

the **Kintampo** project



2nd Educator Development Workshop for Tutors and Preceptors

Techiman

6-10 December 2010



Rural Health Training School, Kintampo

And

Southern Health 
NHS Foundation Trust



Background

This workshop was the second in a planned and funded series which aimed at developing and supporting Kintampo Rural Health Training School Tutors and Preceptors (supervisors of students in practice placements/field sites) in their educational role for the Medical Assistant in Psychiatry (MAP) and Community Mental Health Officer (CMHO) programmes. The previous workshop ran in December 2009, and a further workshop is planned for 2011.

This workshop

This workshop is part of a 2-year programme for educator development for the Project, which was funded by IHLFS, following (and building on) the success of the 2009 workshop, with a grant over the 2 years to support 2 more workshops (in 2010 and 2011), and for 8 of the Ghana educators to visit the UK for 4 weeks in two groups of four.

The Participants for this workshop were deliberately chosen to be largely the same as those attending the previous one in 2009. They were also asked to commit to attending the next workshop in 2011. In all, those attending in 2010 comprised:

34 Preceptors

4 Tutors

1 CMHO student representative

1 MAP student representative

The School Director and Deputy Director

3 UK Facilitators (Dr Rosie Lusznat, Dr Gwyn Grout, and Professor Colin Coles) plus Mary Motteram as an observer.

Prior to the workshop

The UK facilitator team undertook the initial planning in collaboration with the Ghanaian programme leads Mr Emmanuel Ofori and Mr Emmanuel Okyere (see Appendix A, which shows in some detail the educational approach undertaken and the principles underpinning the workshop, as well as the initial draft programme). The decision was taken at an early stage to issue questionnaires to Preceptors and Tutors, and to both groups of students to identify any issues or problems and the Participants' learning needs and topics for consideration at the workshop. Distribution of the questionnaires was undertaken by the Programme Leads. By the time the workshop began, high return of questionnaires was achieved:

Tutors & Preceptors – 28/34

CMHO students – 68/77

MAP students – 8/9

The questionnaires were analysed by the UK and Ghanaian facilitators on the first day of the workshop during an early group work session. Most of the Tutors and Preceptors had received copies of the various documents – curriculum document, Preceptor Handbook, though the Preceptors had not

received copies of all books. The learning needs and topics identified by Tutors and Preceptors through the questionnaire were as follows:

Topics to cover in this workshop (in preference order).

- appraisal (24/28)
- responsibilities of the Preceptor (23/28)
- role of the Preceptor (22/28)
- CMHO curriculum and syllabus (22/28)
- Supervision (21/28)
- PDPs (21/28)
- Preceptor handbook (20/28)
- portfolios (20/28)
- assessment (18/28)
- MAP curriculum (17/28)
- Induction (13/28)

Topics also mentioned included:

- The mental health bill
- Rights of the mentally ill
- Relationship between psychiatric patients and care givers
- Duties and responsibilities of the MAP and the CMHOs
- Receive copies of the 'Organogram' of the combined MAP and CMHO programmes for 2010/2011.

The Participants were also asked about their expectations of this workshop. These are shown below (in preference order).

- understand the roles and responsibilities of the Preceptor well or better (20/28)
- establishing network of Preceptors to share ideas (9/28)
- understand and clarify the roles of the MAP, CMHO, and CPNs (8/28)
- Development of portfolios (4/28)
- sources and nature of motivation for Preceptors (4/28)
- understand the MAP and CMHO curriculum documents (4/28)
- support for Preceptors (3/28)

The workshop

Appendix B shows the programme that actually ran.

Our observations are these:

- All Participants worked enthusiastically
- They appeared highly motivated and committed
- They were prepared to be challenged and to challenge each other
- They were open to new concepts and thinking
- They were appreciative of our efforts
- They were good fun to work with

Major progress was made with a considerable shift in their thinking during the week, for example:

- Regarding the role of CPNs with the emergence of MAP and CMHO practitioners, Preceptors (who largely are CPNs) moved from a state of high anxiety on Day One to resolving this by Day Three
- There was only limited understanding by Participants of their educational role initially but this was much enhanced by Day Five
- There was limited understanding of the curriculum documents, and of the concept of curriculum itself at the outset but this too was much enhanced by Day Five
- The Participants' thinking about the purposes of field placements/attachments showed a huge shift, including the 70/30 split of curriculum time
- Initial enquiries regarding 'motivation' were no longer being voiced at the end

Daily evaluations (where Participants wrote comments at the end of each day) showed a high level of satisfaction through the workshop, as well as the shifts in their thinking.

Interviews were undertaken by the UK facilitators on Day Four of the workshop. 13 Preceptors were interviewed (10 from regions, 3 from the Psychiatric hospitals). The two programme leads were interviewed, along with one tutor. (Interview analysis is not covered by this report and is currently being completed.)

