



MBRU's Experiences with Abruptly Transitioning Medical Programs to Distance Learning at the Onset of COVID-19



جامعة محمد بن راشد
للطب والعلوم الصحية
MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES



جامعة محمد بن راشد
للطب والعلوم الصحية

MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES

Research Team

Farah Otaki

Manal Al-Halabi

Shroque Zaher

Fatemeh Amir Rad

Nabil Zary

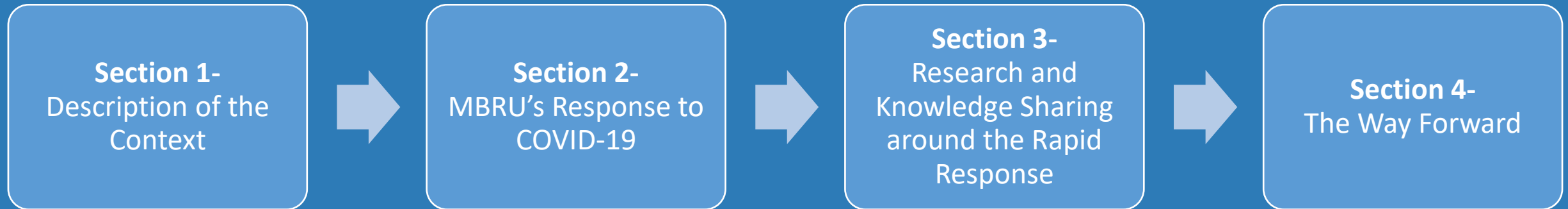
Stefan Du Plessis

Ibrahim Inuwa

Ritu Lakhtakia

Zaid Baqain

Overview:





Vision

A global hub for innovative and integrated healthcare education and research at the service of humanity

Mission

To advance health in the UAE and the region, through an *innovative and integrated academic health system*, that is nationally responsive and globally connected, serving individuals and communities

