National Conference in Patient safety
April 22-23, 2016

Continuing Professional Development in Pharmacy: The Qatar Experience

Dr. Nadir Kheir; PhD

Disclaimer:
PRESENTING AUTHOR HAVE NO RELATIONSHIPS TO DISCLOSE

Aim

- To introduce Qatar's CPD experience using the CPD-HCP Program of the College of Pharmacy; Qatar University as a model

Innovation is always triggered by Need!

Realities and Challenges

Realities

- New complex drug therapies and associated DRPs
- New and expanding healthcare facilities
- Changing disease patterns
- Emerging need for interprofessional education and collaboration

Challenges

- Diverse medical, nursing, pharmacy curricula
- Inconsistent training and competencies
- Pluralistic societies and complex needs

The Solution:

A culture of Life Long Learning

CPD: definitions

Continuing Professional Development (CPD):

- A *self-directed*, *ongoing*, *systematic* and **outcomes-focused** approach to *lifelong learning* that is applied into practice
- Involves the process of active participation in formal and informal learning activities

Purpose of CPD

- To help improve the safety and quality of care provided for patients and the public
- To keep professionals updated with relevant training, information, skills and knowledge to remain competent throughout their career journey.
- This continuous learning will also help to improve the profession as a whole.
- The MAIN and ULTIMATE beneficiary is the PATIENT

Qatar Council For HealthCare Practitioners (QCHP) Accreditation Department. http://www.qchp.org.qa/en/pages/accreditation.aspx

Benefits of CPD

Benefits to the organization:

- ✓ CPD programs contribute to meeting the increasing demand for an accountable and skilled workforce
- ✓ They improve inter-professional collaboration
- ✓ They help meet organizational objectives
- ✓ They improve staff motivation and morale
- ✓ They contribute to Quality Assurance

CPD as an Ethical Responsibility

The seven principles:

1. Make the care of patients your first concern
2. Exercise your professional judgment in the interests of patients and the public
3. Show respect for others
4. Encourage patients to participate in decisions about their care
5. Develop your professional knowledge and competence
6. Be honest and trustworthy
7. Take responsibility for your working practices

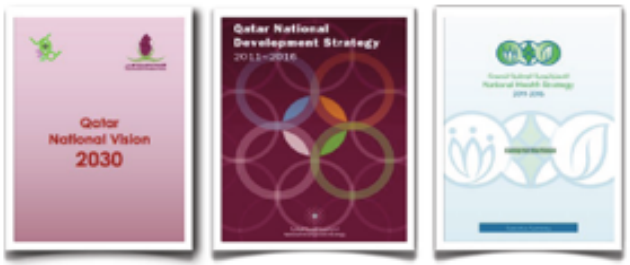
CPD Requirements

1. Mandated by the Government
2. Continuing
3. Relevant
4. Based on quality and standards
5. Inclusive

CPD: Qatar's Experience

Qatar National Health Strategy

- Qatar's National Health Strategy of 2011-2016 articulated its goal of developing a comprehensive world-class healthcare system, and advocated the introduction of disease management, health insurance and greater integration between government and private sector



2008 2011 2011

The National Health Strategy (NHS) is a comprehensive program of reforms, aligned to the Qatar National Vision 2030 that will advance Qatar's Healthcare Vision of creating a world-class, patient-centered healthcare system.

Qatar Council for Healthcare Practitioners

- QCHP was established to ensure that the workforce in Qatar is appropriately qualified and supported
- One of the stated deliverables of the NHS is the creation of the QCHP's **accreditation department (QCHP-AD)** which was tasked with improving healthcare quality in collaboration with other stakeholders
- QCHP-AD started a process of accrediting medical and other healthcare-related educational institutes and programs times

المجلس القطري للتخصصات الصحية

QATAR COUNCIL FOR HEALTHCARE PRACTITIONERS (QCHP)

إدارة الاعتماد

ACCREDITATION DEPARTMENT

Circular No (1/2014)

From	**Dr. Jamal Rashid Al Khanji** **A/Chief Executive Officer(CEO)** **Qatar Council for Healthcare Practitioners(QCHP)**
To	• All Healthcare Practitioners in the State of Qatar • All Healthcare Facilities in the State of Qatar(Public and Private sectors)
Subject	CME/CPD Mandatory Participation Policy
Date	3, November 2014

The Accreditation Department of the Qatar Council for Healthcare Practitioners presents to you its compliments.

As part of the NHS Project 5.2.7 – Framework for CME/CPD Accreditation and oriented stakeholders we would like to inform all healthcare practitioners in the state of Qatar that the QCHP is introducing the mandatory CPD policy effective January 2016 requiring all registered health practitioners to participate in CPD activities according to the policies and regulations of the Accreditation Department of the QCHP. The following will apply:

- Participation in CPD activities will no longer be optional for healthcare practitioners in the State of Qatar.
- All the licensed health practioners will be required to provide evidence of fulfilling the CME/CPD credit requirements **as applicable to their profession**. (more details available on the CPD Accreditation Manual)
- Records of CME/CPD activities will be maintained by the healthcare practitioners in their portfolios with all the appropriate information and supporting documentation .
- Please note that only QCHP recognized Credit Units will be considered for renewing the license.

For more information, please refer to the Accreditation Departments' **CME/CPD Accreditation Manual- Provisional Version** which is available on the SCH website: http://www.sch.gov.qa/qatar-council-of-health-practitioners/accreditation

CPD: Qatar's Experience: The Accreditation Department

Mission: To improve healthcare quality in collaboration with other stakeholders and national & international partners by accrediting medical and other healthcare-related educational institutes and programs and by inspiring the healthcare practitioners to stay competent at all times and excel in quality.

Vision: To achieve the goals of Qatar National Vision 2030 and National Health Strategy 2011 – 2016 and to develop and implement a sustainable internationally-recognized system for accreditation of health professional education.

Values: The department is committed to values of integrity, transparency, cooperation, self- and client-respect, evolving innovation, comprehensive organization, uniqueness and excellence in service provision.

Division of Medical Education and Continuing Professional Development

- Concerned with developing mechanisms to regulate and accredit activities of CPD and to monitor such activities to ensure their adequacy, quality and compliance with national and international accreditation standards

The Accreditation Department-SCH

Useful Downloads

- CPD Framework for Healthcare Practitioners
- FAQs for Practitioners
- FAQs for Providers
- National CME/CPD Accreditation System for CPD Providers & CPD Activities
- List of QCHP Accredited CME/CPD Providers in Doha, Qatar
- Accredited CPD activities for healthcare practitioners
- Educational presentation about the National CME/CPD Framework for Healthcare Practitioners

Accrediting CPD Providers

Who is required to participate in the CPD Program?

- Physicians
- Nurses
- Dentists
- Pharmacists
- Allied Health Professionals

All licensed healthcare practitioners are required to participate in the CPD program for sustaining (renewal of) licensure.

وزارة الصحة العامة
Ministry of Public Health
دولة قطر
State of Qatar

ALL health practitioners registered in Qatar are required to fulfill the annual requirements of CBD for maintenance and renewal of licensure.

