

**6<sup>TH</sup> ANNUAL SYMPOSIUM**

**CENTRE FOR  
TEACHING &  
LEARNING**

**ENGAGING STUDENTS  
THROUGH EXPERIENTIAL  
LEARNING**

**Saturday, 5<sup>th</sup> Oct, 2019  
Rotana Hotel City Centre, Doha  
7:00am - 2:00pm**



**UNIVERSITY OF CALGARY IN QATAR**  
جامعة كالجاري في قطر



**Weill Cornell  
Medicine-Qatar**



## Message from the Dean

On behalf of the University of Calgary in Qatar, I extend a warm welcome to all the presenters and delegates attending the Sixth Annual Symposium on Teaching and Learning.

The symposium is organized by the University of Calgary in Qatar's Centre for Teaching and Learning, and co-hosted by Weil Cornell Medicine in Qatar. Nearly 140 healthcare educators have signed up for this year's conference. We have representatives from all major health post-secondary institutions contributing to the symposium. This is a rich opportunity for exchange and discourse on teaching and learning amongst a range of healthcare educators; an exchange that reaches beyond students to patients and families and the broader community.

Sincerely,  
**Dr. Deborah White**  
Dean and Professor  
University of Calgary in Qatar

# Commencement

## Time/Room

## Title and Session Summary

**7:00 - 8:00 am** Registration and breakfast

**8:00 - 8:45 am** Pre-Symposium Workshops (45 mins)

### Break Out Room 1: Meeting Plus 2

### Pre-Symposium Session: Incorporating Team-Based Learning During Introductory Pharmacy Practice Experiences

#### PRESENTED BY:

Dr. Fadi Alkhateeb

Dr. Johnathan Cho

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Qatar University

To our knowledge, this is the first study to incorporate formalized TBL-based activities in pharmacy experiential education. To capture the perspectives of pharmacy students regarding the use of formal TBL-based pedagogy during IPPE rotations. An electronic survey was distributed via e-mail to 15 third year pharmacy students enrolled in TBL-based IPPEs during Spring 2018. Data related to students' demographic information, level of confidence of performing pharmacist-related duties, and perceptions of TBL were collected.

Aside from demographic information, all responses were formatted via a 5-point Likert scale where 1 = strongly disagree/not at all confident and 5 = strongly agree/extremely confident. A total of 13 pharmacy students completed the survey, providing a response rate of 86.7%. Greater than 92% of pharmacy students either agreed or strongly agreed that TBL activities better prepared them to work collaboratively in teams (mean Likert score = 4.7), prepared them to communicate effectively (4.2), reinforced their individual learning (4.5), and allowed them to understand other's thought processes (4.5). Additionally, 84.6% of pharmacy students either agreed or strongly agreed that TBL-based IPPEs better prepares them for advanced pharmacy practice experiences (4), 76.9% preferred TBL-based IPPEs over non-TBL based IPPEs (4.1), and 76.9% believed TBL should continue to be incorporated during experiential experiences Pharmacy students perceive formalized TBL pedagogy to be beneficial during their experiential learning experiences and prefer TBL-based IPPEs over non-TBL based IPPEs. Different pedagogical methods, such as team-based learning, can be considered in settings outside of the didactic pharmacy curriculum.

Time/Room	Title and Session Summary
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**Break Out Room 2:  
Meeting Plus 3 & 4**

**Pre-Symposium Session:  
Structuring Learning Technology Selection Using the Pedagogy Wheel**

**PRESENTED BY:**

John Allan  
Marla Becking  
Simon Helsup  
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College of North Atlantic Qatar  
University of Calgary in Qatar

This session introduces educators to the Pedagogy Wheel and provides educators a practical experience of applying a digital application selection framework. Many educators select software solutions through word of mouth, legacy, observation, or at random. Often, little systematic consideration is employed. Without a structured approach to digital tool selection, instructors and student may experience frustration and wasted class time. The Pedagogy Wheel organizes apps into categories based on Bloom’s taxonomy and the SAMR model for educational technology evaluation (both of which are also introduced in this session). In this session, participants will use the Pedagogy Wheel to select a digital tool to address a learning outcome of their choice. The participants will also be encouraged to experiment with using the Pedagogy Wheel to evaluate a selected digital tool in terms of its place in Bloom’s Taxonomy and its SAMR level of technology engagement.

**Break Out Room 3:  
Meeting Plus 7**

**Pre-Symposium Session:  
Advocacy-Inquiry: A Tool for Simulation Educators**

**PRESENTED BY:**

Dr. Stella Major, MBBS, FRCGP  
Joshua Vognsen, CHSOS  
Lan Sawan  
Christina Bernardo  
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Weil Cornell Medicine Qatar

Advocacy-Inquiry is an effective approach, which educators can utilize to probe the thought process of learners. By identifying the thoughts, or “frames”, which drive learner action, educators can more effectively prompt reflection from learners on how to address gaps in performance and communication. This approach promotes transparency with learners and minimizes assumptions of educators, with the aim of promoting a safe learning environment and effectively addressing learner knowledge or performance gaps. Participants will define advocacy-inquiry, use advocacy-inquiry through role-playing activities and describe the benefits of using advocacy-inquiry.

**9:00 - 9:15 am**

**Opening remarks**

Dr. Debbie White, Dean, UCQ  
Dr. Frances Kalu and Dr. Mohamud Verjee, Co-chairs UCQ Symposium on Teaching and Learning

**9:15 - 10:00 am**

**Keynote speaker – Dr. Jennifer Lock,**

Professor and Vice Dean, Werklund School of Education, University of Calgary

Dr. Jennifer Lock, PhD, is a Professor and Vice Dean, Werklund School of Education, University of Calgary. Her area of specialization is in online learning, ICT integration, change and innovation, and educational development in higher education. She has expanded her work to study learning through making and makerspaces.

**10:05 - 10:25 am** Concurrent Sessions

**Break Out Room 1:  
Meeting Plus 2**

**The Design of an Educational Continuing Professional Development Program for Preceptors In Qatar - IPE/Curriculum**

**PRESENTED BY:**

Banan Mukhalalati  
Ahmed Awaisu  
Bridget Javed  
Monica Zolezzi  
Marwan Abu-Hijleh  
Ayad Almoslih  
Alison Carr  
Hiba Bawadi  
Randa Almahasneh  
Michael Romanowski  
Rasha Bacha  
Sara Elshami

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Qatar University

Experiential learning involves supervised practical placement experiences facilitated by preceptors. Preceptors are usually not familiar with best practices in teaching-learning and experiential education, because they are not trained as teachers. To address that, preceptors should be oriented to their respective educational curricula, teaching methods, students' assessment, and to considering students' needs and expectations.

