

Third Educator Development Workshop for Tutors and Preceptors

College of Health, Kintampo. 12-16 September 2011

Summary version

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Improving mental health in Ghana

Third Educator Development Workshop for Tutors and Preceptors **College of Health, Kintampo. 12-16 September 2011**

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In collaboration with:

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Background and context: An exploratory workshop was held in Sunyani in December 2009 for 39 participants aimed at developing and supporting Tutors at the College of Health, Kintampo (formerly Kintampo Rural Health Training School) 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 in The Kintampo Project, Ghana.

This initiative was thought to be important as the two Programmes are new, and no other opportunities for educator development existed. It was also consistent with an educational principle that is at the heart of the Kintampo Project that educating the educators was essential for the success of such a project.

Based on the acknowledged success of this December 2009 workshop, it was decided to continue with, and to extend this work, and a grant was obtained to fund a further series of two annual workshops that incorporated visits by 8 Ghanaian educators, selected from amongst the workshop participants, to the UK for 4 weeks in two groups of four over that time. A workshop in this newly funded series was held from 6-10 December 2010 in Techiman, and was attended by a total of 45 participants, many of whom had attended the Sunyani workshop the previous year. Also at the Techiman workshop, four participants were selected through open competition to visit the UK in March 2011. This 2010 workshop was then followed-up by the present one in September 2011.

Timeline of workshops

Dec 2009	First workshop	39 participants	5 days in Sunyani
Dec 2010	Second workshop	45 participants	5 days in Techiman
Sept 2011	Third workshop	74 participants	5 days in Kintampo

The Educational Principles and assumptions underpinning the Workshops:

The principles and assumptions are listed in the initial draft proposal for the September 2011 workshop – see Appendix A. They are summarised here as they will be discussed later in the light of our experiences:

- Educational development requires educator development
- The workshop will build on the considerable educational experience that participants bring with them.
- Educators for the MAP and CMHO programmes will need to help students to explore and to reflect on what their practice might be (as they will become members of a new workforce and provide a new clinical service).
- Educators will need to be open-minded to help students develop and understand their emerging role
- The workshop will be largely exploratory.

This workshop was held at the College of Health, Kintampo from 12-16 September 2011.

The original intention for this workshop (and the plan that had been agreed with the grant awarding body funding it) was to continue the work started in Dec 2009 and Dec 10 with the same group of educators who had been asked to commit to attend at least two workshops over the three year period to ensure on-going learning and development and to establish a cohesive group to work together to develop the Project further.

The decision was subsequently made to expand participation at this workshop to include a wider group of preceptors. This built on related work within the Kintampo Project to develop practice placements which was an outcome of work funded through a separate grant from the UK's International Health Links Funding Scheme (IHLFS) entitled *Strengthening Mental Health Clinical Practice Placements in Ghana through the teaching of teachers*. The Lead Preceptors (the four who had been chosen at the Dec 10 workshop to visit the UK) had recommended people from their Regions whom they thought might find the workshop useful and would make a particularly valuable contribution to the discussions. The additional participants also include several new preceptors.

This expansion increased the overall number of participants attending this workshop to 74, comprising:

- 29 existing preceptors
- 14 new mental health preceptors
- 13 Social Workers
- One prison officer
- One fetish priest
- 2 Programme Heads
- One resident Tutor
- 6 CMHO representatives
- 2 MAP representatives

- The College Director
- The College Deputy Director (Academic)
- College IT lead/secretariat/Administrator
- 2 UK facilitators (Dr Rosie Lusznat and Professor Colin Coles)

It was then recognised that the new participants would require some initial induction into the two programmes and their own role as preceptors. Consequently significant modification of the original aims was made. The continuing development of existing educators who had attended at least one of the two previous workshops was still central, and it was felt necessary to run a separate programme for them at certain times during the workshop. The initial and the revised programmes are shown in appendix A

Summary of activity:

Pre-workshop planning: A planning meeting was held the day before the workshop began between the UK and Ghana facilitators to agree the format and content of the five-day workshop programme. At this meeting it was decided to divide the participants into two groups – existing and new educators – and to hold some sessions separately for these two groups to establish and to meet their different learning needs. It was also agreed that the workshop would be facilitated by College Tutors and Lead Preceptors with just a ‘light-touch approach’ being adopted by the UK visitors to help and support the facilitator group in a task that was likely to be more complex and possibly more challenging than originally planned. The facilitator group comprised:

- Peter Adams (Tutor, CoH)
- Elvis Akuamoah (Lead Preceptor, Pentang Hospital, Greater Accra Region)
- Emmanuel Obeng (Lead Preceptor, Tafo Government Hospital, Kumasi, Ashanti Region)
- Emmanuel Ofori (MAP Programme Head and Tutor, CoH)
- Emmanuel Okyere (CMHO Programme Head and Tutor, CoH)
- Ithiel Korkor Zotorvie (Lead Preceptor, Ankafu Hospital, Cape Coast, Central Region)

Day One: The whole group met for introductions, including a welcome address to the workshop participants and an introduction to the Project as a whole by the College Director, Dr E T Adjase. This was followed by a summary by Dr Lusznat of the overall Project’s aims and a brief up-date on progress so far.

The participants then divided into the two sub-groups to review their particular expectations of the workshop and their learning needs. The remainder of Day One was spent working with these two separate groups. The group of existing preceptors discussed their experience since the workshop in Techiman, including achievements, good practice and remaining challenges. The group of new preceptors reviewed the curriculum documents of the two Programmes, and studied the Preceptor Handbook in order to clarify their roles and responsibilities.

The workshop facilitators met at the end of Day One to review progress in the two groups, and it was decided that on Day Two the groups would merge.

Day Two: The merged groups first received feedback from the four preceptors who had visited the UK in March 2011, followed by group work in mixed small groups of existing and new preceptors to discuss the key messages and implications from the UK experience both for their clinical and educational practice.

A report from the Practice Placement Visits (*Strengthening Mental Health Clinical Practice Placements in Ghana through the teaching of teachers*), which had taken place in May 2011, was followed by more small group work with participants discussing the value of the so-called 'hub-and-spoke' model of providing practice-based education and how it could be adopted to the Ghanaian context.

At the end of the day 30 copies were distributed to the existing educators of *The Shorter Oxford Textbook of Psychiatry*, which were purchased in the UK out of 'Kintampo Project donation (non-grant) funds'. These were enthusiastically received.

A review of the day by facilitators concluded that the merger between the two groups of participants had been successful and valuable, particularly since both existing and new preceptors had given emphatic and enthusiastic recognition in their groups that the 'hub-and-spoke' model was the key to the future success of the Project. It was decided on this basis to continue to explore this in greater depth on Day Three.

Day Three: The morning began with the presentation of one example of a 'hub-and-spoke' model, prepared by the Central Region at the time of the May 2011 visit. This was followed by discussion now in Regional groups on how such an approach could be realised in their own particular (and to some extent unique) context, recognising the differences between the geography, demographics, communication systems and resources of the different Regions in Ghana. It was emphasised to participants that there was no 'right' approach, only one that was 'best' for each Region and its local context.

This group work was extremely productive, and feedback from the groups demonstrated that there was a good understanding of (and commitment to) the implications of the 'hub-and-spoke' model for educators, and that the MAP and CMHO students' learning experiences would be enriched by this approach.

The second half of the day was devoted to reviewing and discussing in small groups the so-called '70/30' split of the Programmes between practice-based and College-based learning. The CMHO Programme Head presented a summary of how this was intended to be achieved over the one-year programme through short field visits, longer practice placements, and attachments, and pointed out times when this had to be modified when it was not practically feasible. Feedback from groups helped to clarify that the '70/30 split' was a concept concerning how students could see how theory and practice related to one another, and not a suggestion that theory was only taught and learnt in College and practice only in the field. Participants were also reminded that students in both Programmes are already experienced practitioners and that therefore 'new' learning should build on, reinforce and develop further what they already 'know' and their existing capabilities.

