

Snapshots of Interprofessional Educational Activities in Qatar

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Health Sciences in Qatar:
Teaching, Learning &
Inter-Professionalism
UCQ Teaching and Learning Conference 2015



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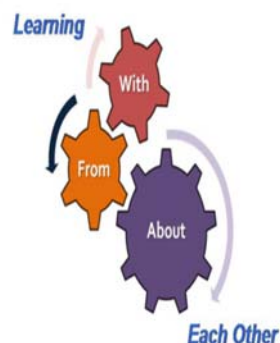
Outline

- Introduction
- Diabetes Case Based Patient Care
- Diabetes Simulated Based Patient Care
- Smoking cessation IPE activity
- Integrated Care Planning: A Course-based Approach
- Questions

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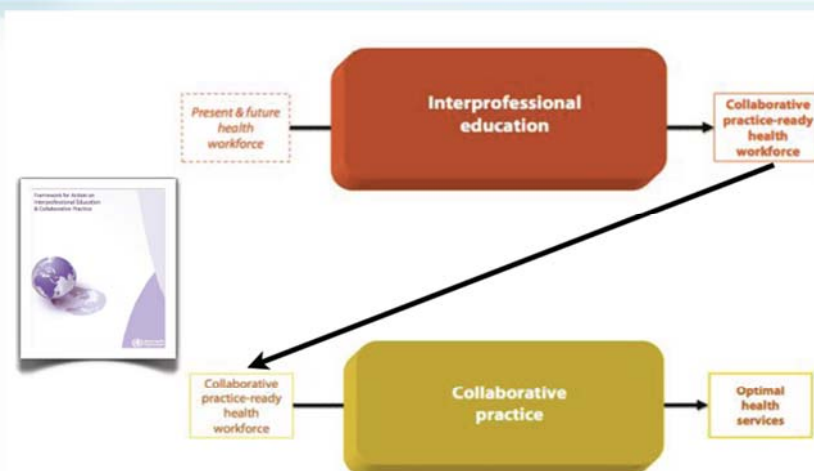
What is IPE?

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



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



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Jewesson P. Interprofessional education: Implications for the College of Pharmacy. Faculty Development Seminar, College of Pharmacy, Qatar University. Doha, Qatar, March 17, 2011



Interprofessional Education Committee

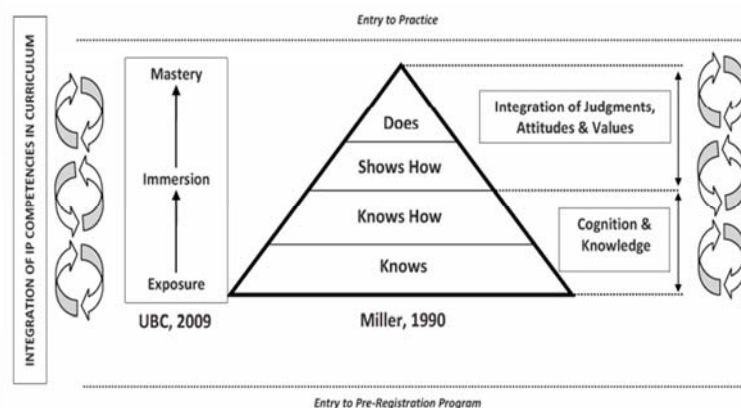
- Provide guidance and support in implementing interprofessional education within the pharmacy curriculum at the College of Pharmacy in Qatar University and other Healthcare Program in Qatar including medicine, nursing and health sciences.
- Dedicated to facilitating awareness and understanding of interprofessional education for interprofessional collaboration for students and faculty members.






IPEC Representatives



IPE Model Adopted



A Framework for Incorporating Interprofessional Education Competencies in Curriculum

Ontario Pre-Reg. IPE Model (2009)	Model of IPE (UBC, 2009)	Evidence/Behaviour (Miller, 1990)	Teaching Activities/Strategies	Assessment Activities
INTEGRATION OF IP COMPETENCIES IN CURRICULA	   ↑ ↑ ↑	MASTERY	DOES	Clinical placement, evaluation, feedback from patients/clients/family self-reflection, professional portfolios
		SHOWS HOW	Standardized patients, role play, simulation lab, small group work	OSCE, behaviour checklists/rating scales video audits, peer feedback
		KNOWS HOW	Case study, enquiry based learning, small group work, on-line forum	Clinical context based tests: Exam, quiz, essay, oral Other: On-line discussion rating, peer feedback, group presentations
		KNOWS	Didactic teaching, discussion, journal club, shadowing experience, seminars	Factual tests: Exam, quiz, essay, oral Other: Reflective journaling
		EXPOSURE		
Life Experiences: Previous education and experiences at entry to pre-registration program				