This research aims to assess the educational needs of preceptors at Qatar University's Health Cluster, then design and validate an educational professional development program called: "The Practice Educators Academy". This research applies a mixed-methods study design, whereby both qualitative and quantitative data are complementary during data collection, analysis, and interpretation. The data representing preceptors' educational needs are used in designing "The Practice Educators Academy". Understanding adults learning principles, developing learning objective and planning teaching strategies, assessing students, and providing them with feedback are the most expressed educational needs of preceptors. Other needs involve learning how to deal with difficult students and with cultural diversities. The developed syllabus is designed to address those needs, while benchmarking it with other preceptors' educational development programs, and validating it by health professional education experts. "The Practice Educators Academy" is the first intervention nationally and regionally to develop the educational skills of preceptors. The development of academy aligns with the third pillar of the Qatar National Vision 2030 on human capital development, and with the Pharmaceutical Workforce Development Goals related to professional development. This alignment is key in workforce planning and capacity building, nationally and globally.

**Break Out Room 2:  
Meeting Plus 3 & 4**

**CONVERSATION CAFÉ :  
SIM, Debrief, Repeat: Repeat Simulations as a Teaching and Learning Strategy in UCQ  
SIM; Active Learning**

**PRESENTED BY:**

Arlene Masaba, RN,  
MSN  
Danaïet Teame, RN,  
BSN, CHSE  
Hanin Omar, RN, BSN,  
CHSE  
Nganga Sinaasamy  
BN, RN  
Hamza Khene, Eng., M.

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University of  
Calgary in Qatar

In UCQ, the opportunity to repeat the simulation exercise after debriefing allows students to reflect on their practice while identifying strength and weaknesses. Students then apply their reflections to revise successful patient care plan outcomes. The question: "Should we lengthen the simulation time or focus on mastery"? led us to this change in practice. Repeating simulation has led our students to be more reflective, apply best practices without the pressure of evaluation, and eventually gain confidence. We invite you to share your experiences in clinical simulation with us.

This session will provide an insight on how repeating clinical simulation scenarios provide a chance for students to apply what they have learned in their theory courses in a safe environment. During our session, we will share our experience with this modality and would like to know your thoughts about it. In UCQ, the aim of simulation is to provide the tools our students need so when they are faced with similar situations in their clinical settings, they can provide safe nursing care to their patients. We worked with faculty to deliberately change our practice and started following this pattern: prebrief-sim-debrief-sim. Since this practice change, the students express that they feel better and are more confident to apply the feedback that was given to them.

**Break Out Room 3:  
Meeting Plus 7****Socratic Method or Socratic Questioning as a Tool for Modelling Critical Thinking  
Assessment; Active Learning****PRESENTED BY:**

Alina Valeria Botis,  
RN, MN

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University of  
Calgary in Qatar

Teaching healthcare students how to think critically is not an easy task, it requires that educators use new modes of content delivery and the incorporation of new thought process. The Socratic questioning can be used as a tool to help students create new knowledge and solidify the existing knowledge through logic and reasoning (Oyler & Romanelli, 2014). However, without a good understanding of this method, it would be difficult for healthcare educators to employ Socratic questioning effectively. Not every pedagogical method that is interactive and involves asking students' questions would stimulate the development of critical thinking. There are key principles and techniques in asking questions that would stimulate critical thinking. The purpose of this session is to discuss and analyze the Socratic Method as a means of promoting critical thinking abilities in healthcare students. The presentation will address the following questions:

- What is Socratic method
- How to properly implement the Socratic method
- Prerequisites for a successful implementation of Socratic method
- Advantages and disadvantages of using the Socratic method in healthcare education
- Types of Socratic questions (For example, during the session, attendees will have the opportunity to practice the "PAPER CLIP" acronym types of questions).

**10:25 - 10:45 am** Concurrent Sessions**Break Out Room 1:  
Meeting Plus 2****English Language Listening Instruction For Health Professionals: Exploring Nursing Education in English as a Lingua Franca Contexts** SIM; Curriculum**PRESENTED BY:**

Dr. Gregory Tweedie  
Dr. Robert C. Johnson  
Arlene Masaba

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University of  
Calgary

Session attendees will be challenged to consider the classroom implications to English for Specific Purposes listening instruction as a result of research findings from a study on Medical English as a Lingua Franca (MELF). The presentation will argue that while health care settings in general demand exceptional communicative precision for patient care, contexts where English is used as a lingua franca present unique challenges, and classroom language instruction – in particular the skill of listening – requires a move away from traditional instructional models. The research study described in this interactive session took place among trainees for whom English is an additional language, and investigated the intelligibility of English varieties with respect to patient safety, through the lenses of utterance recognition, comprehension and interpretability. Results indicated perceived intelligibility aligned largely with actual intelligibility; disconcerting however was the finding that misalignments occurred on matters of critical importance with respect to patient safety. The study also considered the perceptions of senior nursing instructors in semi-structured interviews. All instructor-participants deemed patient safety to be at risk through unintelligibility, particularly at phonological and lexical levels. Results point toward inclusion of interactive, authentic listening, and content-specific vocabulary instruction as critical components of language curriculum in MELF contexts.

Time/Room	Title and Session Summary
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<b>Break Out Room 2: Meeting Plus 3 &amp; 4</b>	<b>Creating a Learning Space for Everyone: A Quality Improvement Project</b> <b>IPE, SIM, Active Learning</b>
<b>PRESENTED BY:</b>  Parivash Enghiad  Emma Nickel  Dr. Heather Moquin  Dr. Lorraine Venturato  --- University of Calgary	A multipurpose educational space has become an important feature in various health care settings such as continuing care that serve different purposes for residents, staff, and students on placement. These spaces may serve residents for educational and recreational activities, support staff learning, and provide postsecondary students on placement an off-campus learning and meeting space. One of the main challenges is how to accommodate diverse learners within a flexible learning space, especially considering the various purposes and the range of cognitive, perceptual, sensory and motor abilities using the space. Previous research has suggested several distinctive areas that can facilitate or inhibit learner outcomes, including the physical learning space, technology, and pedagogy. The project aimed to analyze what constitutes an ideal space for learners at a continuing care facility in Calgary, AB. The project involved a literature review, field observations of current and ideal learning spaces, as well as interviews and focus groups with facilitators, staff, residents and university educators. Data were analyzed by descriptive thematic analysis. Learning space is strongly linked to learning style and pedagogy in relation to space, furniture design and layout, and technology. Key findings revealed the importance of adaptability, comfort, reliability, safety, and accommodation of the space. Easy to use, comfortable, safe and multipurpose space for furniture, fixture, and layout; accessible and trustable devices; visual cues resources for ESL learners.

