Snapshots of Interprofessional Educational Activities in Qatar

07/05/2015

Drs Kerry Wilbur, Zohra Hasnani-Samnani, Stella Major, Tamara Al-Abdi, Kyle Wilby & Alla El-Awaisi

Outline

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

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

IPE Model Adopted

A Framework for Incorporating Interprofessional Education Competencies in Curriculum

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<tbody>
<tr>
<td>Mastery</td>
<td>MASTERY</td>
<td>DOES</td>
<td>Clinical placement, contact with real patients/clients, team case conference</td>
<td>Clinical placement evaluation, feedback from patients/clients/family, self-reflections, professional portfolios</td>
</tr>
<tr>
<td>Shows How</td>
<td>SHOWS HOW</td>
<td>Standardized patients, role play, simulation lab, small group work</td>
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</tr>
<tr>
<td>Knows</td>
<td>KNOWS HOW</td>
<td>Case study, enquiry based learning, small group work, on-line forum</td>
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</tr>
<tr>
<td>Mastery</td>
<td>MASTERY</td>
<td>KNOWS HOW</td>
<td>Didactic teaching, discussion, journal club, shadowing, experience, seminars</td>
<td>Actual tests: Exam, quiz, essay, oral Other: Reflective journaling</td>
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</tbody>
</table>

Life Experiences: Previous education and experiences at entry to pre-registration program.
Interprofessional Education Activity Among Undergraduate Nursing and Pharmacy Students in the Middle East

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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

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
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

<table>
<thead>
<tr>
<th>Diabetes Ketoacidosis Stage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>One</td>
<td>Diagnosis &amp; Initial Management (Emergency Department Setting)</td>
</tr>
<tr>
<td>Two</td>
<td>Critical Care Admission</td>
</tr>
<tr>
<td>Three</td>
<td>Transition to General Medicine Ward</td>
</tr>
<tr>
<td>Four</td>
<td>Discharge Planning for Home</td>
</tr>
</tbody>
</table>

Student Learning Objectives

- 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

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<tr>
<td>Two</td>
<td>Critical Care Admission</td>
</tr>
<tr>
<td>Three</td>
<td>Transition to General Medicine Ward</td>
</tr>
</tbody>
</table>

- 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

Diabetes Ketoacidosis

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</table>

- Identify changes in 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)

10 QU CPH and X UC-Q (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

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Associate Professor of Clinical Medicine & Director of the Clinical Skills Center
Weill Cornell Medical College in Qatar

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

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


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

IPE Student Instructions

INTEPPROFESSIONAL (IPE) ACTIVITY

INTRODUCTION

INPATIENT CASE EXERCISE

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. Agree on a consensus on the prioritises if data gathering and assessment before you meet this patient.

PATIENT ENCOUNTER (30 minutes)
Your team will interview the Mrs. Maryam.

DEBRIEFING (15 minutes)
As a team, prioritise the next steps for Mrs. Maryam’s care.

IPE Session Welcome & Introduction
40 medical & 20 pharmacy 3rd year students

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

Determining Roles (inpatient case “upstairs”)

Interviewing Patient (inpatient case “upstairs”)

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

• All students were invited to complete the 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)

Demographics of Respondents

<table>
<thead>
<tr>
<th></th>
<th>Pre &amp; post survey</th>
<th>Response rate</th>
<th>Ages 20-24yrs</th>
<th>Gender</th>
<th>RIPLS done before</th>
<th>Prior IPE Experience</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pharmacy</td>
<td>N=20</td>
<td>20</td>
<td>100%</td>
<td>100%</td>
<td>Female 100%</td>
<td>Yes (95%)</td>
</tr>
<tr>
<td>Medical</td>
<td>N=40</td>
<td>15</td>
<td>38%</td>
<td>93%</td>
<td>Female (33%) Males (67%)</td>
<td>Yes (7%)</td>
</tr>
<tr>
<td>Overall</td>
<td>N=60</td>
<td>35</td>
<td>58%</td>
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</table>

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

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

Student Quotes

‘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’.

‘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)

- Repetitive and dull
- Boring and uninteresting
- Predictable
- Instructive
- Worthwhile
- Theoretical
- Stimulating
- Relevant
- Challenging
- Interesting
- Enjoyable
- Practical and valuable

Chart showing the distribution of words describing the experience of the session.
Smoking Cessation & 4 Healthcare Professions

Challenges

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

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

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
Context

• Logistics
  – Pharmacy and Human Nutrition Students
  – All female students in both programs
  – Located in same building at Qatar University
  – No previous interactions prior to Dec 2013

• Problem Statement
  – “How can we design a course-based program to enhance shared decision making?”

Initial Interaction

A patient with Crohn’s Disease….

• Faculty met consistently over 4 months to plan and implement case-based session
• Dec 2013, 2 hours
• Small group work to create an integrated care plan with large group discussion to discuss integrated approaches to care

What’s new in 2015?

• Problem Statement
  – “How can we facilitate collaboration through shared decision making over an entire semester?”

• Core Competencies*
  – Role Clarification
  – Interprofessional Communication
  – Patient-centered Care
  – Shared Decision Making

*Specific objectives designed to meet more competencies
What's new in 2015?

Part I
Introduction (in person)

Part II
Case Modification (online)

Part III
Final Event (in person)

Icebreaker & release of case
Release of modified case
Large group discussion

DUE: Integrated Care Plan
DUE: SOAP Note

February 2015

June 2015

Analysis Plan

<table>
<thead>
<tr>
<th>Outcome</th>
<th>Method</th>
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</thead>
<tbody>
<tr>
<td>Student Perceptions</td>
<td>Pre and post administration of RIPLS questionnaire</td>
</tr>
<tr>
<td>Role Clarification</td>
<td>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?’</td>
</tr>
<tr>
<td>Student Performance</td>
<td>Grading of care plans and SOAP notes using standardized rubrics</td>
</tr>
<tr>
<td>Collaboration</td>
<td>Student interaction log to describe amount of interaction and specific modalities (in person, Skype, email, texts, etc.)</td>
</tr>
<tr>
<td>Program Evaluation</td>
<td>Course-based evaluation questionnaire</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Future Plans</th>
<th>Timeline</th>
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</thead>
<tbody>
<tr>
<td>Incorporating other disciplines into course-based interactions (i.e. Sports Sciences, Public Health)</td>
<td>AY 15</td>
</tr>
<tr>
<td>Translating course-based interactions into practice-based interactions on clinical internships</td>
<td>AY 15</td>
</tr>
<tr>
<td>Assessing the feasibility of an IPE problem-based learning course focusing on ‘complex cases’</td>
<td>AY 15 &amp; beyond</td>
</tr>
<tr>
<td>Simulated patient within course-based settings</td>
<td>AY 15</td>
</tr>
</tbody>
</table>
More coming soon …. 

- More IPE activities planned

- First Regional Interprofessional Education Conference 4-6\textsuperscript{th} December 2015

Further information


- For further information about Interprofessional Education Committee in the College of Pharmacy, Qatar University:
  
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