Snapshot AY14 IPE Activities

Interprofessional Education Learning Activities

Core learning Activities:

	Fall 2014	Spring 2015
Year 1 Professional Year	Phar 231: Introducing IPE (AE)	
Year 2 Professional Year	Phar340: Smoking cessation IPE clinic (AE/AA)	Phar341: Being an Effective Team Player (AE)
Year 3 Professional Year	Phar 490: IPE Care Planning (Diabetes) (KW)	Phar 441: IPE Simulation and Debriefing (BI)
Year 4 Professional Year	IPE Activities in SPEP rotations (BI)	Phar590: IPE Care Planning (KY)
PharmD Program		IPE in Clinical Placement (KW)

Elective Learning Activities:

- Student IPE Research Project (FM)
- College of the North Atlantic in Qatar (CNA-Q) Annual Health Sciences Skills Competition
- Health Care Team Challenge
- IPE Outreach Activities



Interprofessional Education Activity Among Undergraduate Nursing and Pharmacy Students in the Middle East

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Instructor at the University of Calgary in Qatar

Dr Kerry Wilbur BScPharm, ACPR, PharmD, MScPH, FCSHP
Associate Professor - Clinical Pharmacy Practice
Director & Experiential Coordinator, Doctor of Pharmacy Program



Genesis of Collaboration QU CPH & UC-Q

- Meeting Isabelle Kelly (UC-Q nursing instructor)
- Small focus group pilot project
- Junior/senior students impressions of one another

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



RESEARCH ARTICLE

Open Access

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



Planning an IPE Session

- Mapping of UC-Q and QU CPH curriculum
- Identification of content (**diabetes**) and courses
 - Metabolic disorders (Diabetes management) - 2nd year nursing
 - Integrated Case Based Learning (ICBL) – 2nd year pharmacy
- As a highly prevalent disease in Qatar (& a national priority for care and research) diabetes was ideal
- Consider utility of existing resources (local, online)
- Consider availability of existing resources (faculty)
- Determine location and logistics



Q1 Developing the IPE Session

- Working template adopted from nursing resource
 - METI Learning. 2008. (PNCI)
- Diabetic Ketoacidosis Case
- Stages of care outlined:
 - patient clinical and laboratory data provided
 - nursing-oriented questions embedded throughout
- Pharmacy perspectives then incorporated

Case Scenario

A 36-year-old man was admitted to the ED after his wife found him confused and agitated in their apartment...

- Basic HPI, Medical and Drug History, Initial Labs

Diabetes Ketoacidosis Stage	Description
One	Diagnosis & Initial Management (Emergency Department Setting)
Two	Critical Care Admission
Three	Transition to General Medicine Ward
Four	Discharge Planning for Home

Student Learning Objectives

Diabetes Ketoacidosis Stage	Description
One	Diagnosis & Initial Management (Emergency Department Setting)

- Identify abnormal physical and laboratory findings in this diabetes patient
- Identify signs and symptoms of dehydration in DKA
- Describe the initial management of DKA
- Identify the roles of nursing and pharmacy in this state



Student Learning Objectives

Diabetes Ketoacidosis Stage	Description
Two	Critical Care Admission
Three	Transition to General Medicine Ward

- Identify changes in the physical assessment and laboratory findings in this patient
- Describe how and why initial patient management of DKA changes over time
- Understand the roles of nursing and pharmacy in this state



Student Learning Objectives

Diabetes Ketoacidosis Stage	Description
Four	Discharge Planning for Home

- Identify changes physical and laboratory findings in this diabetes patient
- Collaborate to form a discharge plan
- Identify other health professionals necessary to optimize diabetes patient management



Student IPE Session Preparation

Questions to prepare before class

- Describe the pathophysiologic changes in DKA
- What electrolytes are monitored in the acute stage of DKA? Why?
- Describe the medical and nursing management of a patient in DKA.
- What aspects of management, care and prevention should be included in the discharge teaching of a patient with DKA
- **Resources (book chapters/articles) provided**



IPE Session #1 (November 2013)



Nurse Educator

Teaching Strategies

Interprofessional Education Activity Among Undergraduate Nursing and Pharmacy Students in the Middle East