<b>10:45 - 11:00 am</b>	<b>Coffee Break</b>
<b>11:00 - 11:20 am</b>	<b>Concurrent Sessions</b>

<b>Break Out Room 1: Meeting Plus 2</b>	<b>What Kind of Medical Doctor (MDs) is our Curriculum Preparing?</b> <b>Curriculum</b>
<b>PRESENTED BY:</b>  Dr. Adhari AlZaabi  --- Sultan Qaboos University, Oman	Medical education in 21st century necessitates the use of newly arising methods and technologies like patients simulation, active learning, integrated modules and critical thinking. To combine a blend of these education methods, team based learning (TBL), clinical reasoning, vertical and horizontal integration and patients' simulation in one course. Twelve different clinical scenarios from different disciplines (urology, reproductive, gastroenterology and nutrition) were constructed and thought in a total of 24 sessions by both by a clinician and basic scientists. The sessions were ran in a TBL format with patient simulation and clinical reasoning tasks. Furthermore, kahoot (online quiz) was used for quizzes. A survey was given to the students at the end of the course to evaluate their perception toward this method. 150 pre-clinical medical students enrolled in this course. Majority (92%) of them reflected that TBL and integration helped them to focus on core information. About 89% reported that solving problems in teams was very effective and appreciated the need for collaboration to be a successful doctor. Almost all students reflected good attitude toward the simulation patients and claimed that it increased their confidence evaluating patients and enhanced knowledge retention. Their engagement in kahoot quizzes, case discussion and questioning was outstanding. TBL with patients' simulation enhances students engagement, questioning and knowledge retention. Future work is to run the session as a mock grand round with clinical cases discussed among the teams to collect needed clinical information and planning a proper clinical management plan.



**Break Out Room 2:  
Meeting Plus 3 & 4****CONVERSATION CAFÉ****Reflections on the Use of Active Learning Strategies in the Classroom Setting of Allied Health Professional Programs**  
**Ed Tech; Active Learning****PRESENTED BY:**Dr. Fatima Mraiche,  
PhD---  
Qatar University

Aim: To discuss the type and extent of active-learning strategies used in allied health professional programs and the impact that implementation of these strategies have on student learning. During the session, participants will discuss:

- The QU College of Pharmacy's endeavor in implementation of active learning strategies in the classroom setting from the perspective of the pathophysiology courses offered during the second and third year of the pharmacy program.
- The type and extent of active learning strategies used in allied health professional programs.
- The guidelines for integrating active learning strategies into the classroom setting.
- The perceptions of students towards implementing active learning strategies into the classroom setting.
- The impact of implementing active learning strategies into the classroom on student learning.
- The obstacles encountered with implementing active learning strategies into the classroom setting.

**Break Out Room 3:  
Meeting Plus 7****Is Cooperative Quiz an Effective Testing Strategy?**  
**SOTL, Active Learning, Assess****PRESENTED BY:**Carolyn Walsey,  
RN, MNZohra Hasnani,  
RN, MN

Taher Aldous

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University of  
Calgary in Qatar

Expatriate faculty and a Western curriculum pose linguistic and cultural challenges in teaching and assessment of ESL students at the University of Calgary in Qatar. Multiple teaching and learning strategies have been utilized by our institution to enhance learning. The use of 'cooperative testing' has been implemented as one strategy in some courses to overcome the perceived language challenges and other student struggles such as anxiety and lack of confidence with test taking. Cooperative testing is a two-part interactive assessment strategy where students are encouraged to interact with each other during an exam to understand exam questions and enhance the understanding of the content. Cooperative testing is both an assessment and teaching strategy that promotes student centered active learning. Previous research has found that cooperative testing promotes critical thinking and decision making skills; is less stressful, decreases anxiety, and assists instructors in identifying knowledge gaps of the learners (Baumberger-Henry, 2005; Martin, Friesen & De Pau, 2014; Rivaz, Mommeneasab, & Shokrollahi, 2015; Zipp, 2007). On the other hand, there are concerns about grade inflation, the amount of time needed to implement this strategy, and questions on the impact on knowledge retention (Baumberger-Henry, 2005; Cappola & Pontrelolo, 2014). A mixed-methods study was conducted to explore the benefits and challenges of utilizing a cooperative testing method in the undergraduate nursing program in Qatar. Findings indicated that students preferred cooperative testing, while instructors were concerned about grade inflation, course success for underachieving students, and if this type of exam could measure learner outcomes. This presentation will focus on the aspect of cooperative exam as a testing strategy in view of its benefits and challenges.



**11:20 - 11:40 am****Concurrent Sessions****Break Out Room 1:  
Meeting Plus 2****Biochemistry Course Based Undergraduate Research Experience (CUREs):  
Premed Students as Partners**  
Active Learning; SaP**PRESENTED BY:**Dr. Ali Chaari  
Hiba Naveed  
Muna Almasri  
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Weill Cornell  
Medicine Qatar

The Capstone Lab Experience is a multidisciplinary course introduced to the Weill Cornell Medicine – Qatar Premedical curriculum in order to familiarize students with modern research techniques. The biochemistry portion of the thirteen-week-long course highlighted several fundamental and experimental biochemical principles such as chromatography, centrifugation, spectrophotometry, electrophoresis, enzyme kinetic assays and enzyme inhibition as well as different bioinformatics exercises. The purpose of this lab project experiments is to purify and study the properties of an unknown Lactate Dehydrogenase (LDH) isoenzyme extracted from different bovine organs. LDH is a crucial enzyme in anaerobic cellular metabolism, catalyzing the conversion of lactate to pyruvate and promoting ATP formation and energy production. Imbalances in LDH levels in the body are usually symptomatic of diseases dependent on anaerobic metabolism. Hence, by studying the different features of the enzyme, methods for diagnosis and treatment can be explored. It is also an important enzyme in cancer diagnosis and understanding how different inhibitors affect its activity is one of the potential therapeutic aspects of disease treatment. The project was divided into three parts, and each group was responsible for conducting one section and delivering a complete research report upon completion. Student independence was encouraged in lab, and outside of lab, students were expected to investigate the concepts behind the data obtained. Their best effort was incentives with an opportunity for publication for the pair presenting the best report and presentation. Overall, the lab experience provided invaluable lessons in research techniques both for the laboratory and reports.