المجلس القطري للتخصصات الصحية
QATAR COUNCIL FOR HEALTHCARE PRACTITIONERS (QCHP)

إدارة الاعتماد
ACCREDITATION DEPARTMENT

List of QCHP Accredited CME/CPD Providers in Doha, Qatar

Academic Institutions:

1. Qatar University :
   1.1. College of Pharmacy
   1.2. Department of Health Sciences

2. College of North Atlantic, Qatar (CNA-Q):
   2.1. School of Health Sciences

3. Weill Cornell Medical College in Qatar(WCMCQ)
4. College of Nursing, University of Calgary, Qatar

Governmental Healthcare Providers:

1. Primary Health Care Corporation (PHCC), Workforce Training & Development Department
2. Hamad Medical Corporation (HMC), Office of Professional Pharmacy Development, Pharmacy Department

Private Healthcare Providers:

1. Al Emadi Hospital

Online CPD Providers:

1. UpToDate by Wolters Kluwer Health
2. BMJ Learning
3. Swank Healthcare

Others

1. Supreme Council of Health (SCH),Learning & Development, Human Resources Department

What is a CPD Cycle?

Each CPD Cycle is two years (24 months) in duration unless an extension is granted as per the QCHP-AD's Cycle Appeals Process Policy. The start date of an individual CPD cycle will align with each healthcare practitioner's date of licensure.

To maintain licensure the QCHP-AD has established three mandatory requirements for all healthcare practitioners in the State of Qatar. Healthcare practitioners have to ensure they complete each of the requirements described below:

1. The annual CPD requirement: Healthcare practitioners must complete and document a minimum of 40 credits each year.
2. The CPD cycle requirements: Healthcare practitioners must complete and document a minimum of 80 credits every two years.
3. Health-care practitioners must complete and document at least 40 credits in Category 1 and 40 credits across Category 2 and/or Category 3, in any combination.

CPD FRAMEWORK TABLE - CPD ACTIVITIES CATEGORIES

Category	Description	CPD Activities	Credit Rating	Supporting Documentation Requirements
1	**Accredited Group Learning Activities**	· Conferences, symposia, seminars and workshops · Educational rounds (including morning report in healthcare facilities, Grand rounds, Morbidity and Mortality rounds, tumor boards and case based discussions). · Journal clubs · Online synchronous and blended learning activities	**1 credit/hour**	Certificate of attendance or letter describing the total hours / credits completion from the responsible organization
2	**Self-Directed Learning Activities: Clinical Practice**	· Answering self-identified clinical questions	**0.5 credits/hour**	Document these self-learning activities in the CPD portfolio or (where applicable) the provision of a transcript from a third party
		· Reading journals, books or monographs	**1 credit/hour**	
		· Viewing podcasts or webcasts	**0.5 credits/hour**	
	Self-Directed Learning Activities: Education and Training	· Postgraduate degrees or diploma programs recognized by a relevant professional body	**25 credits/ semester or course**	Certificate of completion Transcript of the course from the responsible organization
		· Preparation for formal teaching activities	**2 credits/hour**	Teaching schedule from the responsible organization or academic institution
		· Development of assessment tools or activities (including Objective Structured Clinical Examination (OSCE), MCQ or short answer questions)	**2 credits/hour**	Letter describing participation in the development of assessment tools or activities from the responsible organization
		· Educational sessions to enhance the skills of examiners	**1 credit/hour**	Certificate or letter of participation from the responsible organization
		· Mentoring students, trainees, or peers	**1 credit/hour**	Letter from the responsible organization
	Self-Directed Learning Activities: Research and Quality Improvement	· Development of a research grant or peer-reviewed publication	**1 credit/hour**	Letter of acceptance of a grant or publication or letter of participation in peer review or participation in QI from the organization, journal or health care facility
		· Peer review of a clinical practice	**1 credit/hour**	
		· Peer review for journals or research grants	**1 credit/hour**	
		· Participating in or leading quality improvement projects	**10 credits/project**	

CPD FRAMEWORK TABLE - CPD ACTIVITIES CATEGORIES

Continued..

Category	Description	CPD Activities	Credit Rating	Supporting Documentation Requirements
3	Accredited Assessment Activities	· Knowledge assessment programs · Simulation · Clinical audits · Multi-source feedback · Direct observation of procedures or performance in practice	2 credits/hour	Certificate, letter or report of completion or participation from the responsible organization
		· Feedback from annual performance review · Feedback on teaching effectiveness	2 credits/hour	Summary of the feedback from the responsible organization or participants

Annual and Cycle Requirements

Duration between the CPD System launch and the date of renewal of licensure	Annual Credit Requirements	Cycle Requirements
Less than 3 months	None. Delay start of the CPD cycle until the date of renewal of registration	Not applicable
3 – 6 months	10 credits	Not applicable
6 – 9 months	20 credits	Not applicable
9 - 12 months	30 credits	Not applicable
12 – 15 months	40 credits	20 credits in Category 1 20 credits in Category 2 or 3
15 – 18 months	50 credits	25 credits in Category 1 25 credits in Category 2 or 3
18 – 21 months	60 credits	30 credits in Category 1 30 credits in Category 2 or 3
21 – 24 months	70 credits	35 credits in Category 1 35 credits in Category 2 or 3

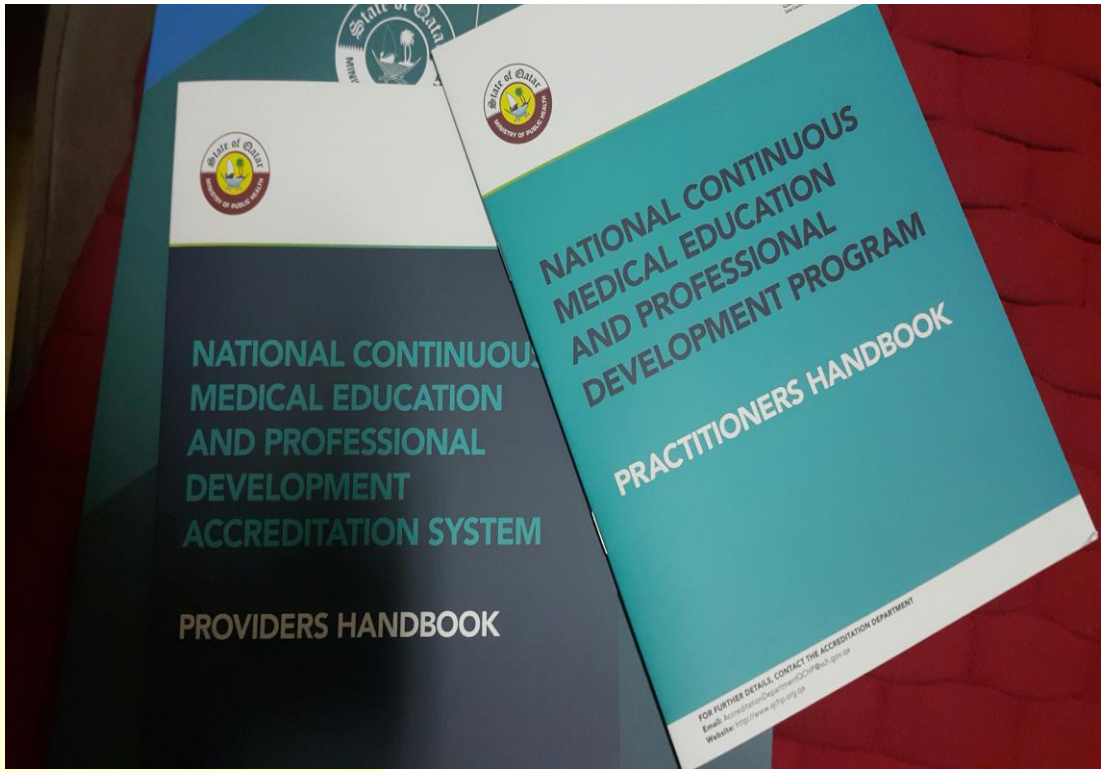
The QCHP-AD has determined that healthcare practitioners will be permitted to transfer up to 10 credits (in any category) that they completed in the 6 months prior to the launch of the CPD Program. This ability to transfer credits is only applicable for the first CPD cycle.

