

Implementation and Evaluation: Webinar Learning for Pharmacy Practice Educators

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BACKGROUND

- Students undertake 44 weeks of practicums in the four-year UBC Entry-to-Practice Doctor of Pharmacy program. Practicums are supervised primarily by pharmacist practice educators in British Columbia (BC).
- In addition to existing modalities (live in-person, print, video, online modules) to prepare individuals in their role as practice educators, a project to develop webinar-based opportunities was undertaken by the Faculty’s Office of Experiential Education (OEE), with specific focus to engage practice educators all across BC. These training opportunities meet accreditation requirements and ensure quality student experiences on practicum.
- The development phase of this project included an environmental scan, literature review, and stakeholder survey, to better inform and position the implementation of webinar-based learning for BC practice educators.

OBJECTIVE

To implement and evaluate the first webinar-based development opportunity for practice educators.

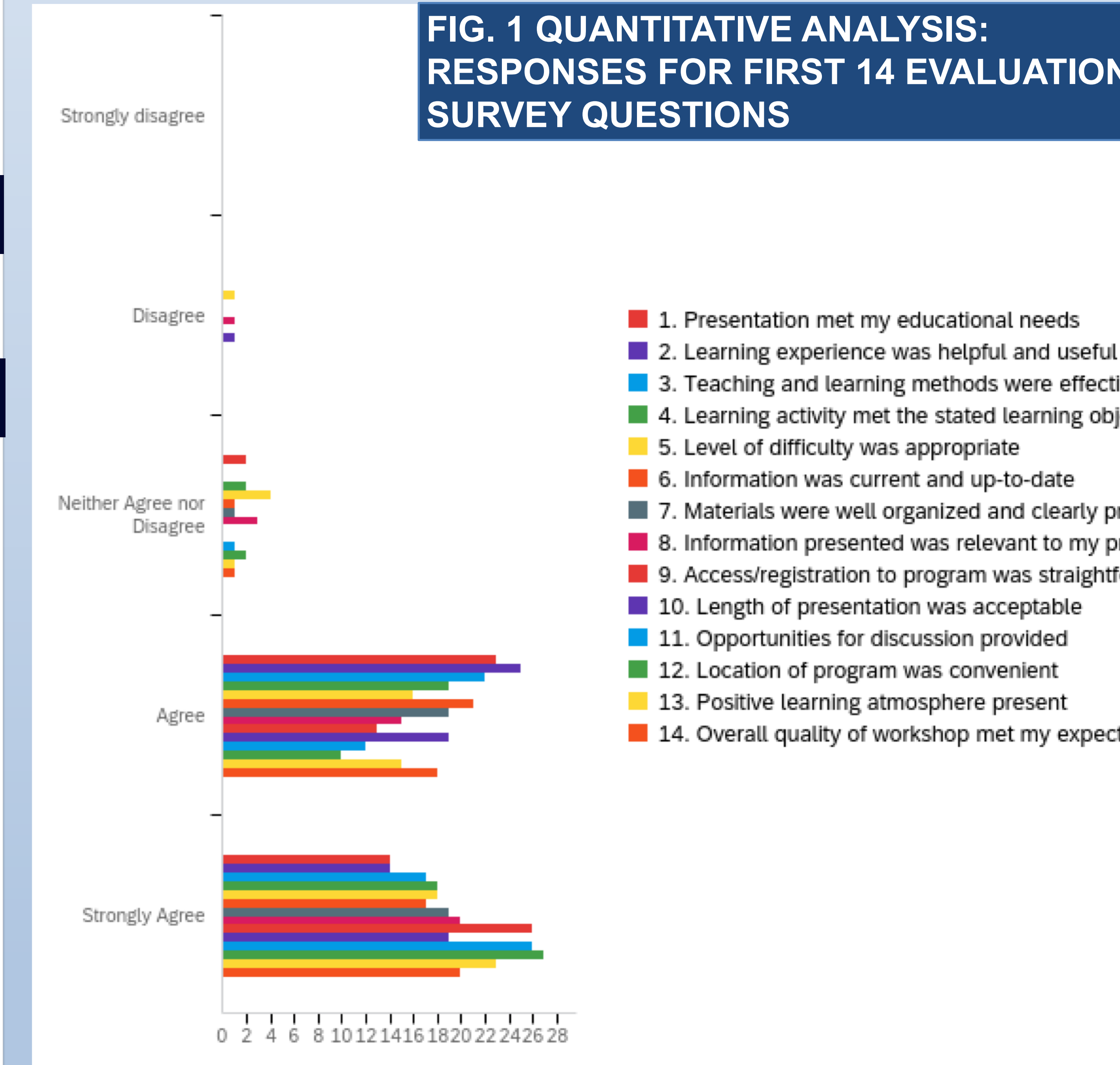
METHODS

- ### IMPLEMENTATION
- Purpose:** Deliver first webinar-based learning opportunity across BC, utilizing findings from development phase regarding structure, logistics, and interactivity.
- 1.5-hour webinar via Zoom held September 10th, 2020, titled “Precepting Multiple Learners in Outpatient Practice: Practical Tips.”
 - Attendees invited to submit questions during registration, as well as during open Q&A in webinar
 - Panel-format with two experienced practice educators: 1 from primary care and 1 from community pharmacy
- ### EVALUATION
- Purpose:** Evaluate if webinar was effectively delivered to participants and if reached individuals across BC.
- Following session, Qualtrics evaluation survey distributed via email; completion required for continuing education (CE) credits
 - n=39; Data anonymized prior to analysis by student
 - Quantitative analysis using Microsoft Excel and qualitative analysis using NVivo 12 QRS International
 - Geographic distribution analyzed using registration information, Zoom attendee name, and OEE definition of Outside Lower Mainland (OLM) or Lower Mainland (LM)

RESULTS

- BY THE NUMBERS:**
- 101 individuals registered for the webinar
 - 43 practice educators* attended webinar on Sept 10th
 - 42 identifiable** practice educator attendees sent link for evaluation survey
 - 19 attendees from OLM
 - 23 attendees from LM
 - n=39 surveys were completed and all responses were analyzed (test data was excluded prior to analysis) including:
 - 2 OEE respondents and 5 duplicate practice educator respondents

*Excludes OEE team, presenters, student attendee
**Attendees identified with Zoom display name, registration form



LIMITATIONS

- Qualitative analysis yielded multiple themes
