

Transforming Interprofessionalism in Qatar

Lessons learnt from the Interprofessional Education Committee experience (2014-2018)

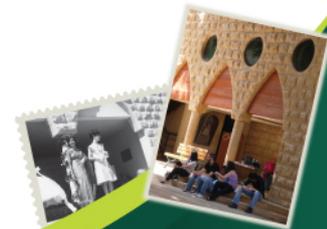
Dr Alla El-Awaisi

Assistant Dean for Student Affairs

Chair of the QU Health Interprofessional Education Committee

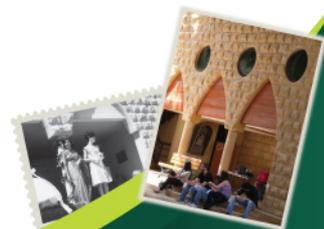
College of Pharmacy, Qatar University

20/04/2018



Aim of this presentation

- To showcase the different IPE initiatives coordinated through IPEC including curriculum integration, faculty development, research and student led initiatives.
- To highlight the lessons learnt from the implementation of IPE
- Finally, conclude with proposed next steps



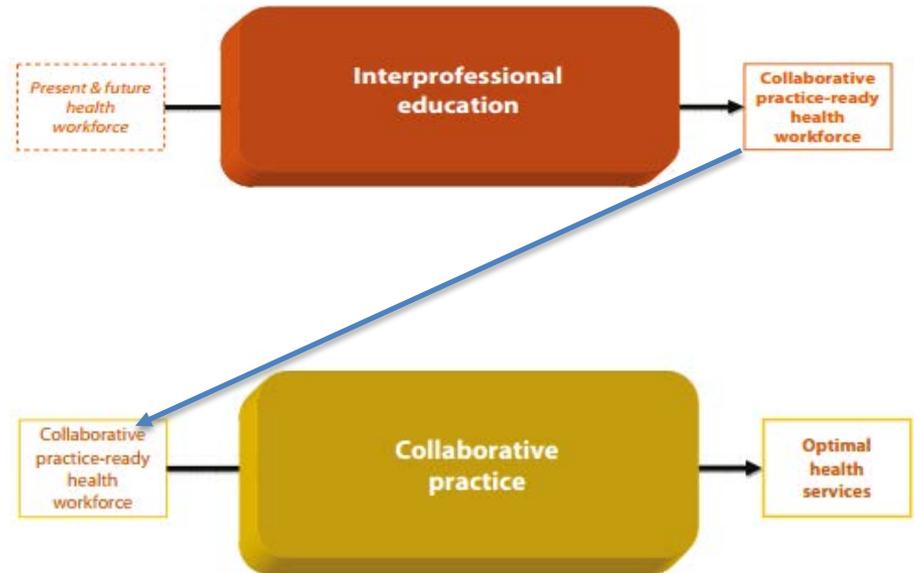
College of Pharmacy, Qatar University

- First and only pharmacy degree program in the State of Qatar
- First and only international program to be awarded full accreditation status by CCAPP (Canada).
- The College of Pharmacy accepted its first class in September 2007
- CCAPP standards focused on IPE



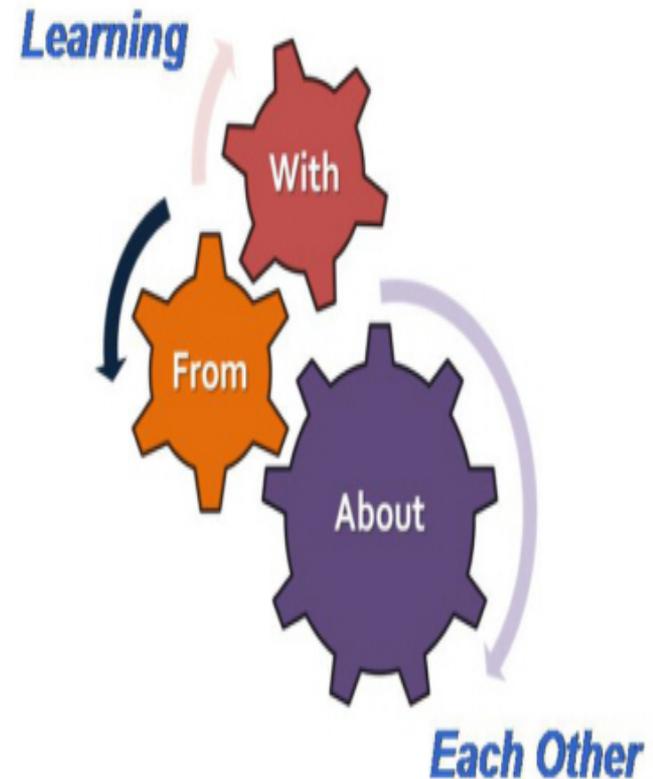
Health Professions Networks
Nursing & Midwifery
Human Resources for Health

Framework for Action on Interprofessional Education & Collaborative Practice



Before proceeding, What is IPE?

‘occasions when 2 or more professions learn with, from and about each other to improve collaborations and the quality of care’



<http://www.aipen.net/what-is-ipe-ipl-ipp> (as inspired by the CAIPE definition of IPE)



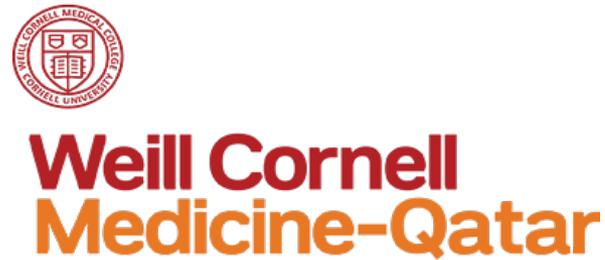
The beginning...