The end-of-day review by facilitators welcomed the obvious success of Day Three and agreed that on Day Four participants should return to their original two groups of existing and new facilitators to consider what now were their learning needs (which might have altered as a result of the forgoing discussions in the first three days of the workshop) which might be addressed in the remainder of the week.

Day Four (half-day): The group of existing preceptors reviewed what they felt they had learnt and achieved so far in the workshop, what their learning needs were now, and how far they had progressed with their personal development plans (PDPs). The group of new preceptors, working in small groups, listed what they now saw as their learning needs, having discussed in some detail with the existing preceptors on the two previous days the principles and practices of the Project. During this session members of this group of new educators were issued with copies of the *Guidelines for Preceptors*.

The two sets of new learning needs were considered by the facilitators at the mid-morning break, and areas of common interest were identified including portfolios, reflective practice and PDPs, as well as the forms in the preceptor handbook and student log book.

The remainder of the morning was devoted to exploring these areas in more depth, beginning with a presentation by the two UK facilitators and the CMHO Programme Head on the identified topics, followed by discussion in the large group.

In the afternoon participants visited the Kintampo Falls, whilst a selection committee met to consider applications received from 31 of the participants to fill the four places for the second educator development visit to the UK to take place in March 2012. The following were selected:

- Akosua Serwaah Bonsu (Eastern Region)
- Pricilla Elikplim Tawiah (Volta Region)
- Lucy Dadzie (Western Region)
- Lawrence Nankuri Walter (Upper West Region)

Two reserve places were allocated to:

- Nsiah Anyetei (Accra Psychiatric Hospital, Greater Accra Region)
- Sahl Mohammed Zabado (Pentang Hospital, Greater Accra Region)

Social Evening: This open air event was held in the presence of Ghana TV and other representatives of the Media and Press. It commenced with an address by the College Director and brief speeches by the UK facilitators to the participants and invited guests. This was followed by presentations of certificates of attendance to all participants and framed certificates to the four preceptors who had visited the UK in March 2011. The Director then announced the names of four educators who had been chosen to visit the UK in March 2012, together with the two reserves. The evening included food and drink, and ended with Ghanaian music and much dancing.

Day Five (half-day): The first half of the morning was devoted to individual participants drafting their personal development plans, which were shared within their Regional groups. One example

from each Region was then presented to the whole group. This demonstrated a good understanding of the principles of PDPs, and a clear commitment to serving the Project.

Following a mid-morning break, the Prison Officer who was attending the workshop for the first time made a brief but highly informative presentation of his own work with prisoners with mental health problems, and indicated his active involvement with, and clear personal commitment to, the Kintampo Project. This was warmly received by the participants.

This was followed by the educators in their Regional groups identifying their priorities for future development of the Project, and presenting these to the whole group.

Just before the conclusion of the workshop the new educators were issued with a copy of the CMHO curriculum document which by then had only just been copied and assembled.

The workshop concluded with presentations by the four preceptors who had visited the UK in March 2011 to members of the College who had supported them in this. The College Director thanked participants for their contribution to the success of this workshop and their commitment to supporting the Kintampo Project, and formally closed the proceedings.

Evaluations: Participants were asked to complete an evaluation form at the end of each day and at the end of the workshop. These forms were analysed by members of the facilitator group and the findings, which are shown in an attached appendix, are summarised in the discussion below. The facilitator group met at the close of each day to discuss progress and to plan the next day's programme. After the conclusion of the workshop this group met again to review the workshop as a whole.

Discussion:

Change of focus: The expansion of the workshop to include new preceptors and other professionals meant that the original focus to continue the development of existing educators had to be modified. Whilst this created some challenges for all concerned, it also provided opportunities which otherwise would not have occurred, as shown below.

Larger group: The number of participants almost doubled compared with the second (Techiman Dec 2010) workshop, which required a larger venue to accommodate the whole group as well as a number of additional break-out areas than originally anticipated. It made communication, especially in the large group, much more challenging. However, it also meant that there was the possibility for Regional groups to have viable numbers in them.

