

Implementing Inter-Professional Undergraduate Health Care Education in Qatar

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ABSTRACT

Interprofessional Education at undergraduate and postgraduate levels has become widely accepted at many western universities however fewer implementations have been reported in the gulf region. The pre-licensure healthcare education system in this country is still relatively young and open to an inter-professional learning framework. Our goal is to promote, inform, and provide leadership in IPE in Qatar which will help improve healthcare delivery in the state. In order to achieve this, the project will follow three distinct stages: (1) baseline activities and instructional development, (2) implementation, and (3) evaluation. Currently, Stage 2 is in progress.

INTRODUCTION

The World Health Organization (WHO) is leading a global drive to build on Interprofessional Education (IPE), its principles and approaches that lead to a future health-care workforce educated to practice patient-centered care. The United Nations (UN) had also considered IPE as the key to success.

IPE is perceived by many in health-care education to reduce barriers between the professions in the medical field. Complex medical issues can be best addressed by interprofessional teams.

A primary goal of IPE is to promote a healthy collaborative working relationship of patient-centered care amongst teams of health-care professionals.

Figures 1 and 2 suggest a before and after IPE intervention perspective that emphasizes that an outcome of collaboration and teamwork results in a much richer and robust health-care experience for all stakeholders including patients.

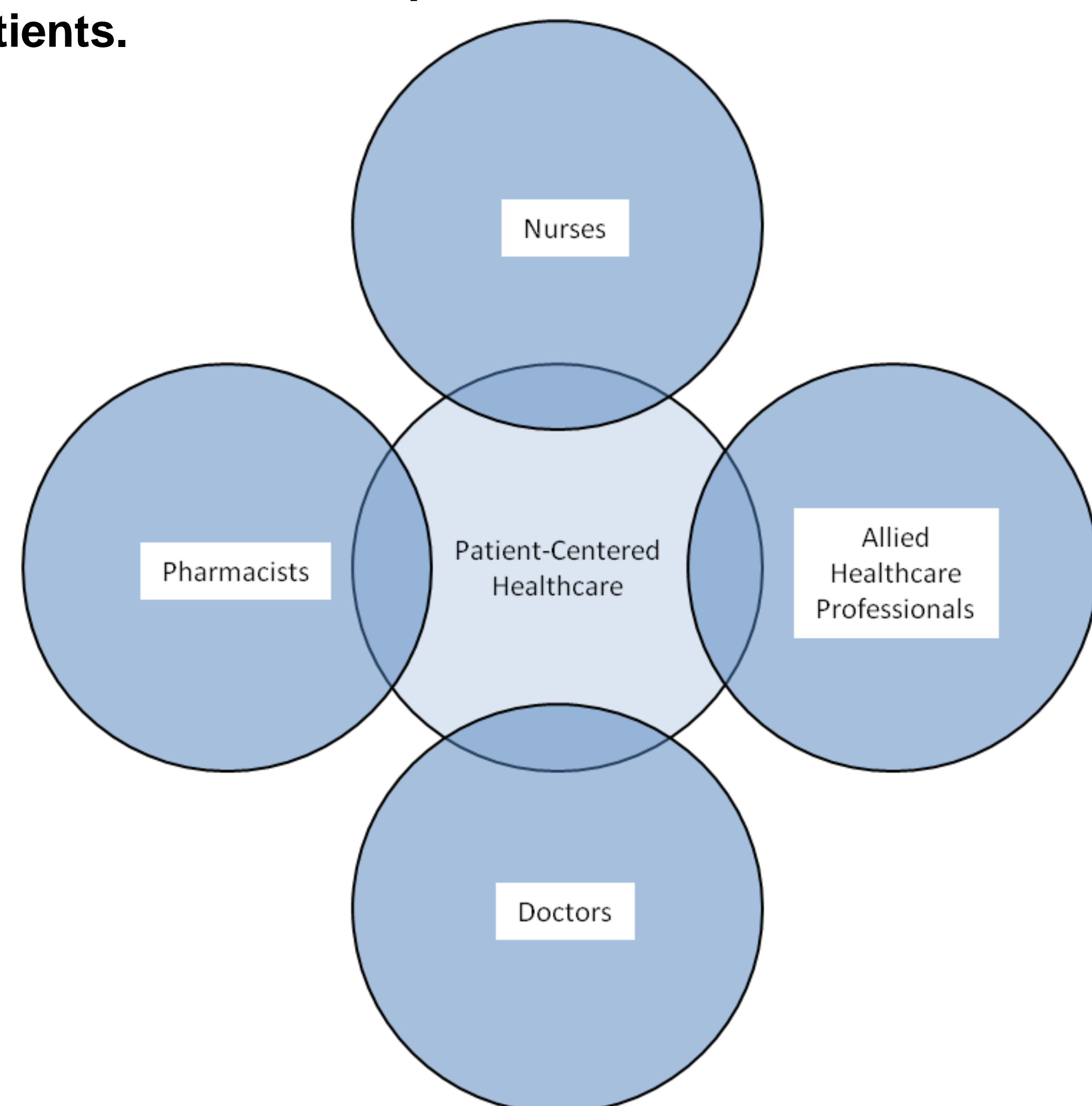


Figure 1: Patient-Centered Non-Collaborative health-care

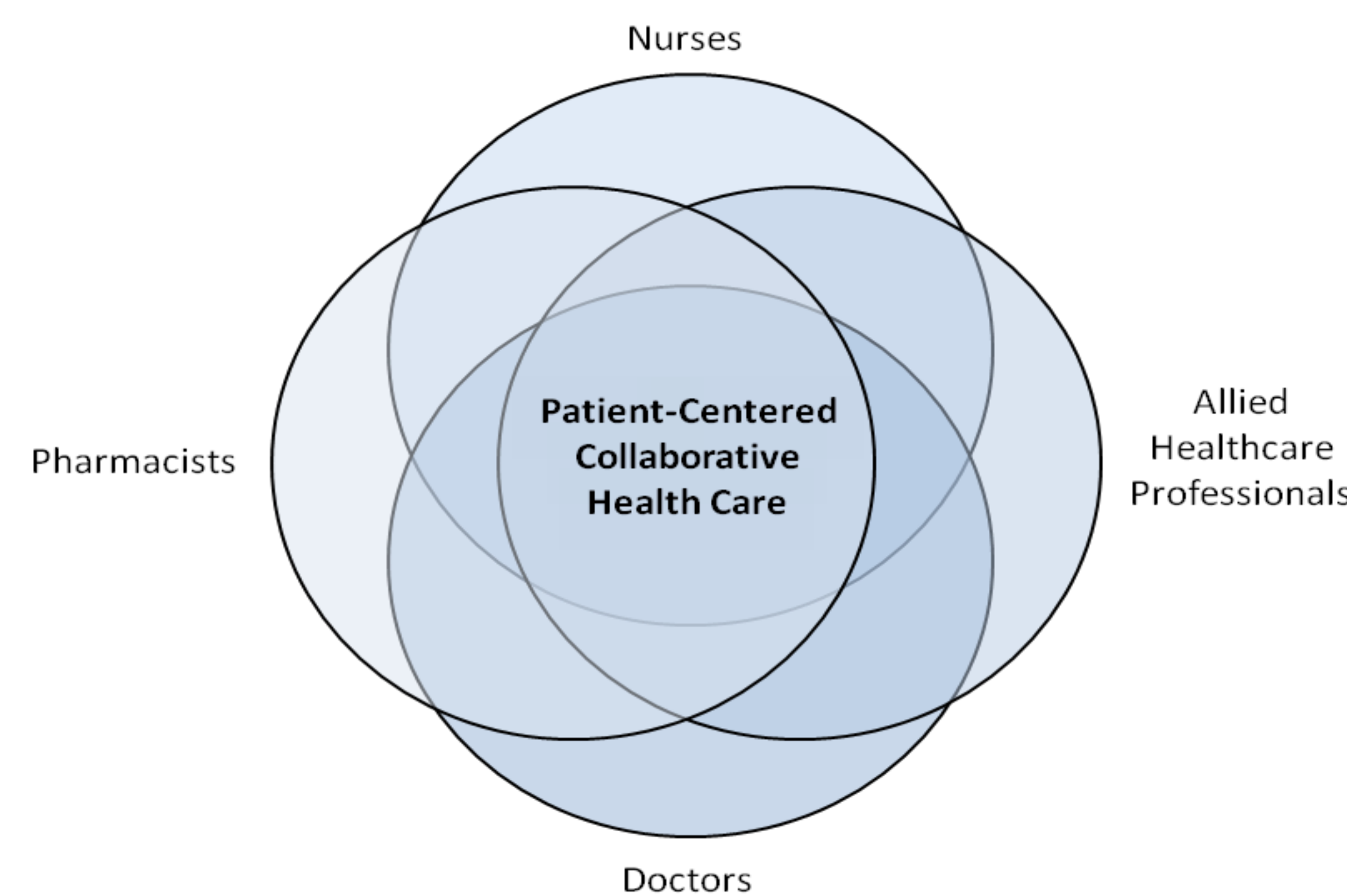


Figure 2: Patient-Centered Collaborative health-care