MBRU Values



RESPECT



INTEGRITY



CONNECTIVITY



GIVING

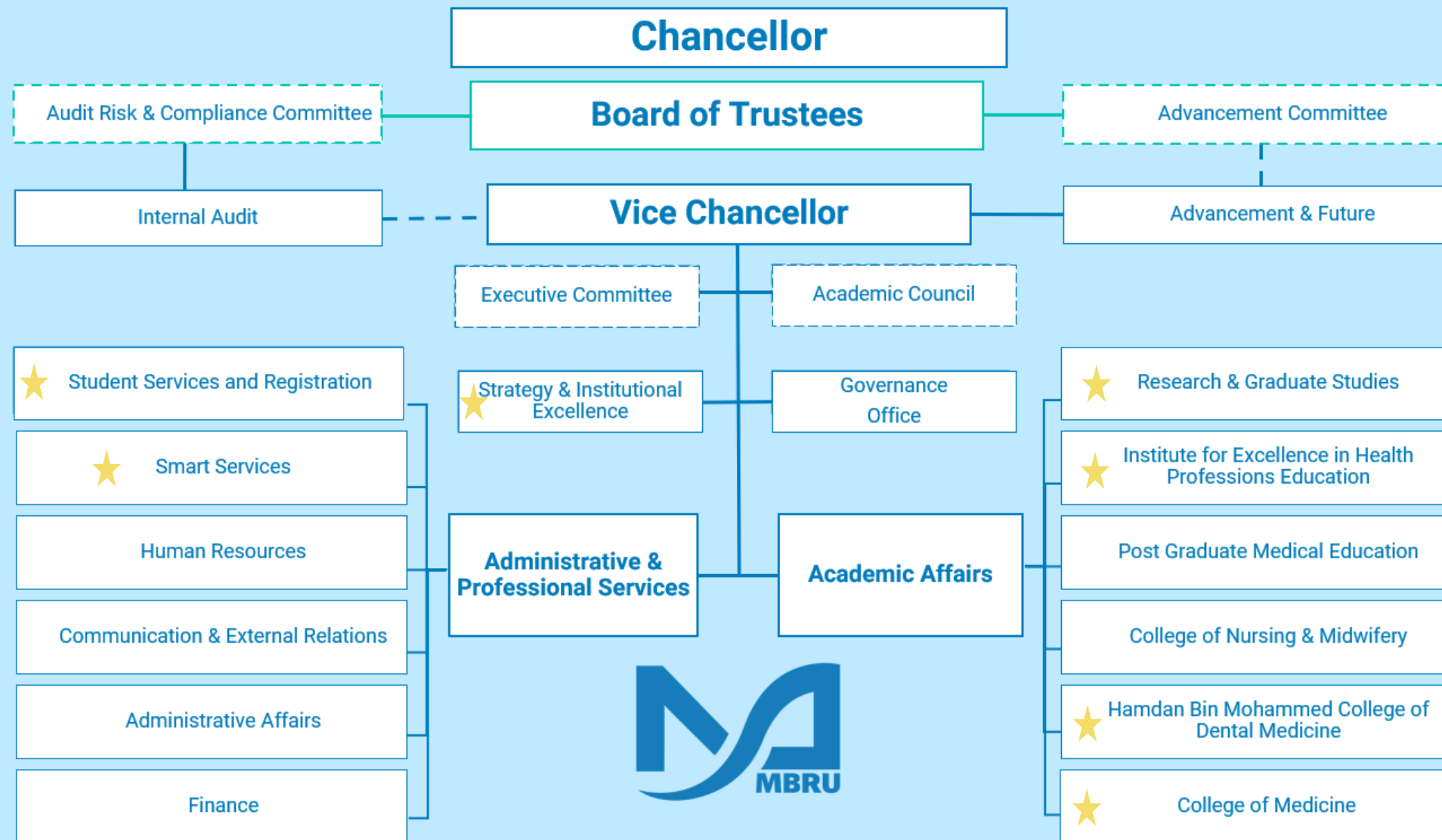


EXCELLENCE

MBRU Organizational Structure



Governance @



Our Programs



Education @



🏛️ College of Medicine

- 🎓 Bachelor of Medicine and Bachelor of Surgery
- 🎓 MSc in Biomedical Sciences

🏛️ College of Nursing and Midwifery

- 🎓 MSc in Cardiovascular Nursing
- 🎓 MSc in Pediatric Nursing

🏛️ Hamdan Bin Mohammed College of Dental Medicine

- 🎓 MSc in Endodontics
- 🎓 MSc in Prosthodontics
- 🎓 MSc in Periodontology
- 🎓 MSc in Pediatric Dentistry
- 🎓 MSc in Orthodontics



Our Faculty and Staff



Education @



61
Faculty

155
Staff

28

Nationalities



18%

UAE Nationals



49%

Women





Academic Year: 2019-20
368
Total students

39

Nationalities



36%

UAE Nationals



73%

Women



Coronavirus: UAE records first case

► Chinese family from Wuhan city went to a clinic after feeling unwell, one week into their holiday in Emirates

They arrived in the Emirates on January 16 and took the grandmother to a doctor with flu-like symptoms on January 23, a top health official said.

<https://www.thenationalnews.com/uae/health/coronavirus-uae-records-first-case-1.971253>

Feb 2nd, 2020

External Trigger to Change

31 Dec 2019

Wuhan Municipal Health Commission, China, reported [a cluster of cases of pneumonia](#) in Wuhan, Hubei Province. A novel coronavirus was eventually identified.

<https://www.who.int/news/item/27-04-2020-who-timeline---covid-19>

WHO declares coronavirus pandemic

Director general says his organisation is 'deeply concerned ... by alarming levels of inaction'

● [Coronavirus latest - live updates](#)



<https://www.theguardian.com/world/2020/mar/11/who-declares-coronavirus-pandemic>

A screenshot of a Twitter post from @MOEUAOfficial. The tweet text reads: "All schools & universities in the UAE will be closed for 4 weeks starting Sunday March 8. Facilities will be deep cleaned during this time." Below the text is a graphic with green and red geometric shapes and the same text. The tweet is timestamped 12:28 AM · Mar 4, 2020. The profile picture of @MOEUAOfficial is visible in the top left corner.

وزارة التربية @MOEUAOfficial

All schools & universities in the UAE will be closed for 4 weeks starting Sunday March 8. Facilities will be deep cleaned during this time.

All schools & universities in the UAE will be closed for 4 weeks starting Sunday March 8. Facilities will be deep cleaned during this time.