Kerry Wilbur, BScPharm, ACPR, PharmD, MScPH, FCSHP
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Isabelle Kelly, RN, BScN, MHA, CACE, ACCN

Nurse Educator
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IPE Session #2 (November 2014)

- Students: N= 72 (25 QU CPH and 47UC-Q)
- Ratio: 4:2 (nursing to pharmacy)



IPE Session #2 (November 2014)

Schedule

- | | |
|-------------|-----------------------|
| • 0800-0815 | Welcome, Introduction |
| • 0815-0830 | Ice breaker |
| • 0830-0900 | Case study -State 1 |
| • 0900-0915 | Discussion |
| • 0915-0945 | Case study- State 2 |
| • 0945-1000 | Discussion |
| • 1000-1030 | Case Study -State 3 |
| • 1030-1045 | Discussion |
| • 1045-1100 | Closing |
| • 1100-1230 | Lunch and Mingling |



Lessons Learned & Future Plans

- Don't skip the icebreaker
- Advance preparation (students)
 - Pre-readings, punctual arrival at transport
- Advance preparation (facilitators)
 - Predetermined group formation
 - Learning environment (space, supplies)
- Don't fear upscaling #s – but upscale support
- Determine common 'rules of engagement'
 - Ipads or not?
- Expand professionals & further study





Inter-Professional Education (IPE) Diabetes-Themed Activities

Dr. Stella Major MBBS, FRCGP

Associate Professor of Clinical Medicine & Director of the Clinical Skills Center
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Director & Experiential Coordinator, Doctor of Pharmacy Program
College of Pharmacy, Qatar University



كلية طب وايل كورنيل في قطر
Weill Cornell Medical College in Qatar

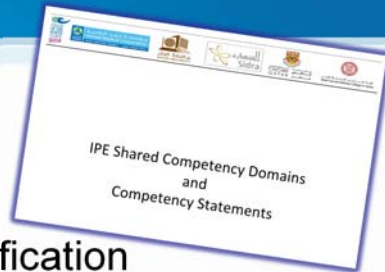


IPE Session Development

- QU CPH IPE Committee seeking inclusion of medical students
- “Champion” identification
- Determination of uniting topic (diabetes)
- Determination of professional year (which student participants)
- Determination of student learning objectives



Intended student competencies (IPE-oriented)



- Professional role clarification
- Interprofessional communication
- Patient-centered care
- Shared decision-making

Johnson B, Abi Hayla M, Byrne C, Jewesson P, El Tawil M, Verjee M (2014). The development of a set of shared core competencies and evaluation criteria for Qatar: the process & product. Funded QF NPRP#4-693-3-197



IPE Session Planning

- One each inpatient and outpatient case
- Cases developed from pre-existing CPH and WCMC-Q resources
- Pre-formed group case-assignment
- Multiple iterations of format – ultimately groups assigned to one case only (time)
- Idea to avail ourselves to WCMC-Q standardized patient program (Stella!)



Simulated Patients

Standardized Patient Training conducted by WCMC-Q team in advance of session

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IPE Student Instructions



INTERPROFESSIONAL (IPE) ACTIVITY

Dear Health Professionals/Students, %
Delivery of safe and effective patient care draws upon the experiences and expertise of numerous health disciplines. Increasingly, health professional training programs are introducing interprofessional (IPE) learning opportunities into their curriculums to prepare their students for such care. %
You have been selected to participate in the IPE activity between medical and pharmacy students in the third year of their respective professional programs. %
(WCMC-Q Integrated Curriculum and QUPH Integrated Case Based Learning Courses). %
The learning objectives of this activity are oriented towards interprofessional collaboration in diabetes care. Below, you will find our agenda and selected IPE shared competencies that will be addressed through our exercises. %
We look forward to meeting and working with you! %
Dr. Stella Major % % % % Dr. Kerry Wilbur %
Associate Professor of Clinical Medicine Associate Professor
Director of the Clinical Skills Center Director, Center of Pharmacy Program
West Central Medical College in Qatar College of Pharmacy, Qatar University

AGENDA

3:00 pm Large Group Photo (North Hall Entrance)
All students and faculty from QU and WCMC-Q %
3:15 pm % Large Group Activity (North Hall Corridor) %
3:30 pm % Session Introduction (A055) %
3:50 pm % Participants move to allocated space
Groups of 15 to 20 in the Clinical Skills Center, Groups 1 & 2 remain in A055 %
4:00 pm % Small Group Activity
Diabetes Patient Case Exercises %
Groups of 10-12 in the Clinical Skills Center, Groups 1 & 2 remain in A055 %
4:45 pm Closing and Thanks (A055)
All students to convene %