Dr Adjase spoke at length on several occasions giving background information and the wider perspective, and this was extremely valuable for Participants.

Four important 'outcomes' are notable as they indicate the success of this workshop.

1. All of the learning needs identified through the pre-workshop joint-planning with the Programme leads and confirmed by the pre-workshop questionnaire were met, as indicated by our observations throughout the workshop and supported by the end-of-workshop written feedback by Participants.
2. On the final morning, Participants worked in groups to plan the next fieldwork placements relating to their particular student group. The plans they produced were extremely full and well thought out educationally. A final discussion identified the following general principles regarding placement planning in the future:
 - Work on the readiness of Preceptors in each field-site being used
 - Advance preparation
 - i. Of the field placement facilities
 - ii. Regarding the availability of experienced Preceptors
 - Consider time frame of placement/attachment (what it follows, what it anticipates)
 - Agree objectives/clarify purposes
 - Improve communication e.g. between Preceptors and programme lead, especially on progress of students in school
 - Organise Preceptors within a region to communicate with each other.
3. The final session of the workshop involved Participants identifying what they needed to do next. Individual Participants made the following points:
 - Write a report + present it including what I learnt and what I'll do
 - Meet with regional directorate + debrief learning + develop plan of action.
 - Meet CPNs in regions and brief them.
 - As a group of Preceptors, share learning with others
 - Prepare CPNs for CMHO placements + attachments
 - Develop Portfolio and induct Preceptors in their use
 - Train 2 Preceptors.
 - Improve field site structures in readiness for students
 - Prepare and share concise notes for other Preceptors
 - Convey knowledge gained in workshop to other Preceptors
 - "I will ask myself whether I am ready"
 - Debrief to Chief Psychiatrist and Community Psychiatric staff
 - Meet regional CPNs and if resources allow organise 'training the trainers' sessions for them
 - Debrief CMHO colleagues and emphasize good conduct at field site
 - Organise seminar to prepare for MAP attachment

4. Programme Heads and Tutors were invited (and expected) to facilitate approximately 50% of the workshop sessions. This was not achieved in full, partly due to their perceived lack of experience and despite the UK facilitators offering support and guidance. Nevertheless, they in fact felt able to facilitate about a third of the programme, and this is taken to be a successful outcome since doing so offered a valuable learning experience for both UK and Ghanaian facilitators.

Selection of the Four UK visitors for March 2011

This was achieved first by inviting all Participants who wanted to apply to present a personal statement. 19 did so. These applications were reviewed and 'scored' (so as to achieve a degree of 'objectivity') based on the applicants' statements:

- Experience (both clinical and educational)
- Ability to influence others
- Professional values
- Personal motivation to make the visit
- Applicant's region.

As a result, the following were chosen:

- Abaqwire Ayureziya Donald (Upper East, Bolga)
- Emmanuel Obeng (Ashanti, Tafo Clinic)
- Ithiel Korkor Zotorvie (Ankafu Hospital)
- Akuamoah Elvis (Pantang Hospital)

Gwyn Grout
Rosie Lusznat
Mary Motteram
Colin Coles
January 2011

APPENDIX A

Draft proposal for Educator Development Workshop 6-10 Dec 2010

1. Workshop Purposes:

For Participants (School Tutors and Field site/Clinical Placement Preceptors) to:

- Review the MAP and CMHO programmes
- Identify experience and current practice as Tutors and/or Preceptors
- Discuss and agree on the purposes of field visits/practice placements
- Discuss and agree the roles of Tutors and Preceptors regarding field visits/practice placements
- Develop further their own educational practice as Tutors/Preceptors to be able to provide the necessary support for MAP and CMHO students
- Draft their own Personal Development Plan (PDP) for educator development
- Decide who should be the 4 educational leads travelling to the UK in 03/11
- Develop confidence within the role of tutor/Preceptor
- Contribute to the on-going development of the MAP and CMHO curricula, including the course- and Educator handbooks.
- Contribute to the development of educational materials for students and Preceptors.