12:28 AM · Mar 4, 2020



جامعة محمد بن راشد
للطب والعلوم الصحية
MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES



Operation of Educational Establishments during the Pandemic: Protocols & Procedures

First Release 1.0



www.moe.gov.ae



The Purpose of the Document

This document outlines the protocols, requirements, and precautionary measures that all educational establishments in the UAE should follow in order to achieve a safe, healthy, and learning-stimulating learning environment when educational establishments are opened during the outbreak of the Covid-19 pandemic. This Document relies on the general framework adopted by the UAE for the re-opening of educational establishments at the time of the outbreak of Covid-19 pandemic.

This Document may be changed or amended without notice, as directed by the authorities concerned or the relevant authorities of the Government or the Emirate, at any time, depending on developments.

Ministerial Decree No. (237) of 2020
regarding implementing distance learning in higher
education institutions *until the end* of the academic year
2019-2020
08 March 2020

UNITED ARAB EMIRATES
MINISTRY OF EDUCATION



الإمارات العربية المتحدة
وزارة التربية والتعليم

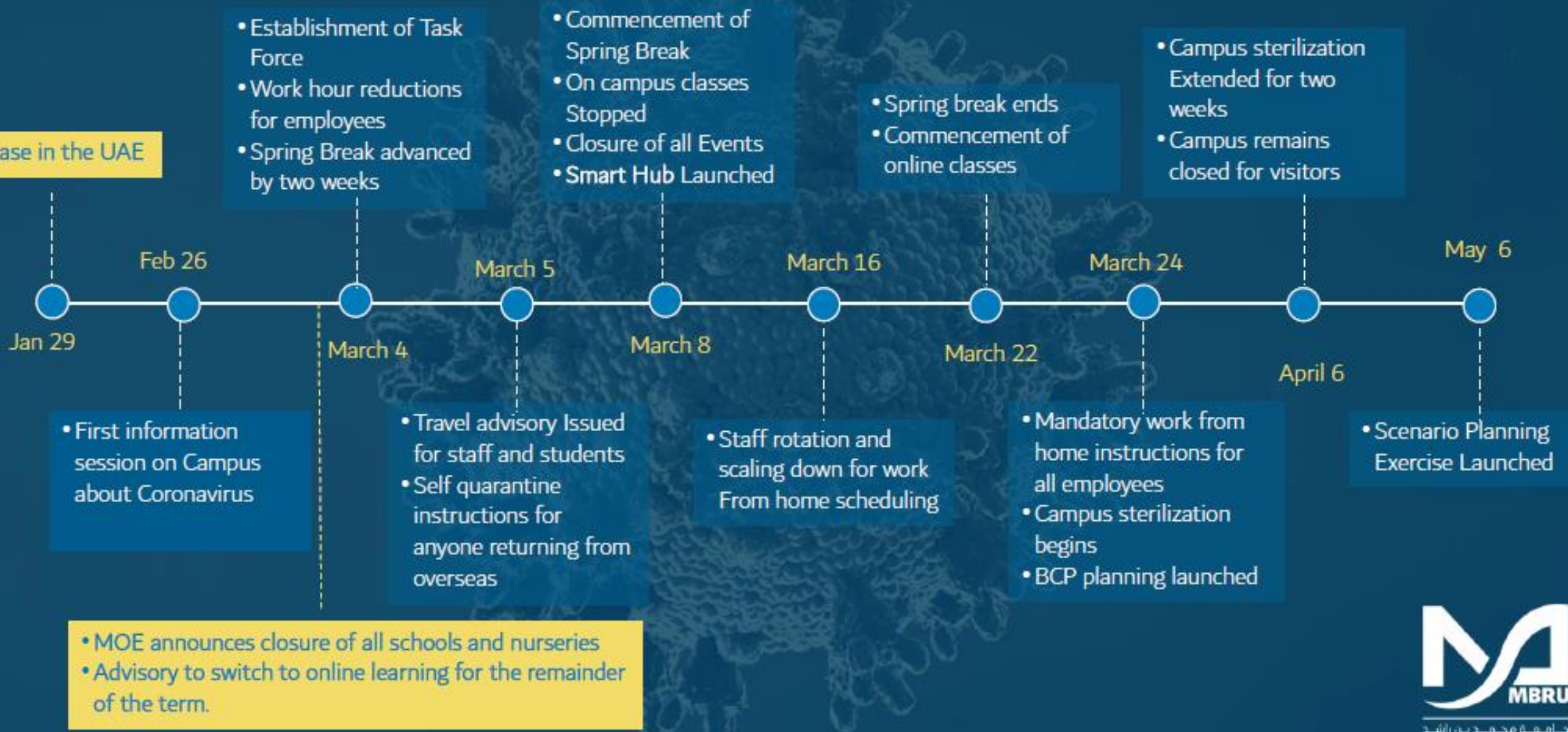
**Circular Regarding Study under the Pandemic in Higher Education Institutions for the
Academic Year 2020-2021**



