied, including: the use of cases, participant question period, and accompanying handouts alongside the webinar.

Source	Search Strategy Used	Total Number of Results
Ovid-Medline	Search : "Preceptorship/AND education/or inservice training or mentoring AND video recording"	4
Ovid-Medline	"Find Similar" from <i>Using videoconferencing to train community family medicine preceptors!</i>	176

**Six studies from the literature search were focused on to inform the development process and two studies were more informative:**

- A pilot study evaluated an online development program designed to meet the needs of rural preceptors facing challenges of geographical distribution and time constraint<sup>1</sup>
- An evaluation study recognized preceptors that work in rural health environments<sup>2</sup>

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### STAKEHOLDER FEEDBACK

- Respondents that lived in rural communities indicated they appreciated the opportunity to learn virtually as it is difficult to attend larger seminars in-person.
- Findings also suggested that to further engage practice educators, current practice educators should speak about their experiences in the webinar.
- Respondents indicated they prefer the opportunity to anchor their learning with discussion questions and/or a question and answer period at the end of the webinar.

### Quantitative Analysis

Have you participated in a live webinar before?			Have you participated in a live webinar before?		
YES n=9			NO n=2		
Survey Questions	Question Options	Responses	Survey Questions	Question Options	Responses
How many webinars have you attended?	0-5 5-10 10+	4 4 1	What format would you prefer if you were to attend a webinar?	Question and Answer Facilitated Discussion	1 1
Did you enjoy the webinar(s)?	Yes No	8 1	With respect to practice educator training and development, is there a specific topic you would like to see covered in a webinar offering?	Giving and receiving feedback Entry to practice PharmD program overview Conflict resolution Supporting the struggling student	1 2 1 2
What was the format?	Case-based workshop Facilitated Discussion Lecture-style Panel Discussion Question and Answer	6 1 8 5 3	How long would you prefer a webinar to run?	Assessment principles Supporting effective reflection Practicum course overviews	1 1 1
How long was the webinar?	30 min 45 min 60 min 90 min >90min	2 2 9 3 2	On which day(s) do you prefer webinars to be held?	Tuesday Wednesday Thursday	1 2 2
Which day of the week was the webinar(s) held?	Monday Tuesday Wednesday Thursday Friday Saturday Sunday	4 5 7 6 3 2 2			

Figure 3. Survey Branching, Questions, Answer Options, and Responses

### Qualitative analysis

Themes	Frequency
Theme 1: Advantage of Live Webinar	1
Theme 2: CE Certification	2
Theme 3: Engaging	2
Theme 4: Recorded	3
Theme 5: Camera Use	1
Theme 6: Mic Use	1
Theme 7: Moderating	3
Theme 8: Downloadable Slides for Notes	2
Theme 9: Discussion Questions	1
Theme 10: End with Q&A	3
Theme 11: General Webinar Format	1
Theme 12: Preceptor Experiences	1
Theme 13: Time Preference	2

Figure 4. Summary of Major Themes and Frequency of Coding

## Limitations

- Narrow scope of environmental scan: exclusions (language, inability to access information), did not include other programs with practicums (e.g. Education), did not explore international programs
- None of the reviewed articles from the literature search pertained to Canadian programs or pharmacy specifically
- A purposeful sampling approach was utilized for the survey, and participation was optional; survey was not offered to all practice educators who precept in the program
- Small sample size of survey respondents

## Conclusions and Next Steps

- The environmental scan provided evidence that although utilizing webinars is not a novel tool, in the context explored it appears that webinars are a relatively novel concept for practice educator development.
- The literature supported the functional set up and organization of the webinar, in order to achieve an effective experience
- The input from practice educators was relevant in establishing functional aspects to set up webinars, including time of day and day of the week, and supported identification of possible topics
- In offering webinars, this in itself increases practice educator access to training.
- Overall, this will benefit students in their experiential education, as an additional modality for training their practice educators
- These steps informed the approach to developing effective webinar-based opportunities for this program.
- The first webinar was implemented September 2020. Detailed evaluation is ongoing and will inform future iterations.

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