Mixed learning needs: The inclusion of new educators who were not familiar with the two Programmes or their roles and responsibilities as preceptors meant that the facilitator group had to accommodate very diverse learning needs to ensure that the expectations of the existing educators would be met, whilst at the same time those of the new educators could also be addressed. However, this also provided an opportunity for new educators to learn from their more experienced

colleagues, and for the experienced educators to engage in the development of their new colleagues, which of course is an important part of their role and a declared aim of this initiative.

Wider professional representation: This was the first time in the Kintampo Project when professionals from groups other than those directly involved in mental health care were included in a workshop for educator development. Whilst this created challenges especially for the facilitator group, it also offered an invaluable opportunity to start the dialogue between these groups both in terms of their clinical collaboration as well as sharing their educational practice. The enthusiasm and commitment that this generated from this grouping exceeded all expectation. The inclusion of a significant number of the Project's students also greatly enhanced the quality of the discussions.

Different workshop facilities: The facilities at the College of Health are of course different from those at the two hotels at which the previous workshops took place. Because the workshop numbers were greatly increased, it was held in a large classroom with much poorer acoustics, seating and climate control than participants had experienced at the hotels in Sunyani and Techiman. Often people sitting at the back were unable to see or hear what was being presented at the front, and during discussion in the large group participants were not able to face one another, which again made communication difficult, which required very skilled facilitation. All of this caused some disquiet initially amongst those who had attended the earlier workshops and who were expecting a similar standard of workshop facilities. The larger numbers meant that the only affordable and available accommodation was at the College. The organisers had had to make the difficult decision whether to go ahead on that basis or to cancel the workshop. Once this was explained, the participants accepted the situation. Also, as the Director pointed out, it meant that participants could experience the setting in which students were taught at the College.

Different accommodation and catering facilities: Similarly, the standard of accommodation (student bedrooms) and catering at the College (no snacks at break time and somewhat limited choice of main meals) was different from that at the hotels used for previous workshops, and a number of the participants complained about the perceived reduction in standard. Again, explanations about funding limitations, due to this being a charitable project depending entirely upon grants and fund-raising, appeared to pacify people. One gain for the Project was this opportunity to clarify for participants the nature of its funding.

Increased facilitation input by Ghanaian colleagues: The quality and amount of facilitation undertaken by Ghanaian colleagues was significantly greater than at the two previous workshops, and this was one of the major successes. The grant application had set a standard of 50% of facilitation to be carried out by Ghanaian educators, and this was greatly exceeded (approximately 80%), and bodes well for a sustainable future. Importantly, this was achieved by including three of the four educators who had visited the UK in March 2011, which confirms the value of this initiative. It was clear that this experience had greatly enhanced their confidence to lead the educational development of their peers. The main contributions of the UK facilitators were towards the planning of each session, the formulation of questions for discussion so as to stimulate deep thinking, and reflection and feedback to Ghanaian facilitators, which again is a major step towards sustainability.

Administrative and organisational support: The workshop was supported throughout by fantastic contributions by Regina Addey, Tutor for IT at the College: without her constant and tireless work this workshop would not have been the success it was. Invaluable operational support was provided by Emmanuel Ofori, MAP Programme Head.

Meeting participants' learning needs: The longer term gains for participants cannot be determined at this stage. However, the following lists, which were derived from the end of workshop evaluation form, and, as can be seen, are instructive as they match directly with the intended workshop topics (the numbers in brackets refer to the frequency of a comment. Many single comments were made by individual participants and are omitted here to conserve space – those shown here were made by at least four people):

1. *Key messages from the workshop*

- PDPs (18)
- Importance of improving Mental Health service through the Kintampo Project (15)
- Hub-and-spoke model (15)
- Need to have Portfolios (13)
- Reflective practice (6)
- Need to have the preceptor workshop (6)
- The role of the preceptor in the project (5)

2. *What changes would you make for future workshops?*

- Involve other stake holders, e.g. Regional ISTCs, Chiefs, District Directors of Health Services, Medical Officers, Police, Judiciary, NGOs, etc. (10)
- Accommodation arrangement (7)
- Improve the quantity and quality of food, snack should be served (5)
- Number of days should be reduced to 2- 4 days (4)