Documentation

- Every healthcare practitioner is required to maintain an individual CPD activity record, which will constitute his/her CPD Portfolio
- A CPD portfolio will typically include:

1. A planning section – to state the individual learning needs identified
2. Ways in which the identified learning needs have been fulfilled (record of attendance)
3. Evaluation of meeting learning needs, or professional development obtained

07 March 2016: Launching of the Mandatory CPD



QCHP-AD

- Visist: http://www.moph.qa/qatar-council-of-health-practitioners/accreditation

CPD-College of Pharmacy

https://www.facebook.com/QUCPPD/

State of Qatar
Supreme Council of Health
Accreditation Department

دولة قطر
المجلس الأعلى للصحة
إدارة الاعتماد

شهادة اعتماد
Accreditation Certificate

The Supreme Council of Health Declares That: يشهد المجلس الأعلى للصحة أن:

The College of Pharmacy - Qatar University | **كلية الصيدلة – جامعة قطر**

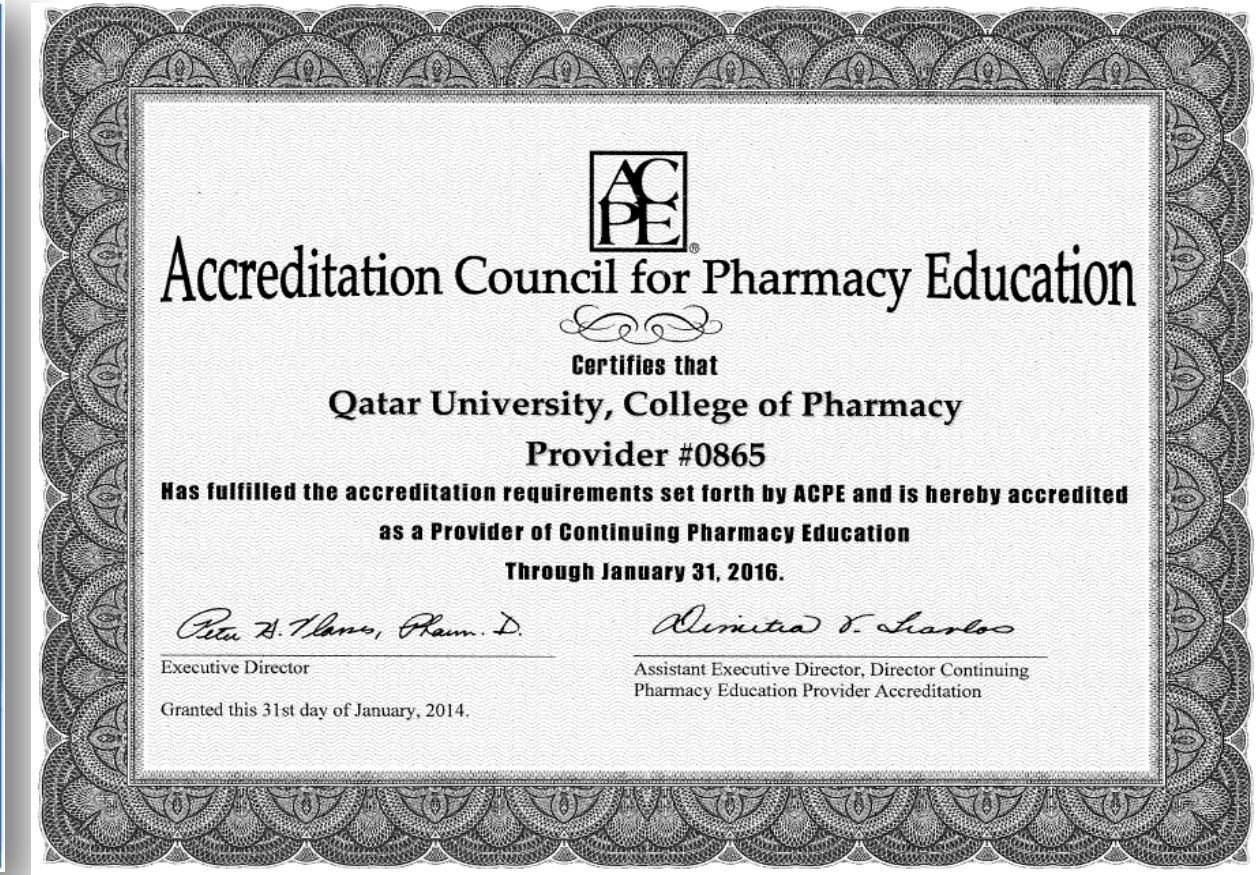
Has been found to fulfill the Accreditation Standards and Requirements and is hereby Accredited as a Provider for Continuous Medical Education and Professional Development for Healthcare Practitioners

قد حققت معايير و متطلبات الاعتماد و عليه تم منحها هذه الشهادة كمزود أنشطة التعليم الطبي و التطوير المهني المستمر لمختلف المهن الصحية

Dr. Jamal Rashid Al Khanji
Director, Healthcare Quality
and Patient Safety Department

Dr. Samar Aboulsoud
Accreditation Manager

Certificate Number: ACI -01 | Effective Date: June 12th, 2013 | Expiry Date: June 11th, 2015