2. Educational principles underpinning the Workshop

The Workshop is based on the following educational principles:

- The Educators (Tutors and Preceptors) are key to the success of the MAP and CMHO curricula (educational development requires teacher development)
- The Educators bring considerable experience of similar teaching to the curricula and can show 'what works' in practice (the workshop will build on this)
- The two new curricula and the programmes now introduced are unique to the work of Kintampo Rural Health Training School (nothing like this has happened here before)
- Overall, 70% of a student's time on the two curricula will be devoted to field work, both when based at KRHTS and on placements (which is significantly more than any other course running at KRHTS)
- MAP and CMHO students come to these curricula with existing health care qualifications (mostly from KRHTS) and related work experience (largely in the Ghana Health Service), often at community level, and have already experienced providing care for people with mental health conditions (students will come with important and relevant prior knowledge and experience to be drawn out and built upon)
- MAPs and CMHOs do not yet exist, so students have no role-models to emulate. This has two consequences: (1) the MAP and CMHO students will actually be developing their future roles at the same time as learning how to fulfil them, (2) at present there is no-one who can accurately tell or demonstrate to them what their future practice will entail
- The programmes' Educators will be engaged in helping the students to develop and understand what their emerging roles will be (Educators will need to be open-minded to help develop this vision and to facilitate learning and be supportive of students)

- The MAP and CMHO curricula and their associated documentation will continue to be 'work-in-progress' for some time to come (the Educators involved will be able to contribute significantly to this development).
- The Workshop will be largely exploratory, whilst recognising that some elements of the curricula will need to be achieved to meet regulatory requirements (such as the assessment of students).
- The Educator Workshop will be led by Emmanuel Ofori (curriculum lead for the MAP programme) and Emmanuel Okyere (curriculum lead for the CMHO programme), supported by educators from Ghana and the UK.
- UK team is to comprise Dr Rosie Lusznat, Dr Gwyn Grout, and Professor Colin Coles. The team will also include Mary Motteram, who has recently joined the Project and will be familiarising herself with the work in Ghana.

3. Workshop topics identified by the UK planning group

- Welcome and introductions of facilitators and Participants
- Summary of the project and progress to date
- Participants share experience of teaching at KRHTS and on field placements
- Share feedback from Educator and Student questionnaires sent out prior to workshop
- Review the Preceptor handbook in depth
- Understand the functioning of portfolios
- Understand the functioning of PDPs
- Allow time for each participant to develop their PDP
- Explore the interface between KRHTS and field sites
- Explore practice based learning during school based periods
- Review MAP and CMHO curricula
- Review the role of the Preceptor including induction, supervision, appraisal, and workplace based assessment
- Consider leadership role of key Preceptors and mentoring of Preceptors new to (or unconfident about) the role
- Agree selection criteria for four Educators to visit the UK in March 2011 including:
 - commitment to keeping a portfolio
 - commitment to keeping a PDP
 - personal statement of educational values and principles
 - evidence of educational activities and reflection on these
 - student feedback
 - location
 - commitment to sharing their experiences with the wider group and supporting the group's ongoing development.

4. Draft Programme

In advance of the workshop:

- Participants will be sent a copy of the MAP and CMHO curriculum documents and the Preceptor handbook, asked to read them and think through the implications for them as Educators, and asked to reflect on, and be prepared to discuss at the workshop, their early experiences with students.
- The workshop will begin for Participants with lunch on Monday 6th December 2010
- Workshop leads, facilitators and observers meet School Tutors on Sunday 5th December.

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	Monday	Tuesday	Wednesday	Thursday	Friday
8.30	Workshop planning All am	Welcome from the Chair Reflections from yesterday Plan for today	Welcome from the Chair Reflections from yesterday Plan for today	Welcome from the Chair Reflections from yesterday Plan for today	Welcome from the Chair Reflections from yesterday Plan for today
9	-	Morning prayer	Morning prayer	Morning prayer	Morning prayer
9.15	-	Feedback from questionnaires	Reflecting on my role as an educator, the achievements and the challenges. How to develop further	Developing and evaluating against my PDP / [Interviews]	Election Spare session
10.30	-	break	Break	Break	break
11	-	Group work; review MAP curriculum/CM HO curriculum / Preceptor Handbook	Developing and working with portfolios	Developing and evaluating against my PDP / [Interviews]	Evaluation of the week. Next steps
12.15	lunch	lunch	lunch	Lunch	prayer lunch
13.15	Welcome TA Purpose of the workshop TA Process for selection for delegates to visit UK TA Introductions EO&EO	Consider the interface between KRHTS and the field sites	Bringing practice into theory. How is the 70:30 split working?	Spare session	DEPART
14.45	Break	break	break	Break	Facilitators meeting
15.15	Group work; My experience so far as an educator within the new programmes	Bringing Theory into Practice in field placements	Electioneering	Electioneering	
16.15	prayer Nominate Chair for tomorrow	prayer Nominate Chair for tomorrow	prayer Nominate Chair for tomorrow	prayer Nominate Chair for tomorrow	
16.30	Facilitators meeting	Facilitators meeting	Facilitators meeting	Facilitators meeting	