INPATIENT CASE EXERCISE

You are the medical and pharmacy students in the medicine unit at Hamad General Hospital. Mrs. Maryam was admitted last night. She is a middle-aged woman with a 10 BMI who came to the emergency department with a twisted ankle, but was found to have elevated glucose parameters and a random blood glucose of 5.5 mmol/L (270 mg/dL) and a 1C8.5%. She does not complain of any pain from the ankle injury but describes how she has been feeling tired lately. %
Other pertinent laboratory values and physical findings are attached. %

INSTRUCTIONS:

- PREPARATION (15 minutes)**
1. In your team, determine what patient factors must be considered.
 2. Discuss what you think are the roles of pharmacists in this patient assessment.
 3. Discuss what you think are the roles of physicians in this patient assessment.
 4. Arrive at a consensus on the priorities for data gathering and assessment before you meet this patient.

PATIENT ENCOUNTER (10 minutes)
Your team will interview the Mrs. Maryam.

DEBRIEFING (10 minutes)
As a team, prioritize the next steps for Mrs. Maryam's care.

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IPE Session Welcome & Introduction



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40 medical & 20 pharmacy
3rd year students



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In small groups, reading vignette
(outpatient case “downstairs”)



Determining Roles
(inpatient case “upstairs”)

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Interviewing Patient
(inpatient case “upstairs”)



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Small group congregation for faculty-
led debrief (“upstairs” and “downstairs”)



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IPE Session Assessment

- All students were invited to complete the
1 RIPLS survey prior to the IPE and at its conclusion.
- Voluntary participation
- Ethical approval was obtained
- RIPLS survey measures students' attitudes to shared learning; Validated (Parsell & Bligh 1999); in Gulf Nations (El Zubeir et al. 2006)

1 Demographic characteristics & prior IPE experience
§ 29 attitudinal statements; Likert scale 1-5 (strongly agree to strongly disagree)
§ FOUR sub-categories
Teamwork and collaboration
Negative & Positive Professional Identity
Roles and responsibilities
Patient centered care
Kerry Wilbur, 5/2/2015



Demographics of Respondents

	Pre & post survey	Response rate	Ages 20-24yrs	Gender	RIPLS done before	Prior IPE Experience
Pharmacy N=20	20	100%	100%	Female 100%	Yes 30%	Yes (95%)
Medical N=40	15	38%	93%	Female (33%) Males (67%)	Yes 0%	Yes (7%)
Overall N=60	35	58%				



IPE Session Conclusions – Student RIPLS

- Attitudes of all learners towards readiness to learn together were favorable
- Overall mean scores of the 29 attitudinal statements improved post activity
- Clarification of roles and responsibilities improved post event for medical students
- IPE workshop and events (vs web-based interaction) are preferred formats
- Opinions vary regarding assessing IPE events



Lessons Learned

Novel IPE formats engage students in new ways, but require significant:

1. advance planning
2. resources
3. commitment to IPE in curriculums
4. effort to evaluate



Acknowledgments

- Mrs. Christina Barnardo
- Mrs. Gemma Fabricante
- Mr. John Samples
- Mrs. Lan Sawan
- Dr. Mohamad Verjee
- Dr. Ziyad Mahfoud
- Simulated patients
- Mrs. Alla El Awaisi
- Dr. Ahmed Awaisu
- Mr. Ahmed Al Kaddour
- Ms. Tammy King



Smoking Cessation IPE Activity

Alla El-Awaisi, MPharm, MRPharmS, GPHC, MSc
 Assistant Dean for Student Affairs & Chair of the Interprofessional
 Education Committee, College of Pharmacy, Qatar University



Acknowledgements

- Mr Norman Wong
- Dr. Ahmed Awaisu
- Dr Mohamud Verjee
- Ms. Marwa Najjar
- Dr Ghadir Khalil
- Dr Abdellatif Al Husaini
- Dr Maguy El-Hajj
- Ms Bayan Alemrayat
- Ms. Tammy King
- All Pharmacy, Medical, Pharmacy Technician and Public Health students involved.