**Break Out Room 2:  
Meeting Plus 3 & 4****Using Videos as a Math Intervention in Health Science Classrooms**  
Ed Tech**PRESENTED BY:**Diana White  
Carnelle Symes  
Claudia Haddad  
Sadia Munir  
Angela Unger  
Waigand  
Khalid Mohammad  
Hashim  
Sarah Qistina Binti  
Mohd Abdul Fatah  
Esther Andrews  
Ma. Kimberly Navarro  
Gasir Ahmed Abdel-  
rahman  
Daniah Moreno  
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University of  
Calgary in Qatar

Math competency has been identified as a struggle for some nursing students, so it is incumbent upon institutions to help students develop their math skills. The purpose of this ongoing study is to determine if peer-created math videos would help second-year nursing students at the University of Calgary in Qatar (UCQ) understand nursing math better and if these videos would develop students' confidence and competency in math skills.

The research team created five math skills videos for students to access. The study used a mixed methods concurrent triangulation approach to determine the effectiveness of math videos on the math confidence and competence of the participants. A pre- and post- math test and math confidence test was administered, and two focus groups were conducted. Results of t-tests showed no difference in math scores, math confidence, and math competency. However, the qualitative data suggests that the students perceived the videos as beneficial to their learning and that watching them reassured them about their understanding of math concepts. Participants also identified that additional math instruction would benefit their learning and improve their confidence in nursing math.

The presenters will briefly explain the focus of this study with an emphasis on the benefits of using videos as a supplemental learning tool and recommendations and suggested best practices for the creation and use of videos to complement classroom learning. Participants will be encouraged to ask questions as well as share their own experiences.

Time/Room	Title and Session Summary
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<b>Break Out Room 3: Meeting Plus 7</b>	<b>Peer Assisted Learning – A Model for Health Care Experiential Programs</b> <b>SaP, Active Learning</b>
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<p><b>PRESENTED BY:</b></p> <p>Dr. Bridget Javed</p> <p>Dr. Monica Zolezzi</p> <p>---</p> <p>Qatar University</p>	<p>Partnership in healthcare education is a relationship that mutually benefits each of the individuals involved through clinical teaching, research, or practice. When examining student as partners, active engagement in the role of teaching and assessing can be seen as an effective form of student partnership. This partnership/relationship becomes especially important as the experiential learning environment in Qatar has been faced with many challenges. Difficulty in finding preceptors and suitable sites, time to teach and assess students during rotations, and an increasing demand for high-quality experiential placements for students, are issues confronted by many experiential programs. This workshop will explore a peer assisted learning model that has been proposed by the College of Pharmacy at Qatar University to incorporate students as partners in the experiential component of the pharmacy curriculum, while providing students with access to an additional potential learning environment without unduly increasing the preceptor’s workload. This model utilizes graduate Doctor of Pharmacy students as mentors for the Bachelor of Pharmacy students during a hospital practice experience. This workshop will walk the audience through this teaching methodology and the stages of developing this model within a school’s experiential program.</p>
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<b>11:45 - 12:30 pm</b>	<b>Lunch: Al Mas Hall 1 &amp; 2</b>
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<b>12:30 - 1:15 pm</b>	<b>What Does it Mean to Teach a Millennial? Panel of Students from UCQ, WCM-Q, QU and CNAQ</b> <b>Moderator -Dr. Jessie Johnson</b>
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<b>1:20 - 1:40 pm</b>	<b>Concurrent Sessions</b>
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<b>Break Out Room 1: Meeting Plus 2</b>	<b>Service Learning: Developing Affective Skills for Junior and Senior Nursing Students</b> <b>Active Learning</b>
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<p><b>PRESENTED BY:</b></p> <p>Boris Woytowich</p> <p>---</p> <p>University of Calgary in Qatar</p>	<p>Presently in academia and the nursing profession, more attention is given to providing opportunities for nursing students to develop cognitive and psychomotor skills and less is given to developing affective skills and professional identity. Yet, in the face of challenges associated with providing care to diverse populations in a variety of health care settings with a high potential for value conflict, it is the nursing student’s development of affective skills and professional values that is most important for preparation before beginning to practice.</p> <p>Service Learning is an educational pedagogy that is growing in popularity for its merits because it offers an opportunity for both junior and senior level nursing students to develop affective skills and professional values and identity through experiential learning. Furthermore, it offers an opportunity for nursing students to become socialized into nursing while also internalizing the values that are espoused by the profession itself. The aim of this session is to define Service-Learning, and also distinguish it from other pedagogical approaches to experiential learning. The aim is to also promote the merits of Service-Learning in order to encourage nurse educators and leaders to consider it as an option for an elective or non-elective course or curricular activity.</p>
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**Break Out Room 2:  
Meeting Plus 3 & 4**

**CONVERSATION CAFÉ**

**Google Expeditions Augmented Reality for Health Sciences  
Ed Tech**

**PRESENTED BY:**

Marla Becking

John Allan

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University of Calgary  
in Qatar

This session shares attributes, exemplars & “How To’s” of exploiting the Google Expeditions app augmented reality feature. Exemplars are health sciences focused. Over the past few years, the app itself has been refined to ensure a seamless experience for educators and students, allowing them to focus on the subject matter. These include skin, molecules, cells, endocrine system, respiratory system, circulatory system and more. Join us to discover and discuss this simple and free resource.

**Break Out Room 3:  
Meeting Plus 7**

**Student Champions: Evidence Based Practice Teaching and Learning through the Students’ Lens  
Active learning; SaP**

**PRESENTED BY:**

Arlene Masaba, RN,  
MSN

Dr. JoAnne  
MacDonald, RN, PhD

Dr. Shannan MacNevin

Susan Yates, RN,  
PhD(C), CHE,

STUDENT BPSO  
CHAMPIONS:

Afroza Hossain

Amruta Cherian

Gail Angela Bautista

Halimah Sadiya  
Omowumi Adam

John Michael  
Glodoveza

Norah Saleh Manea

Tebian Abdelgadir

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University of Calgary  
in Qatar

To provide the appropriate tools so our students are prepared to be nurses now, UCQ had applied to be an Academic Best Practice Spotlight Organization (ABPSO) with the Registered Nurses Association of Ontario (RNAO) in 2017. ABPSOs encourages faculty and student champions to exemplify clinical excellence through the use of best evidence and best practice guidelines (BPGs). Part of the role of a BPSO champion is to create excitement in practice changes (RNAO, 2018). What better way to do this than have the students take an active role with the uptake and spread of Evidence Based Practices (EBPs) at the University of Calgary - Qatar?