AY14: Establishment of Interprofessional Education Committee by College of Pharmacy

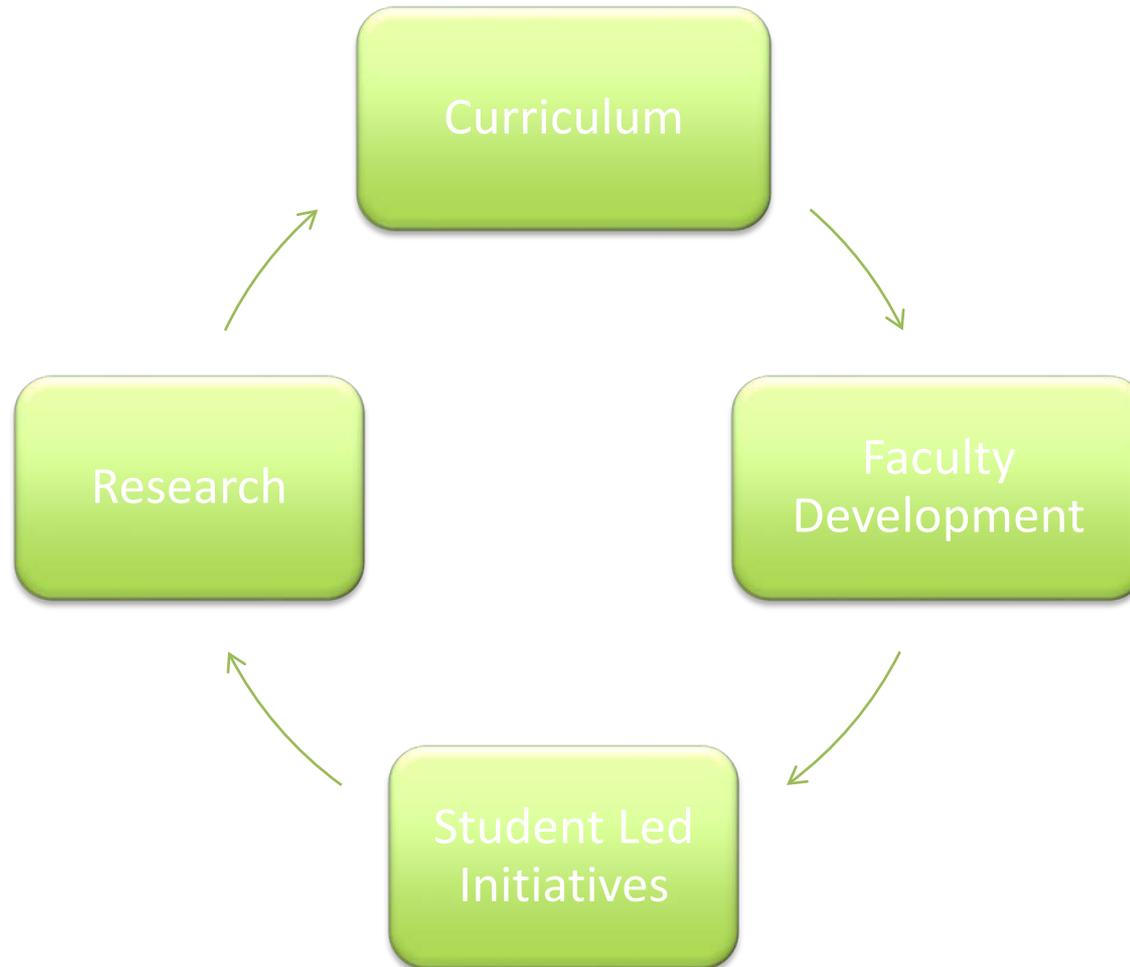
- ✓ Provide guidance and support in implementing interprofessional education within the pharmacy curriculum at the College of Pharmacy in Qatar University and other Healthcare Programs in Qatar.
- ✓ Dedicated to facilitating awareness and understanding of interprofessional education for interprofessional collaboration for students and faculty members.