- No exclusions applied to completed evaluation survey responses to prevent selection bias, however this meant duplicate and OEE team responses were included in the analysis
- Not all attendees completed survey

WEBINAR LEARNING OBJECTIVES

- By the end of this session participants should be able to:
- Describe approaches to precepting multiple learners in outpatient practice.
 - Explain considerations for setting expectations and creating a safe learning environment.
 - Create a structure for a typical practicum day or week for multiple learners.
 - List collaborative learning activities for students.
 - Consider options for how to conduct feedback and assessment for multiple learners.

QUALITATIVE ANALYSIS

- Thematic coding was applied to each of the below open-ended response questions from the evaluation survey:
 - How can the program be improved?
 - What did you learn in relation to your professional development learning goals?
 - How will you use this learning in your practice?
 - What future learning goal did this activity trigger (if any) for you?
 - Any evidence of bias or unfairness in the program? If YES, please comment.
 - Suggestion for future topics, programs, speakers
 - Other Comments
- Questions focused on feedback for webinar and requirements for CE accreditation
- Responses were quite variable and therefore coding created many themes, often with only one response falling under that theme

FIG. 2 QUALITATIVE ANALYSIS: Example Questions and Responses:

How can the program be improved?	“a more exhaustive list of specific suggestions for enabling multi-level-learner learning”
Provide some examples of what you have learned in relation to your professional development learning goals	“how to manage learners that are not the same level of experience or skill set”
How will you use this learning in your practice?	“try some of these staggered starts so I can provide some individuals time with each and to have them help by evaluating each other”
What future learning goal did this activity trigger (if any) for you?	“improve my precepting skills and this had motivated me to attend more preceptor education events so that I can learn other strategies from other educators”
Suggestion for future topics, programs, speakers	“how to approach common rotation challenges (e.g., different learning styles, competitive peer learners, etc.)”

CONCLUSIONS AND NEXT STEPS

- Webinar was overall well-received, with 45.2% of attendees from OLM. Subsequent webinar opportunities will integrate feedback to further meet needs of practice educators across BC, thereby impacting student experiential learning.
- Webinar recording has been used to create an online program, for which application for CE accreditation has been completed. By utilizing the technology available, more practice educators will potentially benefit from this webinar than the live session attendees.