Within the UCQ champions network, students are provided opportunities to utilize BPGs through course work and they receive mentorship from faculty about integrating EBPs to their practice. In turn, students provide valuable information on how best to make the BPSO Champions Network sustainable. Through the BPSO Champions Network, students and faculty members have the opportunity to learn together ways in which to enhance the teaching and learning environment, especially within the millennial student population. Guided by the questions: “How can our students learn best” and “How can students learn and integrate EBPs in both assignments and clinical practice”? Faculty mentors work together with students so the students receive support to apply learning and make it more meaningful to them. This faculty-student partnership provides an ongoing mechanism to ensure continued best learning strategies are utilized.

**1:40 - 2:00 pm****Concurrent Sessions****Break Out Room 1: Student Engagement: The Role of the Teacher**  
**Meeting Plus 2**      **Active Learning****PRESENTED BY:**

Dr. Mohamoud Adam

Angela Waigand

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University of Calgary  
in Qatar

Multiple research studies have highlighted the significance of student-teacher interactions in students' engagement. Teachers and good teaching are the central component of student engagement (Kuh et al., 2006). Umbach and Wawrzynski (2005) argue that the interactions of teachers with students are the largest influencer on the engagement level of students and on student learning. In this session, we will examine the different perspectives on student engagement and explore some of the indicators of students engaging with teachers. We will also discuss practical tools and techniques to promote student engagement in our classrooms.

**Break Out Room 2: Preparing Learners for Post-Event In Situ Simulations**  
**Meeting Plus 3 & 4**      **Active Learning; SIM****PRESENTED BY:**

Dina Schnurman

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Sidra Medicine

Simulation is an effective and meaningful strategy to disseminate necessary post-event training. Effectively preparing participants for simulation is essential in establishing the learning environment. With the initiation of a post-event in situ simulation program in an acute care environment, methods of pre-simulation learning were evaluated for effectiveness in preparing learners. The aim of this session is to explore complexities in preparing participants for in situ simulation. Following this session, participants will be able to identify the differences between pre-simulation preparation and pre-briefing, discuss the challenges of applying effective pre-licensure strategies to a post-licensure environment, and compare the effectiveness of different pre-learning strategies for in situ simulation in an acute care environment.

**Break Out Room 3: Learners and Educators' Perceptions on Simulation-Based-Education (SBE) in Qatar**  
**Meeting Plus 7**      **SIM; SaP****PRESENTED BY:**Stella Major, MBBS,  
FRCGPJoshua Vognsen,  
CHSOS

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Weil Cornell Medicine  
Qatar

In 2017, the WCM-Q expanded clinical skills and simulation lab marks the beginning of an annual accredited symposium titled Optimizing SBE for health professional in Qatar. The second symposium focused on SBE to optimize life-long learning, and featured two panels. One led by educators from the numerous different schools and institutions in Qatar, and the second were health professions trainees in their 2-3rd year, who shared their experiences as learners using simulation. This presentation focuses on the perceived needs in SBE by educators and health care students training in Qatar. Themes were drawn from the recorded presentations and slides for each presenter. The educators' themes were pooled and prioritized using a single loop Delphi technique. The Learners' perspectives are summarized as perceived strengths and limitations of learning through simulation and culminates with a message to all educators. Delphi process identified; need for provision of opportunities to train faculty as simulation instructors and debriefers, integration of simulation into the curriculum, homogenization of scenarios and evaluation tools, and alignment of SBE with best practice and institutional accreditation, more curricular time to meet growing class sizes, and a need to incentivize field preceptors to support SBE. Learners' reinforced the importance of establishing a safe environment, recognizing the level of stress which exists in simulations, and asked for more opportunities to learn with Simulation, as it closed the gaps seen in practice, and raised their self-confidence in dealing with clinical practice.

# Schedule at a Glance

**7:00 - 8:00 am** Registration and breakfast

**8:00 - 8:45 am** Pre-Symposium Workshops (45 mins)

**Break Out Room 1:  
Meeting Plus 2**

**Alkhateeb and Cho -**  
Incorporating Team-Based Learning During Introductory Pharmacy Practice Experiences

**Break Out Room 2:  
Meeting Plus 3 & 4**

**Allan, Becking and Heslup -**  
Structuring Learning Technology Selection Using the Pedagogy Wheel

**Break Out Room 3:  
Meeting Plus 7**

**Major, Vognsen, Sawan and Bernardo -** Advocacy-Inquiry: A Tool for Simulation Educators

**9:00 - 9:15 am** **Opening remarks**  
Dr. Debbie White, Dean, UCQ  
Dr. Frances Kalu & Dr. Mohamud Verjee, Co-chairs UCQ Symposium on Teaching and Learning

**9:15 - 10:00 am** **Keynote speaker – Dr. Jennifer Lock,**  
Professor and Vice Dean, Werklund School of Education, University of Calgary

ROOM NUMBER	Break Out Room 1: Meeting Plus 2	Break Out Room 2: Meeting Plus 3 & 4	Break Out Room 3: Meeting Plus 7
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<b>10:05 - 10:25 am</b>	<b>Concurrent Session -</b> IPE/Curriculum <b>Mukhalalati -</b> The Design of an Educational Continuing Professional Development Program for Preceptors In Qatar	<b>Conversation Café -</b> SIM; Active Learning <b>Masaba -</b> SIM, Debrief, Repeat: Repeat Simulations as a Teaching and Learning Strategy in UCQ	<b>Concurrent Session -</b> Assessment; Active learning <b>Botis -</b> Socratic Method or Socratic Questioning as a Tool for Modelling Critical Thinking
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<b>10:25 - 10:45 am</b>	<b>Concurrent Session -</b> SIM; Curriculum <b>Tweedie -</b> English Language Listening Instruction For Health Professionals: Exploring Nursing Education in English as a Lingua Franca Contexts	<b>Concurrent Session -</b> IPE, SIM, Active Learning <b>Enghiad -</b> Creating a Learning Space for Everyone: A Quality Improvement Project	
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<b>10:45 - 11:00 am</b>	<b>Coffee Break</b>		
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<b>11:00 -11:20 am</b>	<b>Concurrent Session -</b> Curriculum <b>Al Zaabi -</b> What Kind of Medical Doctor (MDs) is our Curriculum Preparing?	<b>Conversation Café -</b> Ed Tech; Active Learning <b>Mraiche -</b> Reflections on the Use of Active Learning Strategies in the Classroom Setting of Allied Health Professional Programs	<b>Concurrent Session -</b> SOTL, Active Learning, Assess <b>Wolsey &amp; Hasnani -</b> Is Cooperative Quiz an Effective Testing Strategy?
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ROOM NUMBER	Break Out Room 1: Meeting Plus 2	Break Out Room 2: Meeting Plus 3 & 4	Break Out Room 3: Meeting Plus 7
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<b>11:20 - 11:40 am</b>	<b>Concurrent Session -</b> Active Learning; SaP <b>Chaari</b> - Biochemistry Course Based Undergraduate Research Experience (CUREs): Premed Students as Partners	<b>Concurrent Session -</b> Ed Tech <b>White</b> - Using Videos as a Math Intervention in Health Science Classrooms	<b>Concurrent Session -</b> SaP, Active Learning <b>Javed &amp; Zolezzi</b> - Peer Assisted Learning – A Model for Health Care Experiential Programs
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**11:45 -12:30 pm**