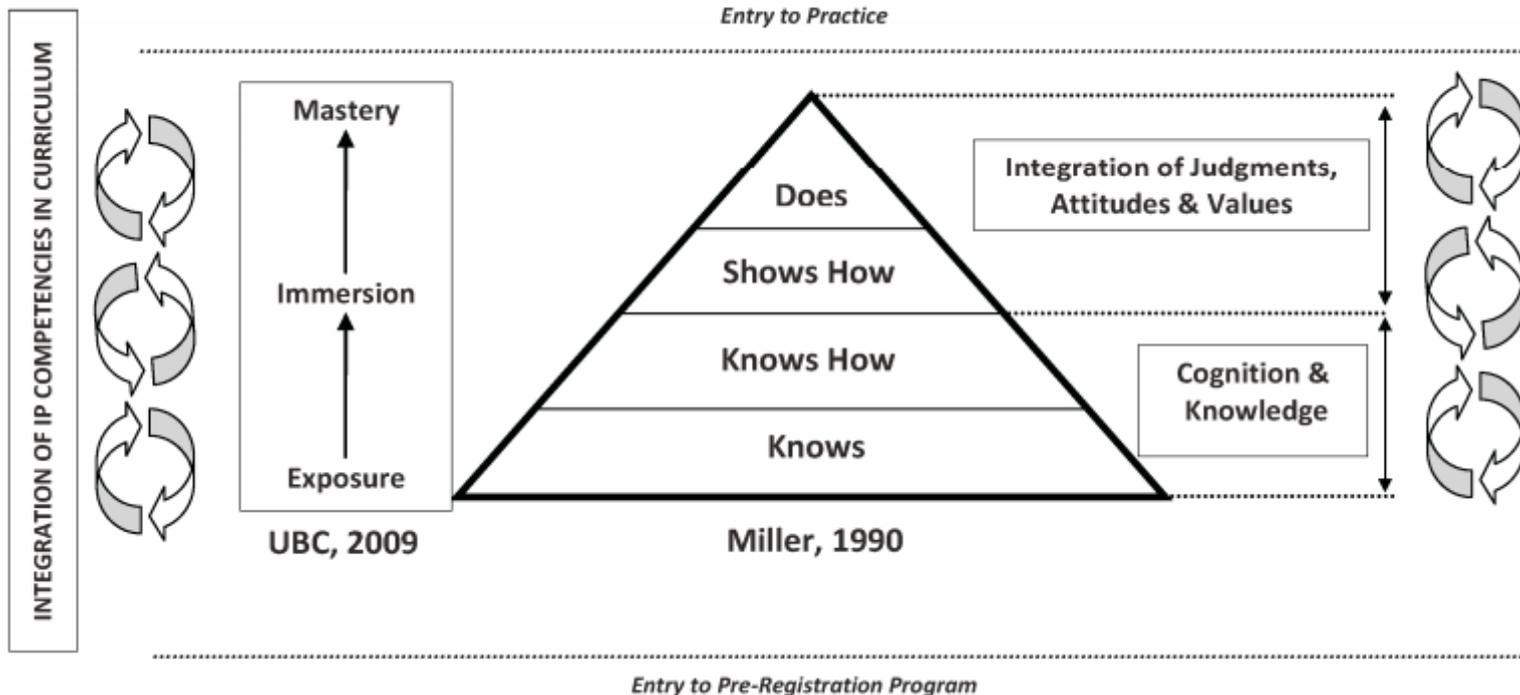
IPEC Representatives



Focus of IPEC

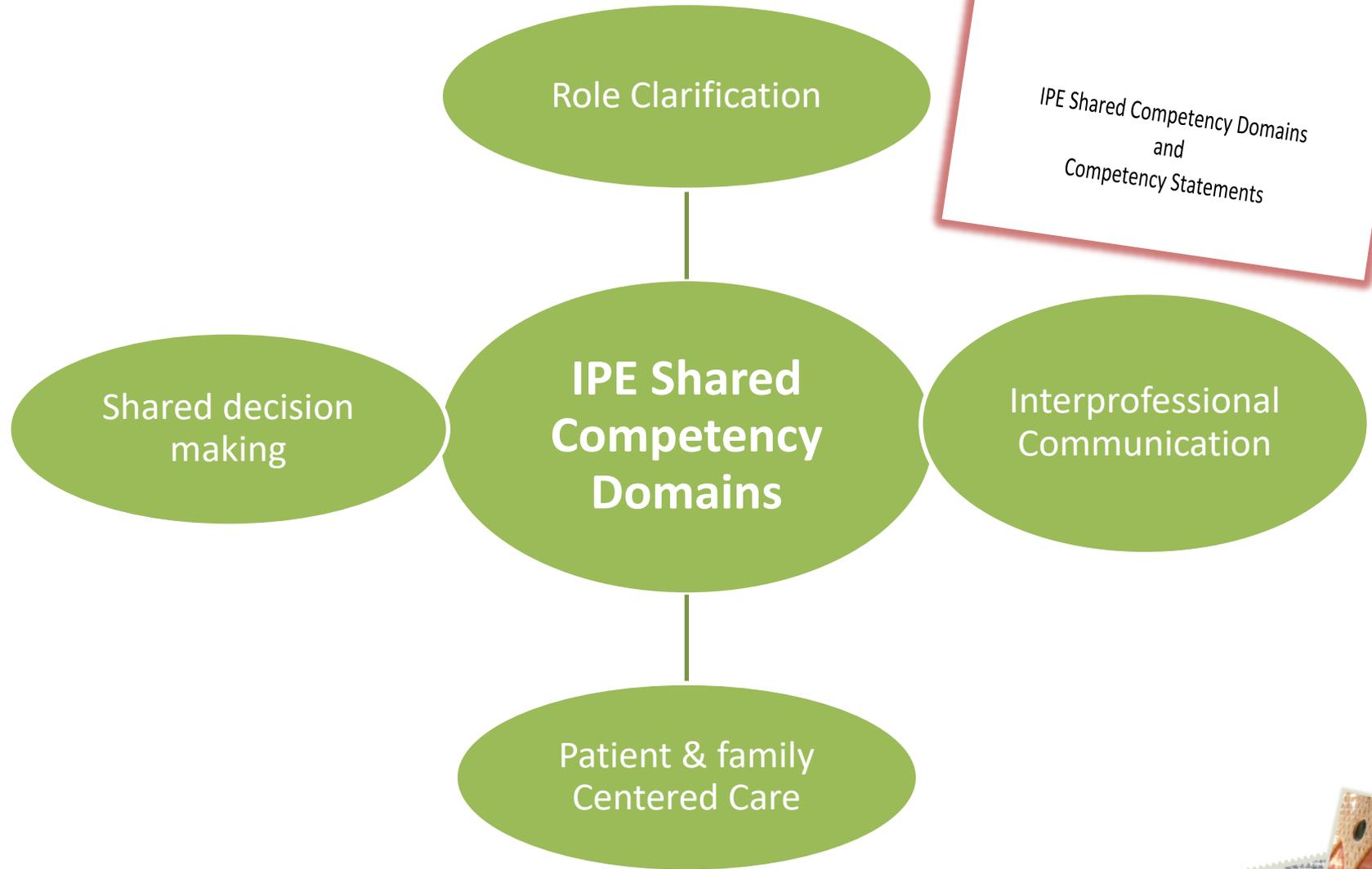
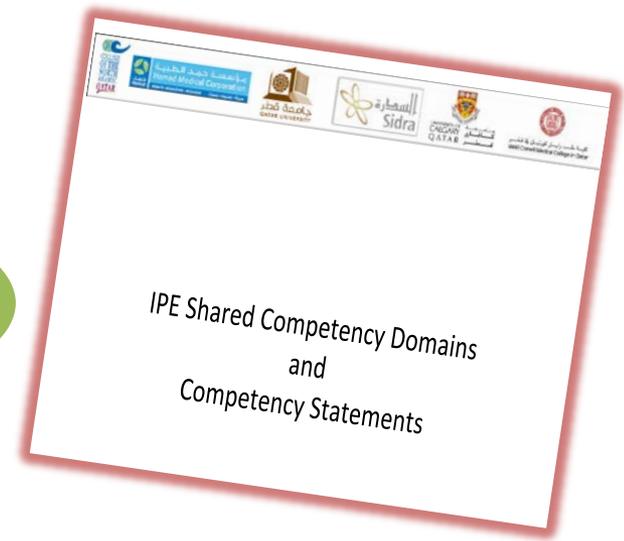