ACPE

Accreditation Council for Pharmacy Education

Certifies that

Qatar University, College of Pharmacy

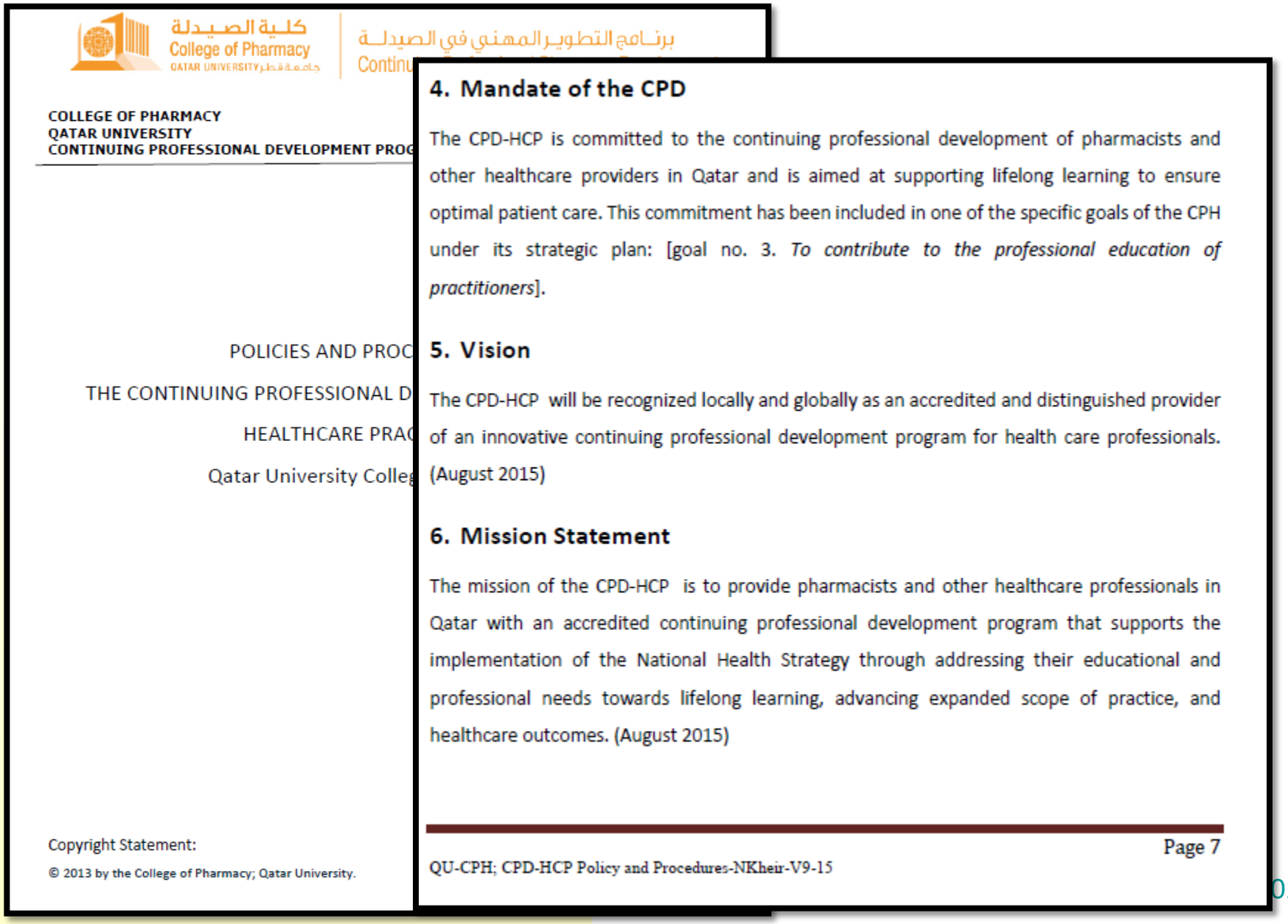
Provider #0865

Has fulfilled the accreditation requirements set forth by ACPE and is hereby accredited as a Provider of Continuing Pharmacy Education Through January 31, 2016.

Executive Director

Assistant Executive Director, Director Continuing Pharmacy Education Provider Accreditation

Granted this 31st day of January, 2014.



كلية الصيدلة
College of Pharmacy
QATAR UNIVERSITY جامعة قطر

برنامج التطوير المهني في الصيدلة
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4. Mandate of the CPD

The CPD-HCP is committed to the continuing professional development of pharmacists and other healthcare providers in Qatar and is aimed at supporting lifelong learning to ensure optimal patient care. This commitment has been included in one of the specific goals of the CPH under its strategic plan: [goal no. 3. *To contribute to the professional education of practitioners*].

5. Vision

The CPD-HCP will be recognized locally and globally as an accredited and distinguished provider of an innovative continuing professional development program for health care professionals. (August 2015)

6. Mission Statement

The mission of the CPD-HCP is to provide pharmacists and other healthcare professionals in Qatar with an accredited continuing professional development program that supports the implementation of the National Health Strategy through addressing their educational and professional needs towards lifelong learning, advancing expanded scope of practice, and healthcare outcomes. (August 2015)

Qatar Pharmacists Continuing Professional Pharmacy Development Needs Assessment Survey

Kerry Wilbur, BScPharm, AC
College of Pharmacy, Qatar Unive

Pharmacy in Qatar

- Contemporary patient care requires sustained pharmacist competency through maintenance and improvement of knowledge, skills, and performance
- Existing continuing professional pharmacy development (CPPD) models reflect a wide spectrum of international approaches to life-long learning
- The State of Qatar is an Arab emirate occupying a small peninsula in the Persian Gulf
- This gas- and oil-rich nation has an estimated population of 1.5 million (predominantly expatriate) and is purported to have the highest Gross Domestic Product in the world
- Qatar is an emerging economy but infrastructure for health care professionals lags considerably behind other developed countries
- There is no pharmacy regulatory body serving the protection of the public and there exists no non-academic society to represent or promote the profession
- Pursuit of activities to maintain or advance knowledge and skills is largely self-directed and voluntary
- An individual bears no penalty for failure to participate in CPPD as licensure to practice in Qatar is not linked to any continuing education (CE) requirement
- The actual number of pharmacists practicing in Qatar is unknown

Figure 1: Qatar

Table 1: Pharmacists in Qatar

Length of time since obtaining initial pharmacy degree			
≤5 years	6-10 years	11-15 years	16-20 years
17.3%	18.3%	22.7%	10.1%
Length of time practicing as a pharmacist in Qatar			
<2 years	2-5 years	6-10 years	11-15 years
22.8%	34.9%	27.6%	10.6%

Figure 2: Country where highest pharmacy degree was obtained

Pharmacy Education in Qatar

- The College of Pharmacy at Qatar University is the first and only pharmacy degree program in the country
- The first students were enrolled in 2007
- As part of its specific objective to contribute to the professional education of practitioners, a CPPD program has been established by the College of Pharmacy
- The QU CPPD program seeks to fill the void for development and delivery of CE for pharmacists in Qatar and while cultivating potential pharmacy student mentors

Objectives

- A continuing professional pharmacy development needs assessment was conducted to guide the development and implementation of a CPPD program for pharmacists in Qatar

Methods

- A systematic review of allied health literature was conducted to identify published experience with creation and administration of a needs assessment survey
- Content from relevant papers were considered and adapted into our questionnaire
- Domains of interest included pharmacist demographics, access to Internet resources, frequency and characteristics of past CE activities, preferences for delivery and content, barriers to participation, and plans for future CE activities
- The questionnaire was created in a web-based platform and following pilot of a final draft, the 10-minute survey was launched at pharmacist stakeholder meeting in April 2008
- Invitations to participate in the anonymous web-based survey were then emailed and faxed to 523 pharmacists

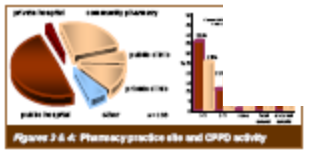

Figure 3 & 4: Pharmacy practice site and CPPD activity

Figure 5: Barriers to CPPD participation

- One hundred and thirty three pharmacists in Qatar responded to the CPPD Needs Assessment Survey
- The majority in both ambulatory and hospital practices reported past CPPD activity and desire to participate in future events
- Respondents reflected high levels of motivation to participate in CPPD activities, but barriers including poor event timing, workload, and lack of employer support were noted
- College of Pharmacy CPPD programming will be developed and delivered in consideration of this survey feedback

College of Pharmacy

IJPP Pharmacy Practice

IJPP
International Journal of Pharmacy Practice

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10.1111/j.2042-7174.2010.00024.x
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Research Paper

Continuing professional pharmacy development needs assessment of Qatar pharmacists

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Abstract

Objectives Maintenance and improvement of knowledge, skills and performance for provision of contemporary patient care is at the core of continuing professional pharmacy development (CPPD). Existing CPPD models worldwide reflect different approaches to lifelong learning. Before implementing the first country-wide CPPD programme in Qatar, pharmacists were surveyed to determine their specific continuing education (CE) needs, preferences and attitudes.

