

القطاع الدوائي في قطر: يداً بيد في مواجهة الحصار

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



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

**AFPC Educational Outcomes for
First Professional Degree Programs
in Pharmacy in Canada 2017**



**Professional
COMPETENCIES
for Canadian
PHARMACISTS
at Entry to Practice**

AFPC Competencies

AFPC Educational Outcomes for
First Professional Degree Programs
in Pharmacy in Canada 2017



- 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



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



How can we 'inform' our curriculum?

Course Refinement
Objective Development
Elective Offerings

Critical Thinking
Problem Solving
Simulation

- Knowledge
- Skills
- Research
- Practice

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
4. Development of a new 'Industry Elective' course
5. Collaboration with local industry for research and practice-based student experiences





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Ensuring Competence

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



What should graduates be able to do?



- Does
- Shows How
- Knows How
- Knows

**Practice Observation
(Clinical or Research)**

Simulation

Reflection

Problem Solving

Cases

MCQs

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





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Thank You!