IPE Model Adopted



Ontario Pre-Registration Interprofessional Education Model





IPE in Pharmacy professional years

1st Year (*Exposure*)
Introducing IPE
concept



2nd year (*Exposure*):
IPE smoking cessation
& being an effective
team player



3rd year (*immersion*):
Case based diabetes
& IPE simulation



4th year (*Mastery*): IPE
clinical placement &
Course-based
Approach: Integrated
Care Planning



Fully integrated and sustained for the last four years.



RESEARCH ARTICLE

Open Access



A Middle Eastern journey of integrating Interprofessional Education into the healthcare curriculum: a SWOC analysis

Alla El-Awaisi¹, Kyle John Wilby, Kerry Wilbur, Maguy Saffouh El Hajj, Ahmed Awaisu and Bridget Paravattil

Abstract

Background: Interprofessional education (IPE) is an emerging concept in the Middle East with a number of health professional degree programs continually striving to meet international accreditation requirements to enhance the quality of education and ensure high standards are maintained. Using the College of Pharmacy at Qatar University (CPH QU) as a model, this article describes the IPE initiatives coordinated through the College's IPE Committee, with representation from fourteen programs at four Healthcare institutions: Qatar University; Weill Cornell Medical College in Qatar; the University of Calgary in Qatar; and the College of North Atlantic in Qatar. These activities are based on the model proposed by the University of British Columbia across the different pharmacy professional years. Learning objectives for these initiatives were selected from the IPE shared competency domains and competency statements developed for Qatar context.

Method: A meeting with six faculty members, who have been instrumental to designing and executing the IPE activities in the previous 2 years, was convened. Faculty members reflected on IPE activities and collaborations with other participating programs. A structured SWOC (Strengths, Weaknesses, Opportunities, Challenges) framework was used to guide discussion. The discussion was recorded and notes were taken during the meeting. Raised points were categorized into each SWOC category for the final analysis.

Results: Implementation of IPE program is a major undertaking with a number of challenges that require invested time to overcome. This article highlights the importance of incorporating IPE into healthcare curricula to graduate students ready for collaborative practice in the workforce. Learning objectives for IPE initiatives need to be based on shared competency domains. When developing and implementing an IPE program it is necessary to align activities under a strong theoretical framework. This should be done under the leadership of an IPE steering group or committee to oversee the integration of IPE into the healthcare curriculum.

Conclusion: The article presents many lessons learned through IPE implementation that are relevant to other academic institutions keen to incorporate IPE into their programs and also provides a successful model for integrating IPE into healthcare curricula.

Keywords: Interprofessional education, SWOC analysis, Pharmacy, Middle East, Curriculum



Table 2 Results of SWOC Analysis

Strengths

- Having motivated faculty members
- Diversity of disciplines who are willing to participate in IPE
- Existence of IPE Steering Committee that ensures quality control
- Shared competencies that are tailored for Qatar
- Motivated students and students perceptions determined through RIPLS and feedback
- Output: successful implementation of several IPE activities
- Output: peer-reviewed abstracts and scholarly publications
- Mentorship to others who have less experience
- International collaboration with experts in the field
- Rapid development and speedy actions on new ideas

Opportunities

- Leadership opportunity through organizing and hosting regional IPE conference
- Establishment of IPE students society in the country
- Assessment of impact on practice (collaborative care activities increasing in Qatar)
- Provided a new area of research, scholarship and productivity
- Meeting accreditation agency standards (Canadian Council on the Accreditation of Pharmacy Programs)
- An opportunity to poster collaboration with a new College of Medicine
- Compliance with and recognition from national regulatory bodies (Supreme Council of Health policies and regulations)
- Use of relevant IPE activities to earn CE points
- Plans to have a dedicated IPE center
- An opportunity for students exchange