**Lunch: Al Mas Hall 1 & 2**

**12:30 – 1:15 pm** **What Does it Mean to Teach a Millennial? Panel of Students from UCQ, WCM-Q, QU and CNAQ**  
Moderator -Dr. Jessie Johnson

<b>1:20 -1:40 pm</b>	<b>Concurrent Session -</b> Active Learning <b>Woytowich</b> - Service Learning: Developing Affective Skills for Junior and Senior Nursing Students	<b>Conversation Café –</b> Ed Tech <b>Becking and Allan</b> - Google Expeditions Augmented Reality for Health Sciences	<b>Concurrent Session -</b> Active learning; SaP <b>Masaba</b> - Student Champions: Evidence Based Practice Teaching and Learning through the Students' Lens
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<b>1:40 - 2:00 pm</b>	<b>Concurrent Session -</b> Active Learning <b>Adam</b> - Student Engagement: The Role of the Teacher	<b>Concurrent Session -</b> Active Learning; SIM <b>Schnurman</b> - Preparing Learners for Post-Event In Situ Simulations	<b>Concurrent Session -</b> SIM; SaP <b>Major and Vognsen</b> - Learners and Educators' Perceptions on Simulation-based-education (SBE) in Qatar
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# Presenters Details

## Using Videos as a Math Intervention in Health Science Classrooms Education Technology Active Learning Strategy

### **Diana White**

University of Calgary in Qatar

Diana is a member of the Nursing Faculty at the University of Calgary in Qatar. Diana is interested in research projects that shed light on how to best prepare students to be confident and competent in clinical nursing practice.

### **Carnelle Symes**

University of Calgary in Qatar

Carnelle is a former nursing instructor at University of Calgary in Qatar and is currently a nursing instructor in Canada. Carnelle is interested in educational technologies, nursing education, and developing future nursing leaders.

### **Claudia Haddad**

University of Calgary in Qatar

Claudia is an Information Technology instructor at the College of the North Atlantic Qatar, who is interested in hands-on, experimental, and interactive learning tools in the classroom.

### **Sadia Munir**

University of Calgary in Qatar

Sadia is a member of the Elective Faculty at the University of Calgary in Qatar. She is interested in the application of statistics in population-based studies to better understand and present useful insights of health science data.

### **Angela Unger Waigand**

University of Calgary in Qatar

Angela is an English instructor at the University of Calgary in Qatar, who is interested in the use of educational technology in higher education.

### **Khalid Mohammad Hashim**

Undergraduate Student,  
University of Calgary in Qatar

### **Sarah Qistina Binti Mohd Abdul Fatah**

Undergraduate Student,  
University of Calgary in Qatar

### **Esther Andrews**

Undergraduate Student,  
University of Calgary in Qatar

### **Ma. Kimberly Navarro**

Undergraduate Student,  
University of Calgary in Qatar

### **Gasir Ahmed Abdelrahman**

Undergraduate Student,  
University of Calgary in Qatar

### **Daniah Moreno**

Undergraduate Student,  
University of Calgary in Qatar.

## What Kind Of Medical Doctor (Mds) is our Curriculum Preparing? Curriculum

### **Dr. Adhari AlZaabi MD, PhD in omics for cancer early detection.**

Sultan Qaboos University, Oman

Passionate about 21st century medical education and how to empower medical students to gain the skills needed to be good leaders, lifelong learners and change makers.



## Creating a Learning Space For Everyone: A Quality Improvement Project IPE, Simulation, Active Learning

### Parivash Enghiad

University of Calgary in Qatar

Parivash is a Registered Nurse and a Master of Nursing Student at the University of Calgary in Alberta, Canada. She has clinical and teaching experience in various areas of nursing. Her current research interest is continuing education and competency training, clinical leadership, and long-term care.

### Emma Nickel, Heather Moquin, PHD, Lorraine Venturato, PHD

## The Design of Educational Continuing Professional Development Program for Preceptors in Qatar IPE, Curriculum

### Banan Mukhalalati

College of Pharmacy

### Ahmed Awaisu

College of Pharmacy

### Bridget Javed

College of Pharmacy

### Monica Zolezzi

College of Pharmacy

### Marwan Abu-Hijleh

College of Medicine

### Ayad Almoslih

College of Medicine

### Alison Carr

College of Medicine

### Hiba Bawadi

College of Health Sciences

### Randa Almahasneh

College of Education, Qatar University

### Michael Romanowski

College of Education, Qatar University

### Rasha Bacha

College of Pharmacy

### Sara Elshami

College of Pharmacy

## SIM, Debrief, Repeat: Repeat Simulations as a Teaching and Learning Strategy in UCQ Simulation, Active Learning

### Arlene Masaba, RN, MSN

University of Calgary in Qatar

Arlene Masaba is the Clinical Simulation Centre Coordinator. Her role provides sim resource to students and faculty while ensuring the smooth operation of the centre. As CSC coordinator, she is involved in curriculum development with a focus on integrating simulation to both theory and practice courses.

### Nganga Sinaasamy BN, RN

University of Calgary in Qatar

Nganga Sinaasamy is UCQ CSC's Clinical Simulation Centre Assistant. Her expertise is in the organization and set up of our labs based on the needs of both students and faculty. She is also responsible for the moulage of our manikins and standardized patients.

### Danaïet Teame, RN, BSN, CHSE

University of Calgary in Qatar

Danaïet Teame is the UCQ CSC High Fidelity Lead. In her role, she encourages active integration of high fidelity modalities within applicable courses. She is ardent about refining and evaluating high fidelity scenarios to meet our students' learning needs.