Methods A systematic review of allied-health literature was conducted to help devise an anonymous web-based CPPD needs-assessment survey. Questions were characterized into domains of interest including pharmacist demographics, internet access, frequency and characteristics of past CE activity, preferences for delivery and content, barriers to participation, and plans for future CE activities. All pharmacists in Qatar were invited to participate through e-mail and fax invitations.

Key findings After 4 months, 134 of 523 (≈25%) pharmacists had completed the survey. Practice sites (hospital and community) and gender were equally represented. Approximately one-third had no or inadequate internet access in the workplace. In the past 2 years, one-quarter had not attended any live local educational programmes. Major obstacles included poor timing (66%) and excessive workload (56%). Most pharmacists preferred interactive CE programme formats and one-third indicated Arabic as delivery language of choice. The majority expressed high motivation to achieve their CPPD goals and only 12% outrightly opposed mandatory CE for pharmacist re-licensure.

Conclusions Qatar pharmacists demonstrated support for enhanced CE opportunities. While views and preferences mirror those of colleagues elsewhere, current conditions merit careful consideration of CPPD programme development and delivery, including language and technology capabilities.

Keywords continuing professional development; needs assessment; pharmacists; Qatar; survey

Self and Observer-Assessed Training Needs and Professional Competencies of Practicing Pharmacists in the State of Qatar

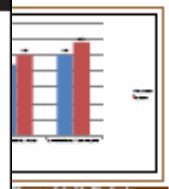
Muna Al-Ismail, Reem Al Nakeeb, and Nadir Kheir
College of Pharmacy, Qatar University

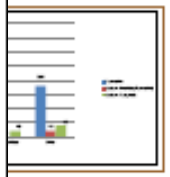
Background

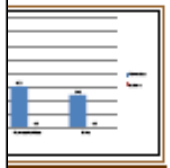
- Continuing Professional Development (CPD) has been defined as systematic, ongoing, self-directed

Table 1. Gender Distribution and Years of Experience

Gender	Percentage %	Years of Experience	Percentage %
		3 years or less	15%
		4 to 9 years	27%
		10 to 15 years	27%
		Over 15 years	31%







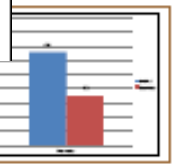


Figure 6. Satisfaction with Performance: Pharmacist Vs Student

Results

- Gender distribution of pharmacists is shown in Table 1, where the number of male pharmacists slightly exceeds that of female pharmacists (p ≥ 0.05)
- The years of experience, among pharmacists, spread along a spectrum from 3 years or less (15%) to over 15 years (31%) (Table 1)

Results- contd

- Figure 1 compares the opinions of pharmacists on the most prominent 4 topics identified in terms of importance in a CPPD program with students
- Pharmacists identified Drug Information, Communication skills and Pharmacotherapy as their 1st, 2nd, and 3rd preferred activities to be provided early in CPPD program, while students identified Communication Skills, Drug Information, and Health Promotion (p=0.007)
- There was statistically significant difference in the proposed order of topics to be provided in a CPPD program between pharmacists and students (P=0.000)
- Years of experience, gender, or number of past CE events attended did not influence self-assessment of competency or how frequently the pharmacists perform certain professional pharmacy activities (p>0.05)
- There was no association between the competency level of pharmacists as perceived by students and as self-assessed by pharmacists(p= 0.806)- Figure 2
- The frequency of performing professional pharmacy activities as perceived by students were significantly lower than self-assessed by pharmacists (p=0.033)- Figure 3
- Pharmacists' self-assessed competency level was consistently higher than that assessed by students (p=0.000)- Figure 4

Discussion

- This study provided an insight into self-and observer-perceived competency among pharmacists and pharmacy students in Qatar
- Assessing CPPD needs of pharmacists represents the reflective process which is the first stage of a learning cycle and it helps tailoring relevant CPPD programs
- The results showed that pharmacists were more inclined to choose fact-intensive topics while students' preferences were more towards skill-based topics
- The same trend had been seen with the choice of the order of CPPD topics
- While there was low concordance between responses of pharmacists and students, a high concordance existed between students and the group of academics, managers, and policy-makers
- Pharmacists assessed their competence at higher level than that observed by the other two groups
- This trend was also seen in other areas such as frequency of performing activities and the satisfaction with professional competency
- This could be explained by Dunning-Kruger[1] effect (people with poor competency will tend to overestimate their own level of skill)
- The variation between the perceptions of students and the pharmacists could also be explained by the fact that the cohort of students were receiving pharmacy courses based on an accredited program which uses NAPRA standards, while most practicing pharmacists were graduates from pharmacy schools using traditional programs

