

Curriculum review of four medical institutions in Qatar to determine the extent and nature of Interprofessional education in their programs

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INTRODUCTION

Interprofessional education (IPE) has been widely discussed in Western countries and very little in the Gulf countries. The World Health Organization (WHO) had defined IPE as being the process by which students and practitioners from different professions learn together through interaction to collaborate in providing health services. The WHO had also reported deficiencies in the preparation of medical students to work in healthcare teams which is essential in improving the quality of health and social care services. This study aims to review the curriculum of four medical institutions in Qatar to determine the extent and nature of IPE constructs or content in their programs. This will help in defining the courses that could be merged and that students from different healthcare background can attend altogether. The work was based on a documentary curricula analysis from medical, nursing, pharmacy and health sciences programs including College of North Atlantic- Qatar, Qatar University, Weill Cornell Medical College-Qatar and University of Calgary-Qatar. The results showed that there are notions of IPE in the programs. The need to highlight IPE in healthcare institutions in Qatar in a separate course is needed.

MATERIALS and METHODS

The process used to do the analysis is divided in two phases:

Phase 1: Collect all curricula from the four healthcare participating institutions (Pharmacy, nursing, health sciences and medical institutions)

Phase 2: Curricula analysis

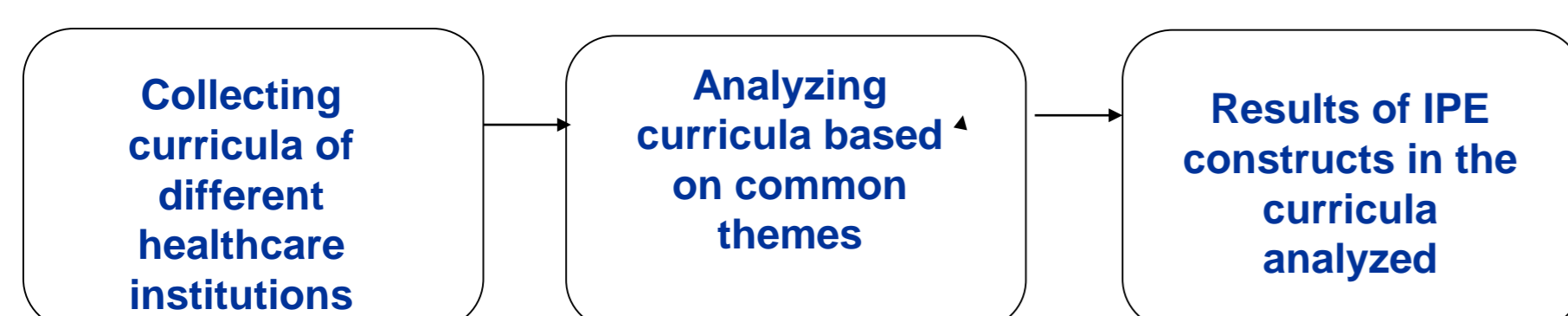


Figure 3: Diagram showing the plan of work for the curricula analysis

The process used for Phase 2 was to search for themes related to the style of teaching used and assessment (e.g. case study approach, evidence-based practice) and IPE constructs based on the set of shared core IPE competencies developed by our team (e.g. team building, leadership). Then, each of the IPE competencies found was matched to the set of shared competencies e.g.: IPE competencies: Part of the healthcare team - > this is found in SDM2 (i.e. Shared Decision Making domain, competency 2), SDM3 and SDM4 in the set of competencies.

Matching of courses is then made based on the common themes and IPE competencies found.

RESULTS

The curricula analysis was conducted by two members of the team. The two reviewers were going through the syllabus of each of the courses provided by the four institutions. Themes were chosen based on their correlation with the IPE competencies coded as RC; SDM, IE, PCC. RC means Role Clarification domain and RC1 which means the first competency of the domain Role Clarification, SDM is Shared Decision Making, IE is Interprofessional Education and PCC is Patient centered care.

Institution	Course	Themes	IPE competencies
Institution1	Pharmacy technician courses	Pharmacy Technician (Narrowed role) : - Communication - Community	Part of the healthcare team (SDM2, SDM3, SDM4)
			Team oriented projects(SDM2, SDM3, SDM4)
			Interprofessional skills(RC-IC-PCC-SDM)
			Team building(SDM2, SDM3, SDM4)
			Communication and professional practice(IC1, IC5, IC6, PCC6)
			Legal/ethical teamwork (IC3, PCC1, PCC3)
	Respiratory therapist courses	Respiratory therapist: - Community - Clinical Practice - Communication - Clinical orientation	Interpersonal skills(RC-IC-PCC-SDM)
			Empathy(IC3, PCC1, PCC3)
			Communication (IC1, IC5, IC6, PCC6)
			Ethics in healthcare(IC3, PCC1, PCC3)
Institution 2	Pharmacists in the multidisciplinary team	Patient safety	Respect (IC3)
		Chronic disease management	Collaborative practice (SDM4)
		Collaboration	IPE competencies (RC-IC-PCC-SDM)
		Problem based learning	Conflict resolution (IC4)

Table 1: Table showing a part of the curricula analysis results in correlation with the IPE competencies developed by our team

Institution	Course	Themes	IPE competencies
Institution3	Seniors' needs in the context of the healthcare system	Critical questions	Team problem solving(IC4, PCC7, SDM1, SDM2, SDM3, SDM4, SDM5)
			Collaborative interdisciplinary practice within the healthcare system (SDM4)
	Introduction to nursing informatics	Hands-on experience	Information technology in healthcare(IC1, IC5, IC6, PCC6)
		Clinical practice	Electronic health records (IC1, IC5, IC6, PCC6)
		Blackboard	Privacy, confidentiality and security(IC6)
		Case study	Discussion (IC1, IC5)
	Adult health theory	Active engagement strategies	Teamwork(IC4, PCC7, SDM1, SDM2, SDM3, SDM4, SDM5)
		Self directed learning	Leadership (RC1-RC3)
		Critical thinking	Team problem solving(IC4, PCC7, SDM1, SDM2, SDM3, SDM4, SDM5)
Institution4	Primary care clerkship	Assessment	Communications (IC1, IC5)
		Chronic disease management	Sharing ideas (SDM1)
		Preceptor evaluation	Respect (IC3)
		Clinical reasoning OSCE	Moral and ethical values (IC3, PCC1, PCC3)

Table 2: Table showing a part of the curricula analysis results in correlation with the IPE competencies developed by our team

CONCLUSIONS

The main purpose of this work is to review the curriculum at each participating partner institutions in order to determine the extent and nature of any IPE constructs or content in the programs. The results showed that there are notions of IPE in the programs. The need to highlight IPE in healthcare institutions in Qatar in a separate course is needed.

The next phase of this project following this current one was to develop an IPE workshop and deliver it to students and faculty people. Quantitative and qualitative data was collected and analyzed.

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