### Hamza Khene, Eng., M.

University of Calgary in Qatar

Hamza Khene is a Medical Simulation Technical Specialist. He is responsible for operating, maintaining and troubleshooting all simulation technologies and devices (High fidelity mannequins, SimPad and Audio/ Video recording hardware and software).

### Hanin Omar, RN, BSN, CHSE

University of Calgary in Qatar

Hanin is a Standardized Patient Program Coordinator. Her role integrates the use of standardized patients within applicable courses. She casts, educates and trains the standardized patients to provide real life scenarios to students.

## Student Champions: Evidence Based Practice teaching and Learning Through the Students' Lens Active Learning, Students as Partners (SaP)

### **Arlene Masaba, RN, MSN**

University of Calgary in Qatar

Arlene is the Clinical Simulation Centre Coordinator at UCQ. An active RNAO member and an ardent lifelong learner, she is passionate about sustainable learning initiatives. As UCQ's Academic Best Practice Spotlight Organization (ABPSO) lead, she supports faculty and student initiatives that strengthen UCQ's ABPSO designation.

### **Dr. Shannan MacNevin**

University of Calgary in Qatar

Dr. MacNevin is an Assistant Professor at UCQ. She is one of the faculty leads for student engagement in ABPSO initiatives and is the primary investigator of a future UREP project that will provide ABPSO student champions the opportunity to gain competency and skills in the mobilization of BPG recommendations.

### **Dr. JoAnne MacDonald, RN, PhD**

University of Calgary in Qatar

Dr. MacDonald is the Associate Dean for Academics at UCQ. She has been involved with the BPSO project since 2013. She has extensive experience with BPSO integration into curriculum, capacity building for BPSO uptake, research and dissemination. She is the principal proponent for bringing the ABPSO movement to UCQ.

### **Susan Yates, RN, PhD(C), CHE, FISQua**

University of Calgary in Qatar

Dr. Yates holds a faculty position at UCQ. She is a mentor on a future UREP project mobilizing BPG recommendations. She is one of the ABPSO faculty leads for student engagement working to purposefully bring together knowledge, research, best practices and learning tools to curriculum and practice.

### **Student ABPSO Champions:**

University of Calgary in Qatar

#### **Afroza Hossain**

2<sup>nd</sup> Year Student

#### **Amruta Cherian**

2<sup>nd</sup> Year Student

#### **Gail Angela Bautista**

2<sup>nd</sup> Year Student

#### **Halimah Sadiya Omowumi**

**Adam**

3<sup>rd</sup> Year Student

#### **John Michael Glodoveza**

1<sup>st</sup> Year Student

#### **Norah Saleh Manea**

2<sup>nd</sup> Year Student

#### **Tebian Abdelgadir**

3<sup>rd</sup> Year Student

## Biochemistry Course Based Undergraduate Research Experience (CUREs): Premed Students as Partners Active Learning Students as Partners (SaP)

### **Dr. Ali Chaari**

Weil Cornell Medicine Qatar

Dr. Chaari is lecturer of Biochemistry in WCM-Q, experienced in Biochemistry, Molecular biology, and Biophysics. In addition, he has been active as a research mentor to medical students. Two area of current active research is 1) the study of the modulation of amyloid proteins involved in neurodegenerative diseases and diabetes and 2) the study lactate dehydrogenase as a biomarker of cancer diseases.

### **Hiba Naveed**

Weil Cornell Medicine Qatar

Hiba Naveed is a first-year medical student at Weill Cornell Medicine-Qatar. Over the past year, she took part in the Capstone Lab course, which allowed her to further develop her lab technique.

### **Muna Almasri**

Weil Cornell Medicine Qatar

Muna Almasri is a first-year medical student at Weill Cornell Medicine-Qatar. She has worked as an undergraduate research fellow at the University of Michigan Medical School, working towards development of novel cardiac diagnostic technology.

## Reflections on the Use of Active Learning Strategies in the Classroom Setting of Allied Health Professional Programs

### Active Learning, Education Technology

#### Dr. Fatima Mraiche, PhD

Qatar University

Dr. Mraiche received her PhD in Medical Sciences at the University of Alberta. She started her career in 2011 as an Assistant Professor at the College of Pharmacy (CPH), Qatar University. From 2014-2018, she held the position of Chair of the Pharmaceutical Sciences Section. Currently, Dr. Mraiche is an Associate Professor and the Chair of the Strategic Planning Committee.

## Peer Assisted Learning – A Model for Health Care Experiential Programs

### Students as Partners (SaP)

#### Dr. Bridget Javed

Qatar University

Dr. Javed graduated with her Doctor of Pharmacy degree from the University of Florida College of Pharmacy in USA. Dr. Javed has practiced as a Primary Care Clinical Pharmacy Specialist in Texas and held a clinical cross-appointment position at Hamad Medical Corporation.

#### Dr. Monica Zolezzi

Qatar University

Dr. Zolezzi is credentialed with a Bachelor of Pharmacy degree, a MSc degree from the the University of Alberta, Canada and a PhD degree from the University of Auckland, New Zealand. Dr. Zolezzi has over 20 years of pharmacy practice experience, with special interest in mental health and geriatric medicine.

## Incorporating Team-Based Learning During Introductory Pharmacy Practice Experiences.

### Active Learning Strategies, Scholarship of Teaching and Learning (SoTL)

#### Dr. Fadi M. Alkhateeb, BSP Pharm, MBA, Ph.D., FAACP

Qatar University

Dr. Fadi M. Alkhateeb, is a Professor and Associate Dean for Academic Affairs at Qatar University College of Pharmacy. Prior to joining QU, Dr. Alkhateeb served as Associate Dean for Academic Affairs at The University of Texas at Tyler, Texas, USA. Dr. Alkhateeb is a distinguished expert in new program evaluation and development, and curriculum design and assessment.

#### Jonathan C. Cho, Pharm.D

Qatar University

Jonathan C. Cho, is an Associate Professor at University of Texas at Tyler College of Pharmacy, Tyler Texas USA.



## Structuring Learning Technology Selection Using the Pedagogy Wheel

### Educational Technology

#### John Allan

College of North Atlantic Qatar

John Allan is a teacher, teacher trainer, author, blogger and an instructional developer with 30 years of experience in the U.S., Canada, the U.A.E and Qatar. His focus on applications of education technologies has resulted a wide variety of training materials and in class learning opportunities.

#### Marla Becking

College of North Atlantic Qatar

Marla Becking has been an instructor at the College of the North Atlantic-Qatar since 2006. She is DELTA-qualified, and holds an MA in English Literature from the University of New Brunswick, in Fredericton, Canada, and an MA TESOL from SIT Graduate Institute in Vermont, U.S.A.

