Medication Sector in Qatar: Hand in Hand Facing the Blockade

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Achieving Competence through an Informed Curriculum and Authentic Assessment
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Disclosure of Conflict of Interest

Presenting Authors Have No Relationships to Disclose
Learning Objectives

• List THREE ways in which health professional training and curriculum can address human capacity for blockade and emergency situations

• Explain the role of academia for training of health professionals competent for practice in blockade and emergency situations
Curricular Development

• How do we determine what we need to teach students before they become pharmacists?

http://www.afpc.info

http://www.napra.ca
AFPC Competencies

• Care Provider
• Communicator
• Collaborator
• Health Advocate
• Leader-Manager
• Scholar
• Professional
Blockade-related Competencies

LM1 – Contribute to optimizing health care delivery and pharmacy services

LM2 – Contribute to the stewardship of resources in health care systems

LM3 – Demonstrate leadership skills

LM4 – Demonstrate management skills

LM = Leader-Manager
Blockade-related Competencies

**CP3** – Actively contribute to the **continuous improvement** of health care quality and patient **safety**

**SC1.3** – Use established decision-making frameworks and apply learning to **manage new situations and problems**

**HA2** – Respond to the needs of communities or populations they serve by advocating with them for **system-level change** in a socially accountable manner

**CP** = Care Provider  **SC** = Scholar  **HA** = Health Advocate
How can we ‘inform’ our curriculum?

- Course Refinement
- Objective Development
- Elective Offerings

- Knowledge
- Skills
- Research
- Practice

- Critical Thinking
- Problem Solving
- Simulation

- Directed Studies
- Masters / PhD
- Industry Collaboration

- Practice Internships
- Leadership Exposure
- Professional Advocacy

What is CPH doing?

1. Curricular mapping vs. new AFPC competencies
2. Academic review of current curriculum that supports related competencies
3. Curricular reform that allows more credit hours for ‘Leader-Manager’ competency development
5. Collaboration with local industry for research and practice-based student experiences
Ensuring Competence

How do we know our graduates are able to meet practice-based needs of society?
What should graduates be able to do?

- Knows
- Knows How
- Shows How
- Does

Practice Observation (Clinical or Research)
Simulation
Reflection
Problem Solving
Cases
MCQs

Miller GE. Academic Medicine 1990;65(9):63-7
Summary

• Curricula must be continually evaluated to ensure meeting of societal needs

• Competency frameworks support curricular reform in relation to new challenges (i.e. blockade)
Summary

- Academia must be well-informed through collaborative partnerships with industry and practice to drive necessary curricular reforms.

- Ultimately, programs are responsible for ensuring graduates are fit for practice through authentic competency-based assessment.
Thank You!