

Clinical Preceptorship In Rehabilitation Sciences:

Enhancing student learning and development

(Activity Code: AGI-03-P186)

Saturday 9th November 2024. 8:00am-4:00pm

Qatar University

Target Audience: Allied Health Clinicians

Aim:

The aim of this program is to equip participants with the knowledge and skills necessary to excel as preceptors by fostering effective professional modeling, enhancing communication and leadership abilities, facilitating conflict resolution, and delivering constructive feedback.

Overall learning objectives:

At the end of the course, participants should be able to:

- Describe the role of a preceptor and the key responsibilities involved in clinical education.
- Demonstrate specific leadership and mentorship techniques in preceptorship scenarios.
- Model professional behaviors and attitudes effectively in a clinical teaching environment.
- Apply advanced communication strategies to improve interactions with students and colleagues.
- Deliver constructive feedback and conduct debriefing sessions using structured methods.
- Implement effective time management strategies to balance clinical duties and preceptorship responsibilities.

Speakers

- **Ms Tasneem Hartley**, Teaching assistant and clinical coordinator, Rehabilitation Sciences, Qatar University

* The scientific planning committee has reviewed all disclosed financial relationships of speakers, moderators, facilitators and/or authors in advance of this CPD activity and has implemented procedures to manage any potential or real conflicts of interest.

* "This activity is an Accredited group learning activity (Category XX) as defined by Ministry of Public Health's Department of Healthcare Professions - Accreditation Section and is approved for a maximum number of 6.5 Hours."

* "CPD-HP (QU—Health) is accredited by Ministry of Public Health's Department of Healthcare Professions - Accreditation Section (DHP – AS) as a provider of continuing professional development."

Activity schedule:

Time and Speakers	Schedule and Learning outcomes
08:00-08:30	Registration & Welcoming
08:30-09:30	<p>Introduction to Clinical Preceptorship in Rehabilitation Sciences: Enhancing student learning and development understanding of the QU curriculum</p> <p>Learning objectives At the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> • Explain and apply key educational theories and principles to clinical teaching practices. • Identify and implement different teaching and learning styles to suit diverse learner needs in a clinical setting.
09:30-11:30	<p>Adult learning Theory</p> <p>Learning objectives At the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> • Describe Malcolm Knowles' Adult Learning Theory and apply its principles to clinical education. • Integrate adult learning theory principles into their clinical teaching methods. • Identify and address common challenges associated with adult learning theory in clinical education.
11:30-12:30	Lunch & Prayers
12:30-13:30	<p>Modelling</p> <p>Learning objectives At the end of the session, participants should be able to:</p> <ul style="list-style-type: none"> • Explain the role of clinical education in shaping professional identity for healthcare professionals. • Define and explain the concept of modeling in clinical education. • Articulate the importance of clinical education in professional development and patient care. • Assess their own effectiveness at modeling professional behaviors and identify areas for improvement. • Model the ideal characteristics of a clinical educator in practice. • Explain and apply strategies from Social Learning Theory and metacognitive role modeling to clinical education. • Create and maintain a learning environment that fosters student engagement and professional growth.

13:30-15:30	Evaluation and Feedback Learning objectives At the end of the session, participants should be able to: <ul style="list-style-type: none">• Implement effective evaluation strategies in clinical education to assess student progress.• Apply strategies that support students in achieving clinical competence.• Conduct thorough clinical evaluations of students using appropriate tools and criteria.• Provide constructive feedback and lead effective debriefing sessions that promote student learning and reflection.• Implement advanced communication and listening skills to enhance student interactions and clinical teaching.
15:30-16:00	Summary and Q&A