Weaknesses

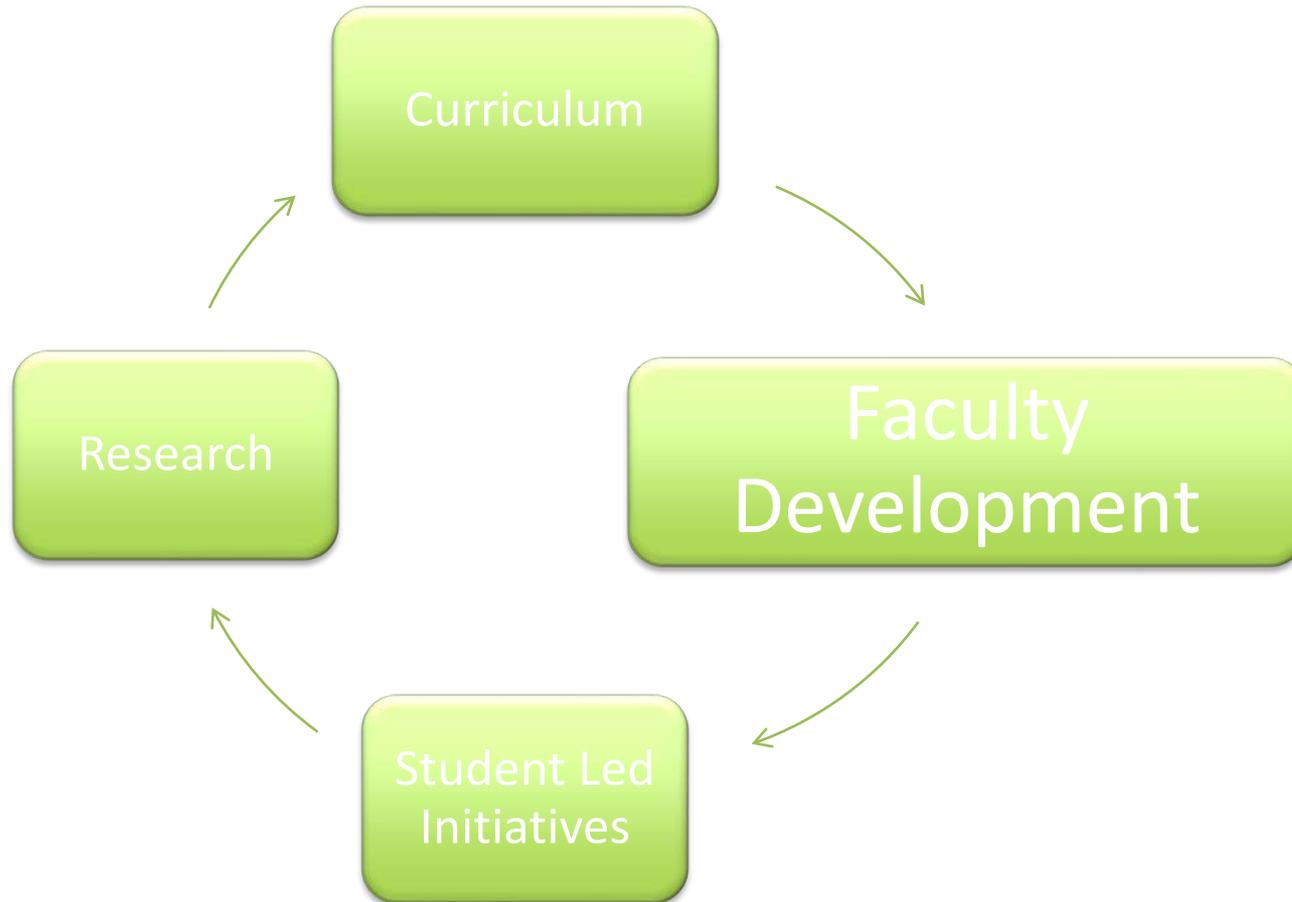
- Time allocated in curriculum may not be sufficient
- Location of the different healthcare schools
- Experiential training location and timing mismatch with IPE
- Few professional development activities for those involved
- Lack of adequate IPE training and experience
- Lack of sufficient IPE facilitation experience
- Lack of impact assessment on educational outcomes
- Lack of funds and manpower dedicated for IPE
- Lack of faculty recognition (CE points, workload)
- Nonexistence of simulation labs and standardized patient (SP) programs

Challenges

- Gender segregation due to cultural issues
- Curriculum alignment is lacking from partners
- Students buy-in on IPE philosophy
- Managing workload due to lack of faculty designation and dedicated personnel
- Discrepant efforts between different professions
- Incorporation of all relevant disciplines in a particular IPE activity and case
- Logistic difficulties are a significant challenge to IPE
- Assessment of impact in real-life practice is a challenge
- Sustainability of the program
- Lack of structured and objective way of students' assessment
- Discrepancies in students number (e.g. too many medical students implies that they may dominate) and their levels of study
- Current state in practice (collaborative practice) not matching with the educational developments



Focus of IPEC



February 2015: Interprofessional Education- Symposia to Qatar



Health Care Faculty Members are cordially invited to

INTERPROFESSIONAL EDUCATION – SYMPOSIA TO QATAR

This symposia is designed to equip faculty members with knowledge to develop IPE content and skills to impart curricular change for implementation.

