

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





Acknowledgement

I would like to thank Dr. Kyle Wilby for this help in slides preparation





Disclosure of Conflict of Interest

Presenting Authors Have No Relationships to Disclose





Learning Objectives

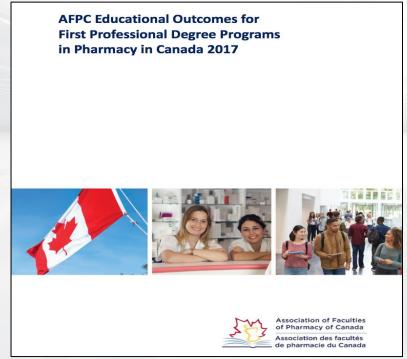
- List THREE ways in which health professional training and curriculum can address human capacity for blockade and emergency situations
- Explain the role of academia for training of health professionals competent for practice in blockade and emergency situations

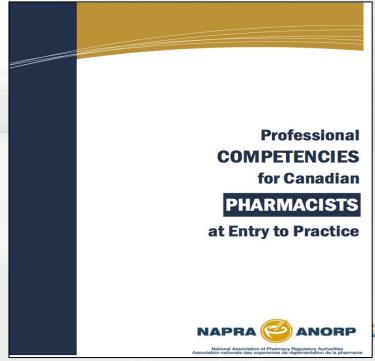




Curricular Development

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





http://www.afpc.info

http://www.napra.ca



AFPC Competencies

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 GATAR UNIVERSITY مفوفي الصحة قطر Curriculum?

Course Refinement
Objective Development
Elective Offerings

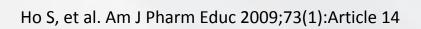
Directed Studies
Masters / PhD
Industry Collaboration

Knowledge

- Skills
- Research
- Practice

Critical Thinking Problem Solving Simulation

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
- Collaboration with local industry for research and practice-based student experiences



Ensuring Competence



What should graduates be able to do?

Practice Observation (Clinical or Research)

Simulation

- Does
- Shows How
- Knows How
- Knows

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





Thank You!