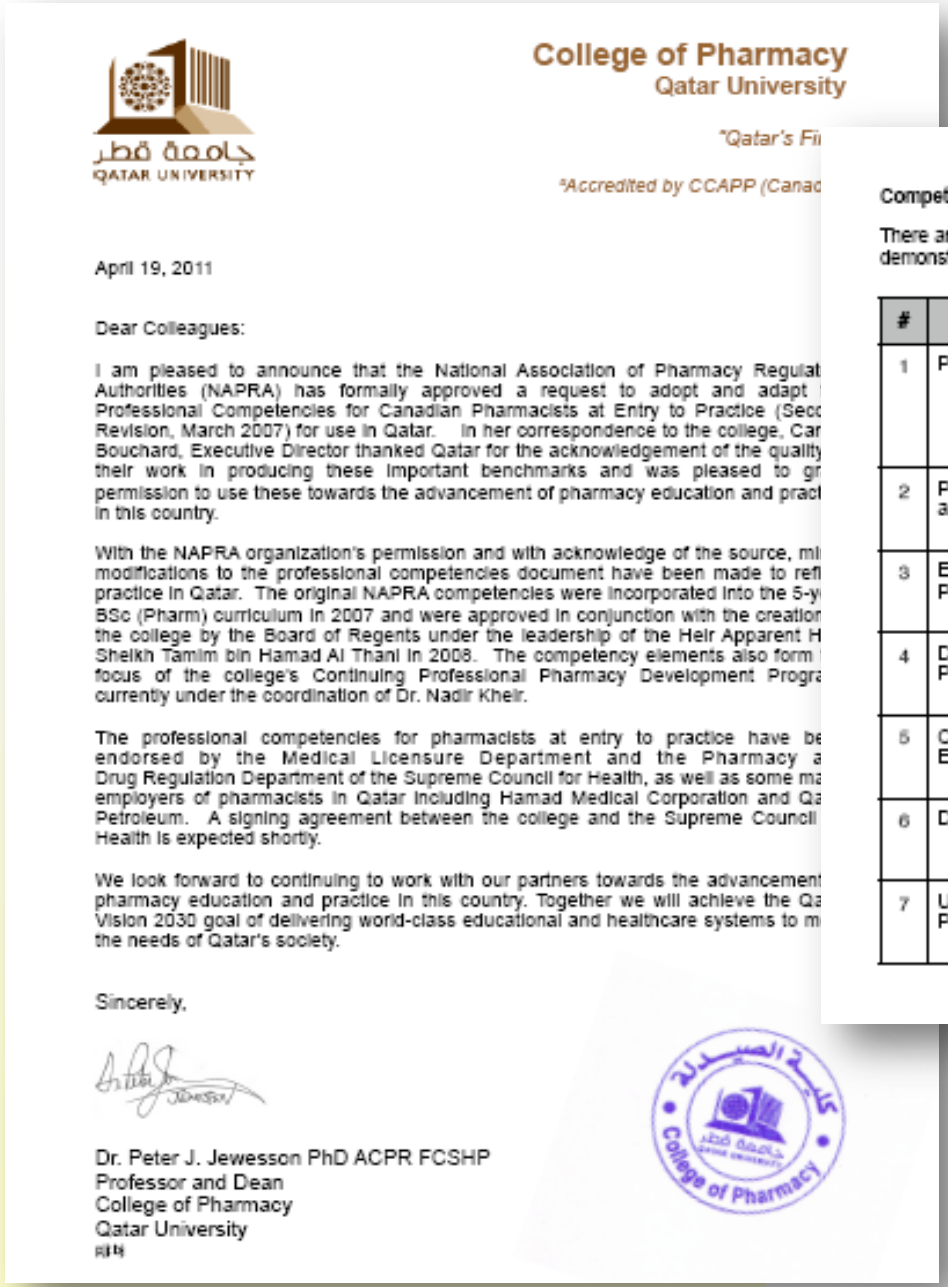
Conclusions

- Practicing pharmacists in Qatar perceived fact-intensive topics to be priority in CPPD programs which contradicts with the perception of students
- Pharmacists' self-assessed competency level and satisfaction were consistently higher than observed by students and the pharmacy management, academia, and policy.

Limitations

- Sample size of pharmacists was limited to pharmacists who had email and internet access

References



College of Pharmacy
Qatar University

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*Accredited by CCAPP (Canad

April 19, 2011

Dear Colleagues:

I am pleased to announce that the National Association of Pharmacy Regulat Authorities (NAPRA) has formally approved a request to adopt and adapt Professional Competencies for Canadian Pharmacists at Entry to Practice (Seco Revision, March 2007) for use in Qatar. In her correspondence to the college, Car Bouchard, Executive Director thanked Qatar for the acknowledgement of the quality their work in producing these important benchmarks and was pleased to gr permission to use these towards the advancement of pharmacy education and pract in this country.

With the NAPRA organization's permission and with acknowledge of the source, mi modifications to the professional competencies document have been made to refl practice in Qatar. The original NAPRA competencies were incorporated into the 5-y BSc (Pharm) curriculum in 2007 and were approved in conjunction with the creation the college by the Board of Regents under the leadership of the Heir Apparent H Sheikh Tamim bin Hamad Al Thani in 2008. The competency elements also form focus of the college's Continuing Professional Pharmacy Development Progra currently under the coordination of Dr. Nadir Kheir.

The professional competencies for pharmacists at entry to practice have be endorsed by the Medical Licensure Department and the Pharmacy a Drug Regulation Department of the Supreme Council for Health, as well as some ma employers of pharmacists in Qatar including Hamad Medical Corporation and Qa Petroleum. A signing agreement between the college and the Supreme Council Health is expected shortly.

We look forward to continuing to work with our partners towards the advancement pharmacy education and practice in this country. Together we will achieve the Qa Vision 2030 goal of delivering world-class educational and healthcare systems to m the needs of Qatar's society.

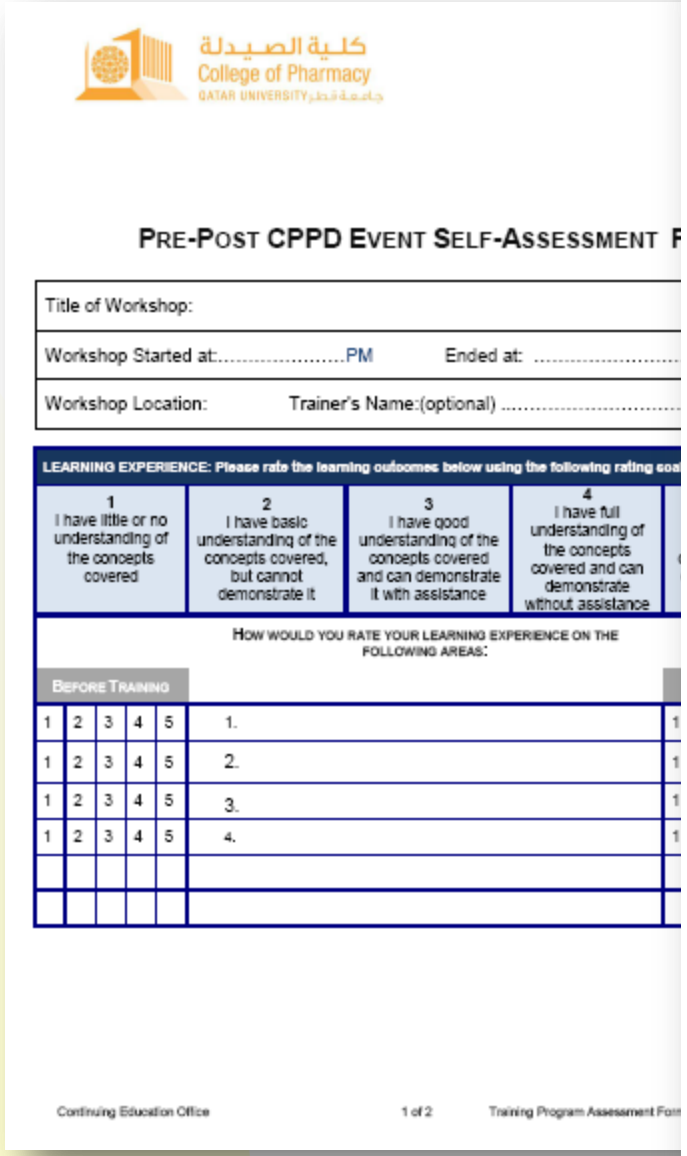
Sincerely,

Dr. Peter J. Jewesson PhD ACPR FCSHP
Professor and Dean
College of Pharmacy
Qatar University

Competency Categories

There are seven basic competency categories in which a practicing pharmacist in Qatar should demonstrate proficiency. These are summarized in the following table:

#	Category	Description
1	Patient Care	Pharmacists, in partnership with patients and other health care professionals, use their unique knowledge and skills to meet patients' drug and health related needs and to achieve optimal patient outcomes and patient safety.
2	Professional Collaboration and Team Work	Pharmacists work in collaboration with other health care professionals to optimize patient safety and improve health outcomes.
3	Ethical, Legal and Professional Responsibilities	Pharmacists practice within legal requirements, demonstrate professional integrity and act to uphold professional standards of practice and codes of ethics.
4	Drug, Therapeutic and Practice Information	Pharmacists assume responsibility for accessing, retrieving, evaluating and exchanging relevant information to ensure safe and effective patient care.
5	Communication and Education	Pharmacists communicate with and provide education to groups and individuals in order to promote and support optimal patient care and well-being.
6	Drug Distribution	Pharmacists manage the drug distribution system to ensure the safety, accuracy and quality of supplied products.
7	Understanding Management Principles	Pharmacists apply knowledge, principles and skills of management with the goal of optimizing patient care and inter-professional relationships.