Agenda for this IPE activity

- 12:00pm Large group photo, attendance & organization
- 12:05pm Welcoming remarks and session outline
- 12:15pm Icebreaker game
- 12:30pm Introduction to smoking cessation and motivational interviewing
- 12:45pm Motivational interviewing video reflection
- 01:15pm Short break
- 01:30pm Case study discussion
- 02:00pm Interprofessional Education Smoking Cessation Clinic
- 02:30pm Summary and Reflection



How did the IPE activity increase your understanding of the topic discussed?

- Role clarification
- Enhanced my knowledge of the topic
- Importance of communication
- Appreciation of other



How did the IPE activity increase your understanding of the topic discussed?

'I thought before that I have to do all of the steps to help a patient smoke but it turned out that I can use the help of other HCP and get better patient health outcome'

'We can see the topic from many perspective like each profession have their own way to work according to their major'.

Student Quotes

'This session averted me to other disciplines contributing in smoking cessation and it has increased my understanding of this topic'.

'I found it very beneficial to solve patient cases with other healthcare students'.



What aspects of the session did you find most interesting or beneficial?

- Case study
- Interacting with other healthcare students
- Drawing on the flip chart and sharing them with other groups
- The exercise on establishing a smoking cessation clinic
- Listening to others
- The narrative lecture





What were the least useful aspects or those that need most improvement?

- Not equal distribution between healthcare students
- The lecture
- Need more break-time

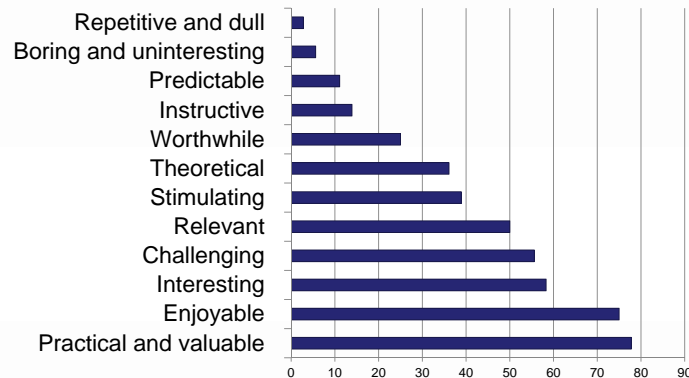


What do you think you will be able to transfer into your future practice?

- Collaboration
- Communication
- Refer when its beyond one's scope
- All working towards the same goal



Words describing the experience of this session (n=47)





Smoking Cessation & 4 Healthcare Professions

Pharmacy Leads Interprofessional Education in Qatar

Qatar University (QU) College of Pharmacy Assistant Dean for Student Affairs and Chair of Interprofessional Education (IPE), Ms. Alla El-Awaisi led the third and largest IPE event of the 2014/15 academic year on December 1, 2014 under the theme "Smoking Cessation". The event was hosted by the Pharmacy Technician Program from the College of the North Atlantic (CNA), with the support of Mr. Hassan Yousif.

Dr. Mohamed Aouf, Assistant Professor College of Pharmacy explained the relevance of smoking cessation and why healthcare professionals students need to join forces for a healthier Qatar. In his presentation, he emphasized the role for collaborative care in tobacco cessation clinics as part of the strategies to control tobacco use in Qatar. Learning together using an interprofessional education (IPE) model is a unique opportunity to build a strong foundation for future partnership among pharmacy, medical, public health, nursing and allied health professionals students.

The World Health Organization (WHO) recognized the importance of learning from, with and about each other to improve collaboration and quality of patient care. The WHO launched a framework for action on interprofessional education and collaborative practice in 2010 to encourage health science programs to develop it into the curriculum. Integrating IPE into the curriculum was adopted by the College of Pharmacy in 2013.

Second professional year Pharmacy students interacted with third year Public Health (Department of Health Sciences, College of Arts and Sciences - DOH), Medical (Well Cornell Medical College - Qatar) (WCMC-Q) and Pharmacy Technician students (CNAQ), divided into mixed teams to solve cases of smoking cessation. Adopting the strategies learned during the session by Dr. Mohamed Yousif (WCMC-Q). Over 60 students jointly solved cases involving helping a chronic obstructive pulmonary disease (COPD) patient who heavily smokes to quit and discussed strategies and roles in establishing a smoking cessation clinic. These are tools they will use in their future role as the group feedback during the debriefing session.

A public health student, from Department of Health Sciences, Khaloud Alshabha spoke about 7 takeaways from the workshop, "working with different specialties gave me a better understanding the roles of other health professions in the healthcare team. Being patient centered is our slogan".