#### Simon Heslup

University of Calgary in Qatar

Simon Heslup has been an English for Academic Purposes instructor at the University of Calgary in Qatar since 2014. He holds an MA in Teaching English as an Additional Language and an MEd in Educational Technology.

## Is Cooperative Quiz an Effective Testing Strategy?

### Active Learning Strategies

#### Carolyn Wolsey, RN, MN

University of Calgary in Qatar

Carolyn Wolsey is a Nursing Instructor at the University of Calgary in Qatar.

#### Zohra Hasnani, RN, MN

University of Calgary in Qatar

Zohra Hasnani, instructor at the university of Calgary in Qatar since 2012. Research interests include innovation in nursing education, assessments of learning and geriatric nursing.

#### Taher Aldous

University of Calgary in Qatar

Undergraduate Nursing Student

## Google Expeditions Augmented Reality for Health Sciences

### Active Learning, Education Technology

#### Marla Becking

College of North Atlantic Qatar

Marla Becking has been an instructor at the College of the North Atlantic-Qatar since 2006. She is DELTA-qualified, and holds an MA in English Literature from the University of New Brunswick, in Fredericton, Canada, and an MA TESOL from SIT Graduate Institute in Vermont, U.S.A.

#### John Allan

College of North Atlantic Qatar

John Allan is a teacher, teacher trainer, author, blogger and an instructional developer with 30 years of experience in the U.S., Canada, the U.A.E and Qatar. His focus on applications of education technologies has resulted a wide variety of training materials and in class learning opportunities.

## Socratic Method or Socratic Questioning as a Tool for Modeling Critical Thinking

### Active Learning Strategies, Assessing Students Learning

#### Alina Valeria Botis, RN, MN

University of Calgary in Qatar

Alina Valeria Botis is a nursing instructor who joined the University of Calgary in Qatar in August, 2018. A passionate nursing educator, Alina is committed to excellence in nursing and nursing education by creating and supporting a culture of lifelong learning that integrates evidence-based practice and professional development.

## Learners and Educators' Perceptions on Simulation-based-education (SBE) in Qatar Students as Partners (SaP), Simulation

### **Stella Major, MBBS, FRCGP**

Weill Cornell Medicine Qatar

Stella Major, MBBS, FRCGP, CHSE  
Associate Professor of Family Medicine in  
Clinical Medicine  
Director of the Clinical Skills & Simulation Lab (CSSL)  
Weill Cornell Medicine - Qatar

### **Joshua Vognsen, CHSOS**

Weill Cornell Medicine Qatar

Joshua Vognsen, CHSOS  
Simulation Education Specialist  
Weill Cornell Medicine - Qatar

## English Language Listening Instruction For Health Professionals: Exploring Nursing Education in English as a Lingua Franca Contexts SIM; Curriculum

### **Dr. Gregory Tweedie**

University of Calgary

M. Gregory Tweedie is Associate Professor in language and literacy at the Werklund School of Education, University of Calgary. His teaching and research draw heavily upon his experiences as a language teacher and language teacher trainer in East, Southeast and Central Asia, the Middle East, Canada, and his native Australia.

### **Arlene Masaba, RN, MSN**

University of Calgary

Arlene Masaba is the Clinical Simulation Centre Coordinator. Her role provides sim resource to students and faculty while ensuring the smooth operation of the centre. As CSC coordinator, she is involved in curriculum development with a focus on integrating simulation to both theory and practice courses.

### **Dr. Robert C. Johnson**

University of Calgary

Robert has a doctorate in Applied Linguistics from Macquarie University and won the 2012 Jacqueline Ross dissertation award. He has been teaching English and training English teachers around the world since 1996. He is also a graduate of the WASC Assessment Leadership Academy, focusing on higher education assessment and accreditation. He joined UCQ in 2011 and teaches English for Academic Purposes (EAP), Academic Writing, and Statistics in the Foundations, Bachelors, and Masters Programs.

## Service Learning: Developing Affective Skills for Junior and Senior Nursing Students Active Learning Strategies

### **Boris Woytowich**

University of Calgary in Qatar

Boris Woytowich is a Registered Nurse and a Nurse Educator who has taught nursing theory, lab, and clinical nursing courses in both college and university settings. He has a Master of Nursing from the University of Alberta with specialization in Gerontology.

## Advocacy-Inquiry: A Tool for Simulation Educators

### Simulation, Active Learning Strategies

#### **Stella Major, MBBS, FRCGP, CHSE**

Weil Cornell Medicine Qatar

Stella Major, MBBS, FRCGP, CHSE  
Associate Professor of Family Medicine in  
Clinical Medicine Director of the Clinical  
Skills & Simulation Lab (CSSL)  
Weill Cornell Medicine - Qatar

#### **Lan Sawan**

Manager, Clinical Skills &  
Simulation Lab  
Weill Cornell Medicine – Qatar

#### **Joshua Vognsen, CHSOS**

Simulation Education Specialist Weil  
Cornell Medicine Qatar

#### **Christina Bernardo**

Standardized Patient Program  
Coordinator  
Weil Cornell Medicine Qatar

## Preparing Learners for Post-Event In Situ Simulations

### Active Learning; SIM

#### **Dina Schnurman, MSN/MBA, RN, CPN, CPON**

Sidra Medicine

Dina Schnurman is an Executive Nurse Leader with extensive experience in both undergraduate and practice-based nursing education and practice development. With a committed focus to nurse professional development, Dina's experience includes developing and operationalizing nursing education, skills and competency assessment frameworks at the system level. Her current projects include evaluating the impact of practice based education interventions on outcome measures and implementing robust interprofessional education in practice.

Dina received her Bachelor of Science in Nursing from Old Dominion University in Virginia, USA and her Master of Science in Nursing/Master of Science in Business from Johns Hopkins University in Maryland, USA.

## Student Engagement: The Role of the Teacher

### Active Learning

#### **Dr. Mohamoud Adam**

University of Calgary in Qatar

Dr. Mohamoud Adam is the Associate Dean of Teaching and Learning at the University of Calgary in Qatar. He provides strategic leadership for three departments: The Centre for Teaching and Learning, the Learning Commons, and the Foundations Program. His research interests lie in student engagement, student experience, first-year transition, and educational leadership.

#### **Angela Waigand**

University of Calgary in Qatar

Angela Unger Waigand is an English instructor at the University of Calgary in Qatar, who is interested in the use of educational technology in higher education.





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