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PRE-POST CPPD EVENT SELF-ASSESSMENT F

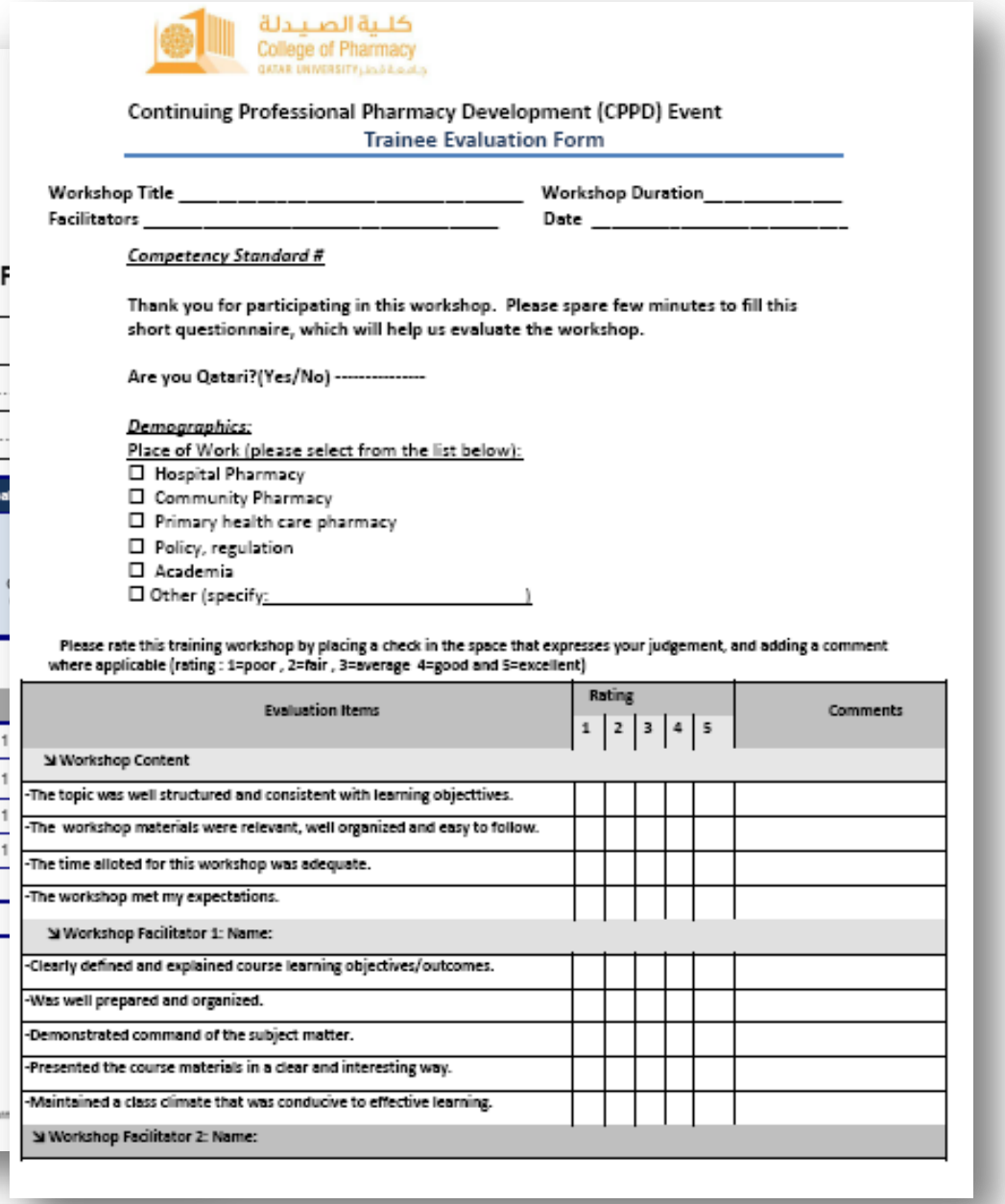
Title of Workshop:
Workshop Started at:.....PM Ended at: .....
Workshop Location: Trainer's Name:(optional) .....

LEARNING EXPERIENCE: Please rate the learning outcomes below using the following rating sca				
1 I have little or no understanding of the concepts covered	2 I have basic understanding of the concepts covered, but cannot demonstrate it	3 I have good understanding of the concepts covered and can demonstrate it with assistance	4 I have full understanding of the concepts covered and can demonstrate without assistance	

HOW WOULD YOU RATE YOUR LEARNING EXPERIENCE ON THE FOLLOWING AREAS:

BEFORE TRAINING					
1	2	3	4	5	1.
1	2	3	4	5	2.
1	2	3	4	5	3.
1	2	3	4	5	4.

Continuing Education Office 1 of 2 Training Program Assessment For



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Continuing Professional Pharmacy Development (CPPD) Event
Trainee Evaluation Form

Workshop Title _____ Workshop Duration_____
Facilitators _____ Date _____

Competency Standard #

Thank you for participating in this workshop. Please spare few minutes to fill this short questionnaire, which will help us evaluate the workshop.

Are you Qatari?(Yes/No) ----------

Demographics:
Place of Work (please select from the list below):
- ☐ Hospital Pharmacy
- ☐ Community Pharmacy
- ☐ Primary health care pharmacy
- ☐ Policy, regulation
- ☐ Academia
- ☐ Other (specify:_____)

Please rate this training workshop by placing a check in the space that expresses your judgement, and adding a comment where applicable (rating : 1=poor , 2=fair , 3=average 4=good and 5=excellent)

Evaluation Items	Rating 1	2	3	4	5	Comments
Workshop Content						
-The topic was well structured and consistent with learning objecttives.						
-The workshop materials were relevant, well organized and easy to follow.						
-The time alloted for this workshop was adequate.						
-The workshop met my expectations.						
Workshop Facilitator 1: Name:						
-Clearly defined and explained course learning objectives/outcomes.						
-Was well prepared and organized.						
-Demonstrated command of the subject matter.						
-Presented the course materials in a clear and interesting way.						
-Maintained a class climate that was conducive to effective learning.						
Workshop Facilitator 2: Name:						

Feedback on April, 24th CPPD sessi

- Generally speaking the event went well. It was well-organize
  manner. The speakers were highly prepared, provided their b
  tried hardly to satisfy almost all the audience