3. *What future support would be helpful for you?*

- Transport, stationary and financial support (13)
- Provision of training/education materials including books (11)
- Organise more capacity building and refresher training (8)
- Trip to UK including social workers (5)

4. *What are you going to do next?*

- To create more hub-and-spoke sites (9)
- Train other preceptors in my set up (8)
- Get other colleagues and stakeholders on board (6)
- Start with my PDP and Regional Development Plan (5)
- Promote the project (5)
- Work actively as a preceptor (4)
- Implement what I have learnt (4)

Respecting the educational principles and assumptions underpinning the workshop: the principles and assumptions underpinning the workshop were listed above (and are shown in more detail in the Appendix). These strongly influenced the initial draft programme, which aimed to encourage participants to reflect on their educational experiences and current practice so as to draw out from this good educational practice and to develop that practice further.

This, we had felt, could best be achieved using largely interactive methods, small group work, and plenary sessions at which groups shared their ideas, insights and conclusions.

For this reason, the workshop series was planned to involve a relatively small group (30-40) of participants, who would meet together at a series of three successive annual workshops.

The circumstances that actually prevailed – large numbers of participants, a significant number of new preceptors, a wider range of professional groups than before, and quite different facilities than participants had worked in before in this workshop series – made achieving the workshop’s educational aims extremely challenging. Nevertheless, as this quotation from one participant shows, those aims were still being achieved.

“The way you made us think through the issues was just wonderful. Thank you so much.”

Any one of these new circumstances, on its own requires a high level of facilitation skills in order to realise the workshop principles and assumptions. Taken together, they provided significant challenges to the facilitators, and to some extent compromised the educational quality of the workshop. It is, then, to the great credit of the facilitators that the workshop was so successful.

It would be a risk to assume that this high level of achievement will always be the case when running such workshops. In our conclusions we note ‘limits’ to any changes of focus in future workshops of this kind if their educational goals are to be met.

Conclusions:

1. The workshop was successfully carried out despite some challenging conditions which required very skilled planning and facilitation as well as a constant review of progress at all stages of the week.
2. The success of the workshop can largely be attributed to the emergent educational expertise of the College Tutors and Lead Preceptors who formed the facilitator group.
3. The active involvement in this workshop of a significant number of students (6 CMHO and 2 MAP) provided a ‘user perspective’ and gave invaluable feedback to the educators both at the College as well as in the field sites.
4. The smooth integration of established and new educators was a major and unexpected success of this workshop.
5. Additionally, the successful integration of non-mental health and mental health practitioners will provide a firm basis for future collaboration (which has not occurred previously in

Ghana) and for the required expansion of the overall educator capacity both in the College and in field sites.

6. The rich mix and great numbers of participants, which was initially seen as something of a challenge, will hopefully prove to become a great asset to the Kintampo Project and mental health care in Ghana.
7. This workshop has allowed the Project as a whole to develop considerably.
8. Future workshops of this nature, for the particular purposes of educator development to serve the special nature of the Project's Programmes, need to strike a very careful balance between flexibility, growth and entrepreneurship. Care is needed to ensure that the number of participants attending is appropriate, that there is a high level of 'continuity' of the participants, that workshops are held in adequate facilities, and that they are expertly facilitated.
9. Budgets for workshops (and grant applications) need to cover mid morning and afternoon snacks, unexpected printing and admin costs. Consideration also needs to be given to the funding of transport costs and working allowances for participants.

Next steps:

- Developing hubs and spokes across all the 10 Regions
- Establishing and appointing Regional Lead Preceptors and Hub site Leads.
- On-going educator development in the form of Regional Workshops, hub-based workshops, and spoke-based teacher briefings.
- Enhanced communication between leads within Ghana, and between Ghana and the UK.
- Focused input from UK team members towards the on-going development of Regional Lead Preceptors, possibly in the form of annual workshops and enhanced visits to the UK.
- Provision of educational materials to support educator development, preceptorship in practice placements, and student teaching and learning throughout.

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

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