Qatar University College of Pharmacy has future IPE events to follow including hosting the Interprofessional Education Symposium in February 2015. This symposium will be facilitated by leading experts in Interprofessional Education from Robert Gordon University in the UK. Sessions of faculty from health care programs in Qatar. Previous IPE activities for the students involved pharmacy students working with WCMC-Q and the University of Calgary in Qatar in on diabetes care.



Challenges

- Finding a suitable time for all!
- Geographical locations of different campuses
- Unequal distribution of healthcare students
- IPE on *ad hoc* basis



Integrated Care Planning A Course-based Approach

Tamara Al-Abdi, MSc, RD

Lecturer/Clinical Coordinator, Human Nutrition Program, Qatar University

Dr. Kyle Wilby, BSP, ACPR, PharmD

Assistant Professor, College of Pharmacy, Qatar University



Acknowledgements

- Dr. Abdelmonem Hassan
 - Ms. Alla El-Awaisi
 - Dr. Sherief Khalifa
 - Dr. Bridget Javed
 - Dr. Mohammad Diab
 - Dr. Amanda Brown
-
- All Pharmacy and Human Nutrition students involved over the last two academic years



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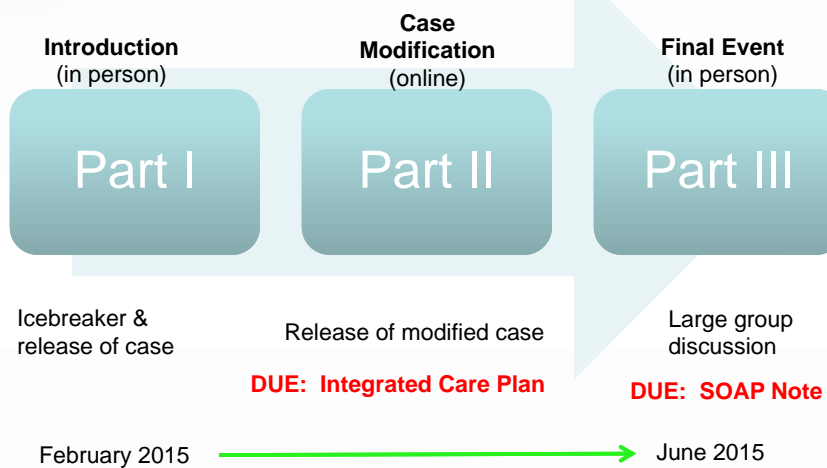


- fppt.com





What's new in 2015?



Analysis Plan

Outcome	Method
Student Perceptions	Pre and post administration of RIPLS questionnaire
Role Clarification	Pre and post reflection question: "What does the term 'team-based care' mean to you? How does it work? What do you feel your role on a healthcare team is? What do you feel the role of a pharmacist or dietician is?"
Student Performance	Grading of care plans and SOAP notes using standardized rubrics
Collaboration	Student interaction log to describe amount of interaction and specific modalities (in person, Skype, email, texts, etc.)
Program Evaluation	Course-based evaluation questionnaire



Lessons Learned

- Extensive planning
- Challenges with matching of professional year
- Clear instructions and expectations
- Student schedule conflicts
- Emphasis on collaboration and integration
 - Addition of drug-food/supplement interactions
 - Focus on drugs with specific nutrition requirements
 - Grading rubric to include emphasis on collaboration
 - Use of peer assessment to facilitate?
- Icebreaker is essential!



Future Plans

Future Plans	Timeline
Incorporating other disciplines into course-based interactions (i.e. Sports Sciences, Public Health)	AY 15
Translating course-based interactions into practice-based interactions on clinical internships	AY 15
Assessing the feasibility of an IPE problem-based learning course focusing on 'complex cases'	AY 15 & beyond
Simulated patient within course-based settings	AY 15



More coming soon

- More IPE activities planned
- First Regional Interprofessional Education Conference 4-6th December 2015



1st Middle East Conference on Interprofessional Education

'New Frontier to Healthcare Education'
4 - 6 December 2015
Qatar University, Qatar

Registration will open 1 May 2015,
register your interest [here](http://www.qu.edu.qa/IPE2015/index.php)

<http://www.qu.edu.qa/IPE2015/index.php>



Further information

- Weblink:
http://www.qu.edu.qa/pharmacy/academics/ipec_welcome.php
- For further information about Interprofessional Education Committee in the College of Pharmacy, Qatar University:
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