- **Few issues worth highlighting though:**
  - The time issue; since the didactic lecture took more time c
    audience were already kind of bored because of the long
  - In my opinion, the concept of care planning was not trans
    meaning. It was kept as a concept. During the cases, many
    able to identify appropriate goals, or appropriate time fra
    think it would have been better to spend more time doing
    audience specially that most of them are either from comi
    hospital pharmacists but not clinical ones. So the idea of c
    alternatives, knowing what the guidelines really recomme
    audience
  - Pharmaceutical care planning and SOAP note writing are t
    them together led to some distractions of the audience. N
    were aiming for more oriented examples pertaining to all
    HGH, HH, NCCCR,..) and vice versa with community/HC. I t
    those were separated into different sessions so that deep
    manner that would benefit all audience
  - The room was almost filled with pharmacists but the prob
    think not all figures were clear and some were small to be
    clearly. This could have caused losing some of the audien
  - If possible for next time, during the discussions with the p
    if the lecturer asked a question or opened a discussion), t
    cover as much as possible of the area. Many pharmacists
    answers to the questions but because they were at the en
    which caused them at the end to stop participating!
  - For the pre-post quiz, I think you might need to incorpora
    question where you anticipate none of the audience to ge
    those who got 5/5 from the pre- weren't much interested
    to what would be given. They were thinking that they are
    the content. Putting at least one DIFFICULT question woul
    answer and thus would stay focus.

- **Case Discussions**
  - Case discussion session went well. The four groups (hospi
    enthusiastic and all members were participating with diffe
    held as needed and settling to an opinion took place at th

Dana Bakdach

Sunday, April 28, 2013

Raja Barazi

Title: Feedback on March, 19th, 2013 CPPD session entitled as medication therapy management
Date: April, 10th, 2013
Group 1:

- Group was assigned to provide a rational for MTM project
- Members were all hospital pharmacists
- Team members were able to rationalize their service based on what was presented in the dedicated lecture
- Observations on group performance :
  - Understanding that MTM is a special service that is provided for patients with multiple medical conditions, patients who are at higher risk for experience ADRs (geriatrics, pregnant ladies, impaired kidney function patients, impaired hepatic function patients) , and those with serious conditions
  - Identifying the different steps included in MTM including comprehensive revision of the patient case, monitoring, follow up, and referral
  - Linking the application of this service to decreasing the cost which is crucial for the acceptance of their proposal when reviewed by the stakeholders
- Overall intra-group discussion and communication was fascinating and it was obvious that the group had absorbed the lecture content and did their best to apply it while performing the post lecture exercise

Group 2:

- Group was assigned to describe the structural and other requirements required for establishing the MTM service:
- Members were a mixture of 2 students, 1 community pharmacist, 1 medical representative, and 1 clinic pharmacist
- Intra-group communication was respectful but there was a communication gap due to the difference in practice setting which take a longer time from each member to explain his/her idea to the other group members and more effort from the facilitator to ensure the smooth progression of the exercise outcome
- Highlights of group members comprehension and application of dedicated lecture content :
  - Although it took time to efficiently start the discussion, members raised the idea of formulating regulations, having access to electronic health records, standard operating procedures, and marketing tools
  - They bring up the importance of initiating training programs
  - They attractively overlapped with the other groups when they mentioned cost and other basic technical requirements such as computers, telephones, as well as the different types of promotional materials

Overall: based on my observations, I can see that both groups had fully digested the lecture content. Focusing on building creative working groups and having authorities support they will create successful MTMSs

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CONTINUING PROFESSIONAL DEVELOPMEN
2014-2015 Activity Details

#	Month	Topic	Speakers (affiliations)
1-	Sep 30	Launching: Advancing Pharmacy Practice in Qatar: A Regulator- Academia Partnership Model	Dr. Samar Albsoud (SCH
2-	Oct 21	Counseling on Natural Health Products: A tool Kit to Pharmacists	Dr Sherief Khalifa (CPH), Dr Maral Yazdandoost (CPH), Dr. S K (Well care group)
3-	Nov 17	OSCEs: How to achieve practice standards for licensure and continual competency assessment	Dr. Kyle Wilby (CPH), Dr. N Kheir (CPH)
4-	Dec 22	The care for geriatric patients	Dr. Monica Zolezzi (CPH), N Al Salimy (Hamad Medic Corporation-HMC)
5-	Jan 19	Patient Safety	Dr. Shane Pawluk (CPH), Hisham Aljadhey (King Sa University), Mr. Imran Khu (HMC)
6-	Feb 23	Online Drug Information Resources: A Toolkit to help pharmacists get it right	Mrs. Alla El Awaisi (CPH), Eman Remodan (HMC)
7-	April 20	An Introduction to Pharmacogenomics	Dr. Hazem Elewa (CPH)
8-	May 12	Pharmacist Management of Diabetes Patients during Ramadan	Dr. Kerry Wilbur (CPH), D Nadir Kheir (CPH)
9-	Jun 15	How to educate newly diagnosed cancer patients in the day care	Dr. Shereen El Azzazy (Nati Center of Cancer Care ar Research-NCCCR), Dr. Far Jibril (NCCCR)

COLLEGE OF PHARMACY

QATAR UNIVERSITY

CONTINUING PROFESSIONAL PHARMACY DEVELOPMENT
2015-2016 Activity Details

#	Month	Topic	Proposed Speaker(s)	Need Assessment
1.	Oct 21st	New Models of Healthcare: Evidence from Research Findings		Observed Need
2.	Nov 23rd	A bundle of Communication Skills to the healthcare provider		Expressed need
3.	Dec 26th	Sport Pharmacy: A role for the Pharmacist?		Emerging professional service
4.	Jan 18th	Travel Medicine: An opportunity for interprofessional healthcare providers		Emerging professional service
5.	Feb 22nd	Managing Diabetes: an Interprofessional Collaborative Approach		Expressed need
6.	Mar 22nd	Exercise and Life Style Modification as a Tool in Cardiac Rehabilitation: What does it mean exactly?		Observed Need
7.	April 25th	Conducting Medication Management: an emerging service		Expressed need/emerging professional service
8.	May 23rd	Women Health		Expressed need

CPD Archive-CPH-QU-2016

ase arrange yourselves in groups with a facilitating
ert assessor'
unteer to complete a role play
erve others and provide feedback on both content
communication skills
briefing session wi
end of the activity for
arge group

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QATAR UNIVERSITY جامعة قطر

برنامج التطوير المهني في الصيدلة
Continuing Professional Pharmacy Development

CPPD#9: Pharmacist Management of Diabetes Patients during Ramadan

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برنامج التطوير المهني في الصيدلة
Continuing Professional Pharmacy Development

CPPD#10: "How to Educate Newly Diagnosed Cancer Patients in the Day Care"

REFERENCES

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- Pharmacy Council of New Zealand 2011, *Code of Ethics*, accessed 10 June 2015, <http://www.pharmacycouncil.org.nz/cms_show_download.php?id=200>.
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- Royal Pharmaceutical Society of Great Britain 2007, *Code of Ethics for Pharmacists and Pharmacy Technicians,* accessed 10 June 2015, <http://www.rpharms.com/code-of-ethics-pdfs/coeppt.pdf>.
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