Professor Lesley Diack and Dr Sundari Joseph
IPE Experts from the Robert Gordon University, Aberdeen, UK

Date: 11-12 February 2015

Venue: Qatar University, College of Science (C01),
Female Campus, Room SE206

Time: 8:00am – 2:00pm

For further information, please email: elawaisi@qu.edu.qa

- Around 70 Healthcare faculty members from healthcare programs throughout Qatar attended the 2-day symposia.
- Deans from Saudi Arabia participated in the symposia to learn how to bring IPE in KSA





مؤتمر الشرق الأوسط الأول للتعليم الصحي المتداخل
"آفاق جديدة في تعليم الرعاية الصحية"

The 1st Middle East Conference on Interprofessional Education
"New Frontiers in Healthcare Education"

٤ - ٦ ديسمبر ٢٠١٥
4 - 6 December 2015

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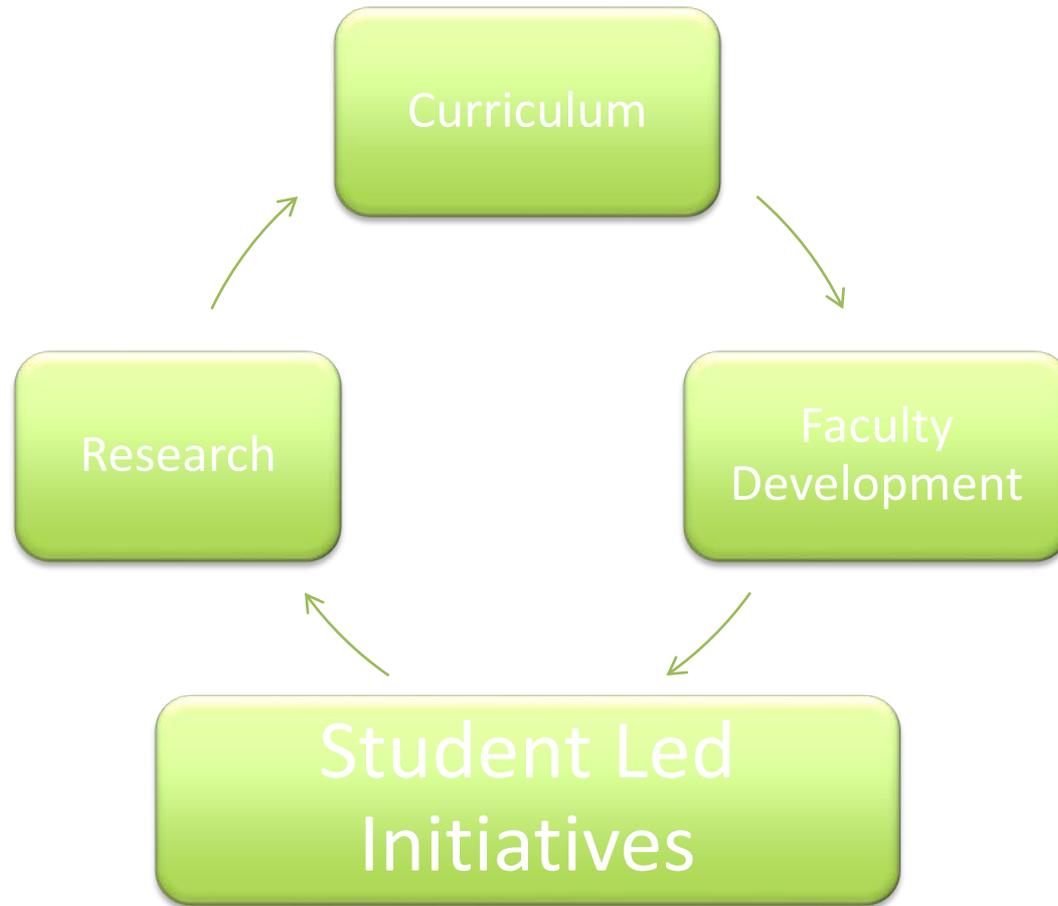


Key facts

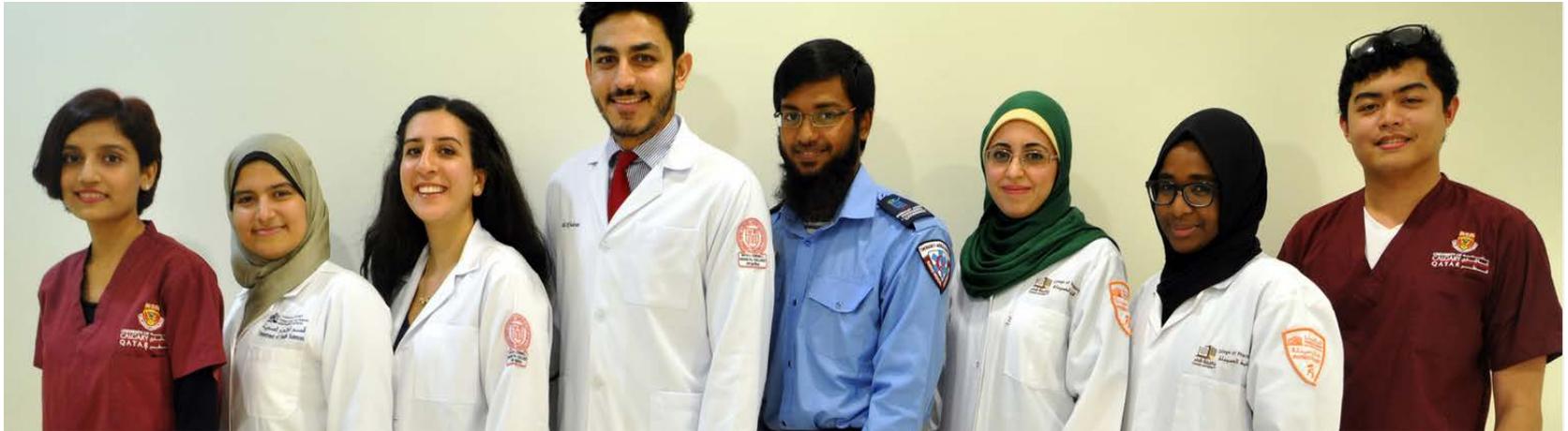
- The opening ceremony was in the presence of Qatar Minister of Public Health H.E. Abdallah Bin Khalid Al-Qahtani
- Official opening speech: Qatar University President Dr Hassan Al-Derham
- 4 Keynote Speakers
- 4 Qatari Panelists
- 37 Oral Presentations
- 6 interactive Workshop
- 40 Posters
- 14 Participating Countries
- Country of Attendees:
 - Australia, Bahrain, Canada, Egypt, Iraq, Kuwait, Lebanon, Oman, Qatar, Saudi Arabia, Turkey, United Arab Emirates, United Kingdom & United States.