revised 28 Nov 2010

APPENDIX B

KINTAMPO RURAL HEALTH TRAINING SCHOOL
2nd DEVELOPMENT WORKSHOP FOR PRECEPTORS FOR MAP AND
CMHO PROGRAMMES

PREMIER PALACE HOTEL: TECHIMAN
6TH DECEMBER -10TH DECEMBER 2010

PROGRAMME OF ACTIVITIES - DAY 1: 6th December

Time	Subject	Facilitator
08:30	Registration	
09:15	Welcome, Introductions (Nomination of Rapporteurs), Ground Rules, Administrative issues.	Mr. Ofori Mr. Okyere
10:00	Background to the Kintampo Project & Purpose of workshop	Dr. Rosie Lusznat
BREAK		
11:00	Reflection on last year, Role of Rapporteurs	Dr. Gwyn Grout
11:50	Group Work (My experience so far as an educator with the new programmes)	Mr. Okyere
1:00	Lunch	
	Group work continued	
2:00	Feedback from groups	Mr. Okyere
3:30	Address by Director KRHTS	Dr. Adjase
4:00	Prayer and Close	
4:30	Facilitators' meeting	

PROGRAMME OF ACTIVITIES - DAY 2: 7th December

Time	Subject	Facilitator
08:30	Morning Prayer	
08:45	Welcome from Chair. Plan for the day Rapporteurs' feedback	Dr. Grout
09:15	Feedback from questionnaires a)CMHO b) MAP c)Tutors & Preceptors	Mr. Okyere Mr. Ofori Mr. Adams
10:30	BREAK	
11:00	The topics for the week	Mr. Okyere
11:15	Good Practice as a Preceptor: what works well and what are the remaining challenges. Group Work	Dr. Grout
12:15	Feedback from groups	
1:00	Lunch	
2:00	Feedback Concluded	
3:00	Update from Director	Dr. Adjase
4:00	Evaluation of the day	
4:15	Prayer and Close	
4:30	Facilitators' meeting	

PROGRAMME OF ACTIVITIES - DAY 3: 8th December

Time	Subject	Facilitator
08:30	Morning Prayer	
08:45	Welcome from Chair. Plan for the day Rapporteurs' feedback	Mr. Okyere
09:00	Group Work: role contrast with CPN/Others: a)CMHO b) MAP Preceptors' Handbook - Role + Forms	Prof. Colin Coles Dr. Lusznat Dr. Grout
10:00	Combined Group Work	
10:30	BREAK	
11:00	Feedback from groups	
12:00	Group Work: Interfaces a)School/field sites b) Region/Districts/Preceptors c)With other professions within field sites d) Preceptors	Mr. Adams
12:30	Feedback from groups	
01:00	Lunch	
02:00	Induction, Supervision, Appraisal, Assessment, challenges; what are they?	Prof. Coles Dr. Lusznat
03:30	Discussion: Briefing for applicants for UK experience	Dr. Adjase
04:00	Evaluation of the day	
04:15	Prayer and Close	
04:30	Facilitators' meeting	

PROGRAMME OF ACTIVITIES - DAY 4: 9th December

Time	Subject	Facilitator
08:30	Morning Prayer	
08:45	Welcome from Chair. Plan for the day Rapporteurs' feedback, Feedback from day 3 evaluation, introduce the interview process	Mr. Ofori
09:00	Group Work: Purpose of field placement a)CMHO short - field placement (less than 4 weeks) b) MAP short - field placement (less than 4 weeks) c)CMHO long - field attachment d) MAP - field attachment e)How can we bring theory into practice 70:30 f)How to bring practice into theory in school 70:30	
10:00	Feedback from groups	Dr. Lusznat
10:30	BREAK	
11:00	Feedback continued	
12:00	Portfolios	Dr. Grout
01:00	Lunch	
02:00	Group Work: PDP What are they? What are the challenges? Why should I do a PDP? What would I include? Who will review the PDP?	
03:00	Feedback from groups	Mr. Okyere + Prof. Coles
04:00	Evaluation of the day/Final announcements/What do want for tomorrow?	
04:15	Prayer and Close	
04:30	Facilitators' meeting/selection of UK 4	
6-8:30	Social Evening	

PROGRAMME OF ACTIVITIES - DAY 5: 10th December

Time	Subject	Facilitator
08:30	Morning Prayer	
08:45	Welcome from Chair. Plan for the day Rapporteurs' feedback, Feedback from day 4 evaluation.	Prof. Coles
09:00	Summary of progress on this workshop	Prof. Coles
09:15	Group work: Plan the next field work 2 Groups for MAP 2 Groups for CMHO Then combine groups	
10:30	BREAK	
11:00	Feedback from groups and conclusions.	Prof. Coles
12:00	Presentation of certificates Next steps	Dr. Luszkat
12:45	Prayer and Close	
1:00	Lunch	
1:30	Facilitators' meeting	

Readers who would like to know more about the Kintampo Project or request other reports should contact either;

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