The successful implementation of an integrated plan to facilitate inter-professional health-care education will assist Qatar in achieving the goal of world-class education and health-care delivery as described in the Qatar Vision 2030 by providing a framework for larger scale integration of IPE into health-care practice in Qatar.

In this study, the range of stakeholders includes faculty and students from pharmacy programs, nursing, medicine and allied health undergraduate programs. These are represented in this study by the Co-PI's coming from the following institutions:

- College of North Atlantic Qatar - College of Health Sciences
- Hamad Medical Corporation
- Qatar University- College of Pharmacy
- Sidra Medical and Research Center
- University of Calgary - Qatar
- Weill Cornell Medical College in Qatar

MATERIALS and METHODS

This project will follow three distinct stages:

1. Preparatory Activities:

- Development of a set of shared core IPE competencies
- Development of a rubric to measure levels of competency
- Development of Faculty Training Modules based on constructivist pedagogy
- Development of Student Training Modules
- Development of Scenario-Based IPE activities for faculty and students

2. Implementation:

- Recruitment of Faculty and Students from each of partner institutions
- Faculty and student participants will be given training modules. They will then engage in the IPE scenario-based activities.

3. Evaluation

A mixed method research methodology will be used based on a quantitative analysis with pre/post evaluation (e.g. RIPLS, Rubric, Perception, Attitude) and a qualitative analysis with observational data, reflective journals and focus groups.

RESULTS

- Developed IPE domains using a card-sorting approach. Descriptions/definitions were given to each domain as well.

These domains are:

1. Inter-professional Communication
2. Role Clarification
3. Patient Centered-Care
4. Shared Decision-Making

- Developed an IPE model. This model helped separate out IPE domains from other domains.
- Developed a set of Shared Core Competencies for IPE related to each domain using the Delphi approach.
- Developed a rubric that can be used to evaluate students on the dimensions outlined in the shared core competencies.
- Developed a 2 days workshop. The workshop consists of a number of presentations and activities designed to provide participants with opportunities to learn and to practice IPE with colleagues from other healthcare disciplines.
- Developed a second workshop which consists of scenario-based activities as a way of putting into practice the content and pedagogical principles learned in the first workshop.

CONCLUSIONS

The preparatory activities were successfully done. The future work will focus on recruiting faculty and students and delivering the two workshops.

An Interprofessional Health Care Education (IPE) Program developed in Qatar will help to further improve collaborative healthcare delivery in this State. It will be expected to guide similar initiatives in the Gulf region and elsewhere. In this respect Qatar has the potential to become recognized as a leader in the improvement of health care outcomes through the successful integration of pre-licensure IPE with post-licensure IPE as recommended by the World Health Organization (WHO) [2010].

The work and deliverables from this project have already helped to inform and connect proposals for IPE at the post-licensure level through the Academic Health Systems Initiative (AHS) as well as bringing together educators and healthcare professionals to discuss and evaluate ways to encourage and facilitate IPE in Qatar.

ACKNOWLEDGMENTS

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