Focus of IPEC



Interprofessional Education Student Association



AY15 First Event: IPE student Research day



AY16 Second Event: IPE student Research day



AY17 Student Events



Interprofessional Education Student Association Introduces

3rd Annual IPE Forum for Healthcare Students

Qatar University, Research Complex (H10), Atrium

- ⇒ Keynote speaker
- ⇒ Interactive students workshop
- ⇒ Opportunities to collaborate with and learn about other professions
- ⇒ All healthcare students in Qatar are welcome
- ⇒ Prizes for the best oral and poster presentation
- ⇒ Certificates will be awarded to all participants

Registration is NOW Open
Abstract deadline: 11 February 2018

For only attending the event: [CLICK HERE](#)

For participating with a poster or oral presentation: [CLICK HERE](#)

For the presentation guidelines: [CLICK HERE](#)

<http://ipestudent-qatar.weebly.com/> ipestudentsociety@gmail.com [f](#) IPE-Students-Society-Qatar



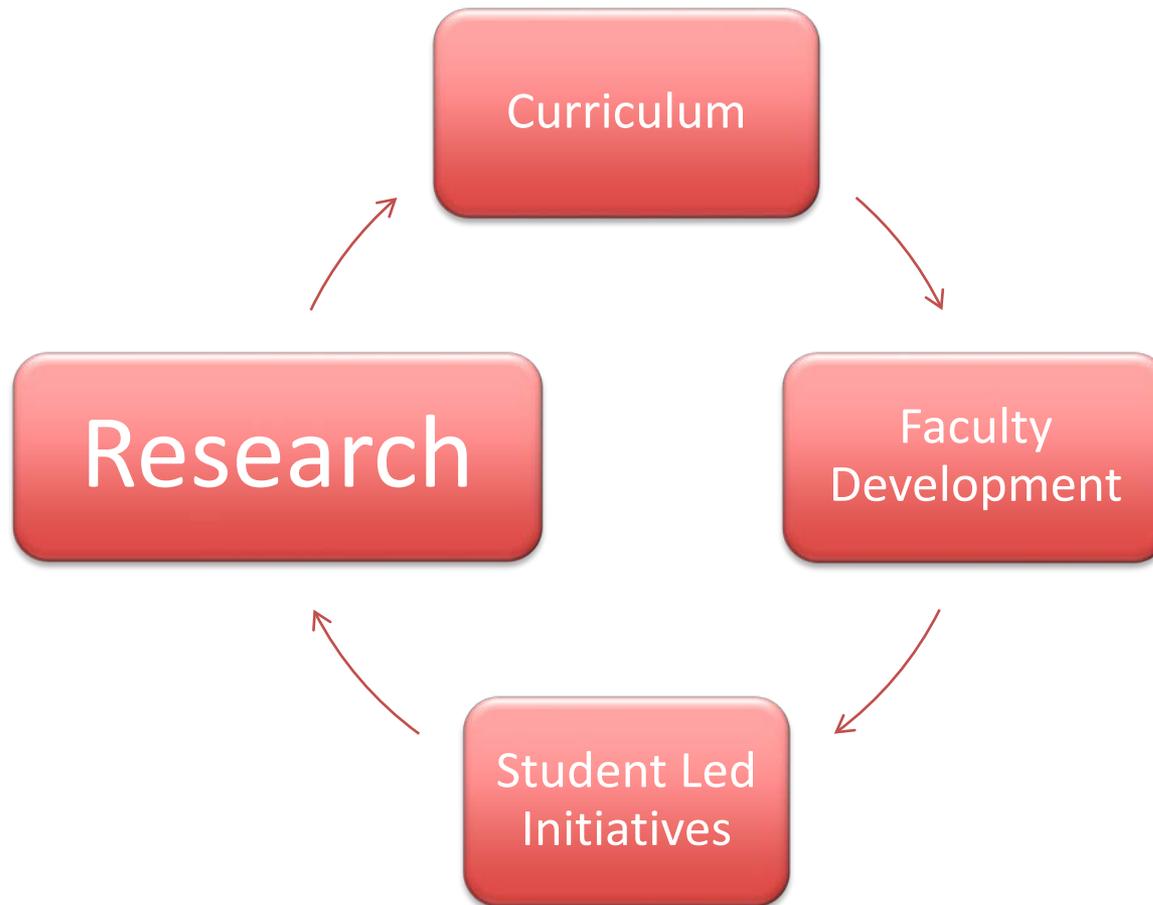
IPE smoking cessation outreach event at Landmark Mall



- More than 60 healthcare students



Focus of IPEC



Examples of IPE Research

16 Articles to date

JOURNAL OF INTERPROFESSIONAL CARE
2016, VOL. 30, NO. 6, 769-776
<http://dx.doi.org/10.1080/13561820.2016.1218830>

ORIGINAL ARTICLE

Interprofessional education in the Arabic-speaking Middle East: Perspectives of pharmacy academics

Alla El-Awaisi^{a,b}, Maguy Saffouh El Hajj^c, Sundari Joseph^c, and Lesley Diack^b

^aCollege of Pharmacy, Qatar University, Doha, Qatar; ^bSchool of Pharmacy and Life Sciences, Faculty of Health and Social Care, The Robert Gordon University, Aberdeen, UK; ^cSchool of Nursing & Midwifery, Faculty of Health and Social Care, The Robert Gordon University, Aberdeen, UK

Taylor & Francis
Taylor & Francis Group

El-Awaisi et al. BMC Medical Education (2017) 17:15
DOI 10.1186/s12909-016-0852-5

RESEARCH ARTICLE

BMC Medical Education

Open Access

A Middle Eastern journey of integrating Interprofessional Education into the healthcare curriculum: a SWOC analysis

Alla El-Awaisi^a, Kyle John Wilby, Kerry Wilbur, Maguy Saffouh El Hajj, Ahmed Awaisu and Bridget Paravattil

www.sciencedirect.com

CrossMark

Educational Article

Important steps for introducing interprofessional education into health professional education

Alla El-Awaisi, MSc^{a,*}, Elizabeth Anderson, PhD^b, Hugh Barr, PhD^c, Kyle J. Wilby, PharmD^a, Kerry Wilbur, MScPH^a and Lesley Bainbridge, PhD^d

^aCollege of Pharmacy, Qatar University, Doha, Qatar
^bLeicester Medical School, University of Leicester, UK
^cCentre for Health Research, University of Leicester, UK
^dLeicester Medical School, University of Leicester, UK

Wilbur and Kelly BMC Medical Education (2015) 15:53
DOI 10.1186/s12909-015-0337-y

Journal of
**Interprofessional
Care**

<http://informahealthcare.com/jic>
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J Interprof Care, 2015; 29(1): 82-84
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informa
healthcare

SHORT REPORT

Attitudes of pharmacy and nutrition students towards team-based care after first exposure to interprofessional education in Qatar

Kyle John Wilby¹, Tamara Al-Abdi², Abdelmonem Hassan², Marian Amanda Brown², Bridget Paravattil¹ and Sherief Ibrahim Khalifa¹

¹College of Pharmacy, and ²College of Arts and Sciences, Qatar University, Doha, Qatar

RESEARCH ARTICLE

Interprofessional impressions among nursing and pharmacy students: a qualitative study to inform interprofessional education initiatives

Kerry Wilbur^{1*} and Isabelle Kelly²

BMC
Medical Education

Open Access

Lessons learnt!

- IPE is not easy and very challenging to do
- Dedicated unit for IPE with and organizational blessing
- Conducting regular continuous faculty professional IPE development
- Mapping the program learning outcomes and identifying best approaches to assess these outcomes in students
- Measuring the impact of the incorporation of IPE with continuous evaluation of what work/ doesn't work
- Dissemination of IPE experiences through presentations and research
- Collaboration with practice settings
-and finally ensuring sustainability



What happened next?



‘Vision of the Health Cluster at Qatar University’

“**To be recognized regionally for excellence in interprofessional health education** and inter-disciplinary health research; a first choice for students and scholars, and a national catalyst for innovation in the field”.



Next steps

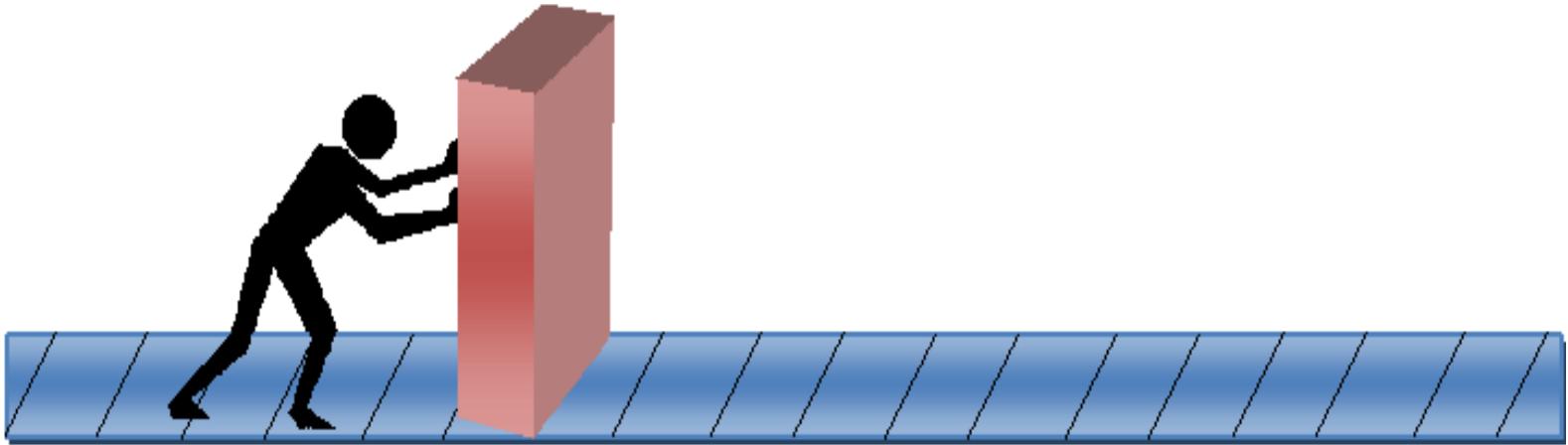
- **Ongoing:**

- Exploring innovative approaches to IPE (Curriculum/ Clinical Placements) and assessing it
- Regular faculty IPE development
- More IPE Research and Evaluation

- **Future plans:**

- Interprofessional Education Center
- Middle Eastern Network and be a member in the World Coordinating Committee for IPE and collaborative practice





CHALLENGING

REWARDING

*Thank
you*