جامعة محمد بن راشد
للطب والعلوم الصحية
MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES

Timeline of events

1st case in the UAE



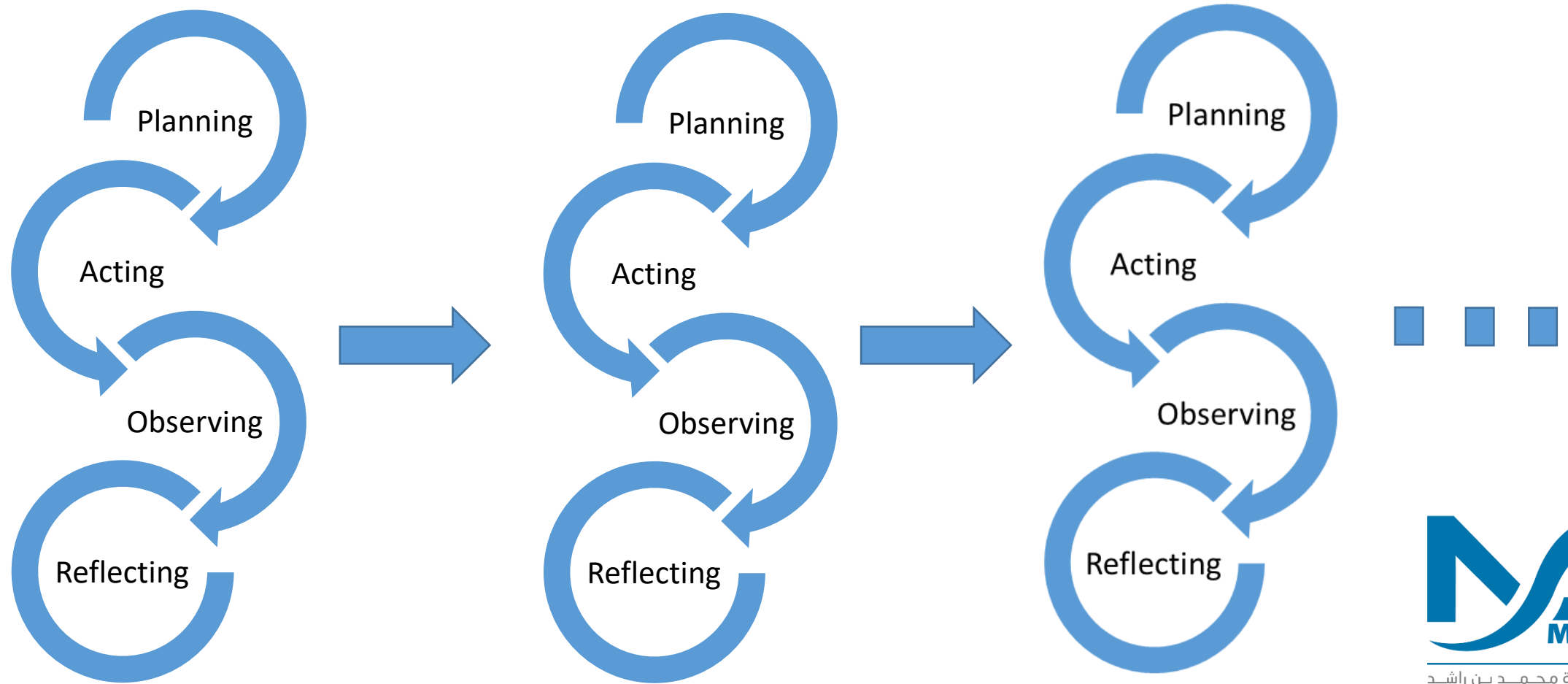
Section 1 Questions and Answers



University Response

The university set-up a COVID-19 taskforce that steered *the Rapid Transition*

Action Research



جامعة محمد بن راشد
للطب والعلوم الصحية
MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES

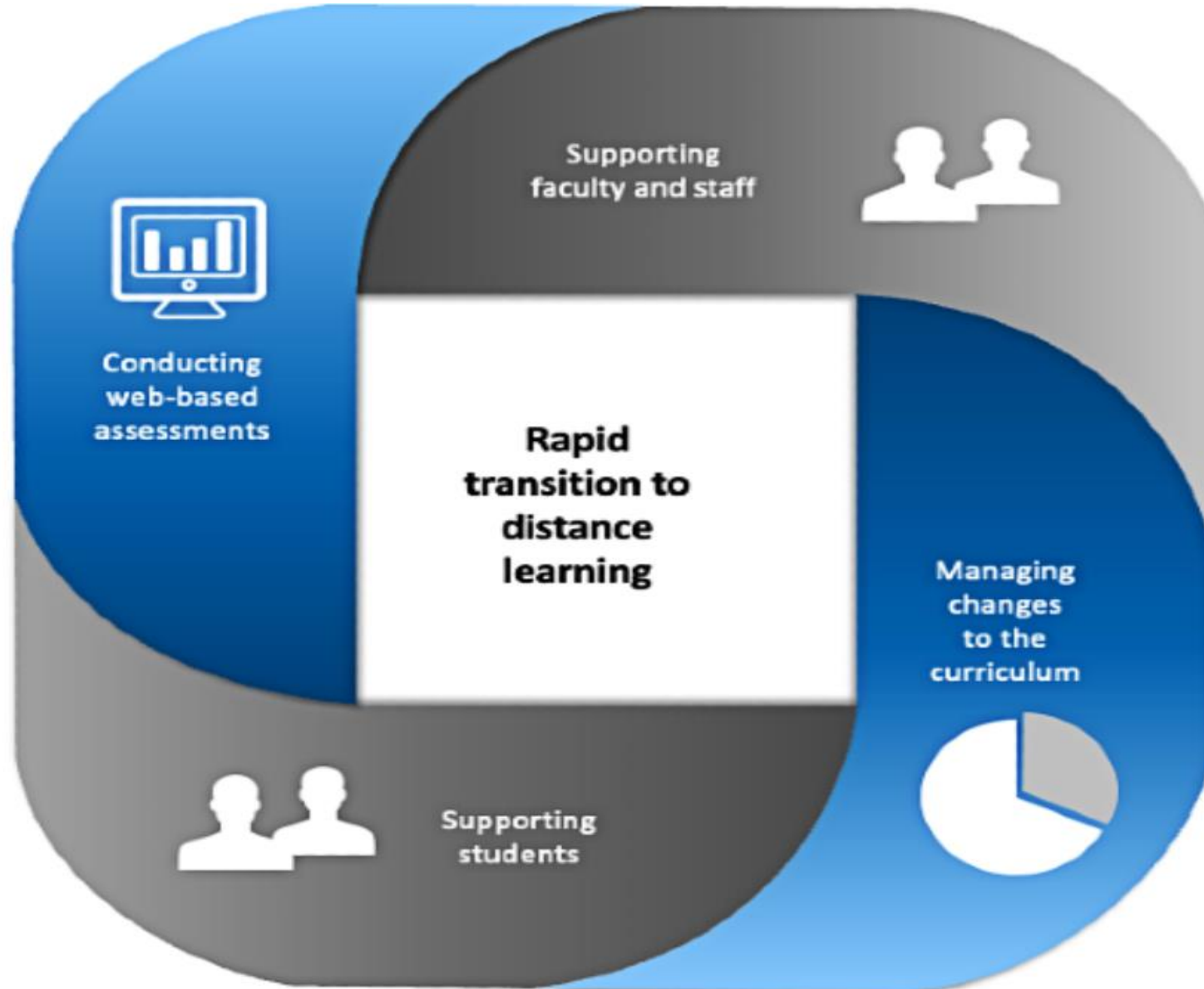
Rapid Transition: Planning Phase

Determining the objective of the transition, and the path and means toward attaining it:

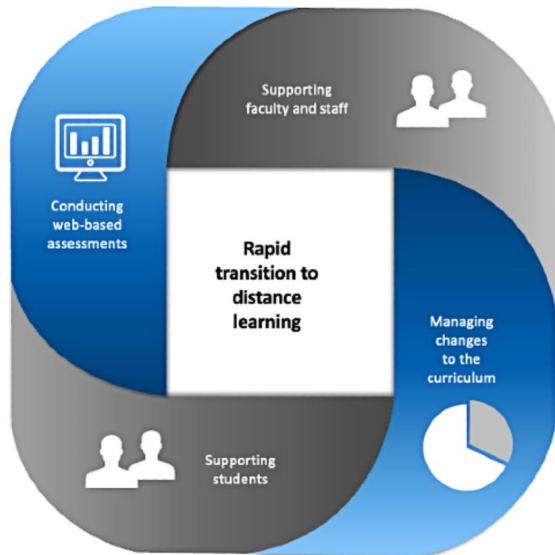
- ❖ Ultrarapid (a narrow 2-week period)
- ❖ Strategic approach:
 1. ensuring the completion of the planned curriculum delivery and assessment for the academic year with reasonable modifications,
 2. upgrading digital resources,
 3. upskilling, and supporting faculty, staff, and students, &
 4. ensuring safety by complying with health and education regulatory bodies.
- ❖ “Reinforcing existing digital resources”, and “faculty and student onboarding” were assigned top priority



Rapid Transition: Acting Phase



Rapid Transition: Acting Phase



Supporting the Faculty in Curriculum Delivery Through Distance Learning:

- ❖ Raising faculty awareness of available resources to support distance learning
- ❖ Faculty learning and development
- ❖ Supporting the mental health of the faculty and staff

Institute for
Excellence in
Health
Professions
Education

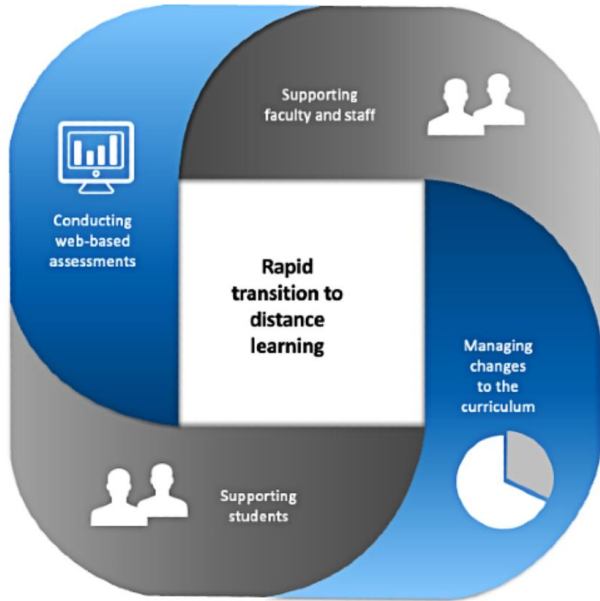
Colleges

Smart
Services

University
counselor



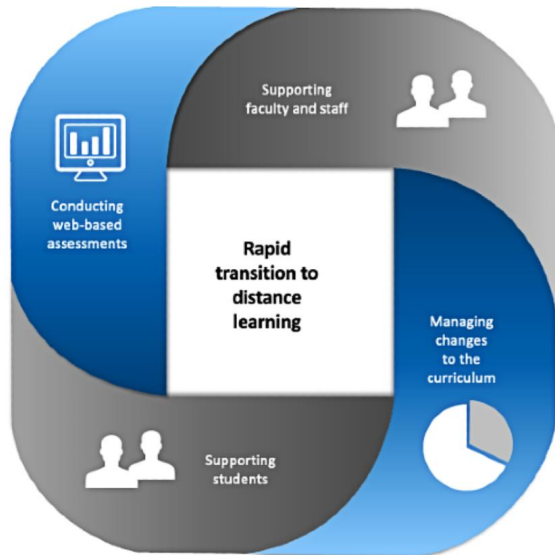
Rapid Transition: Acting Phase



Managing Changes to the Curriculum

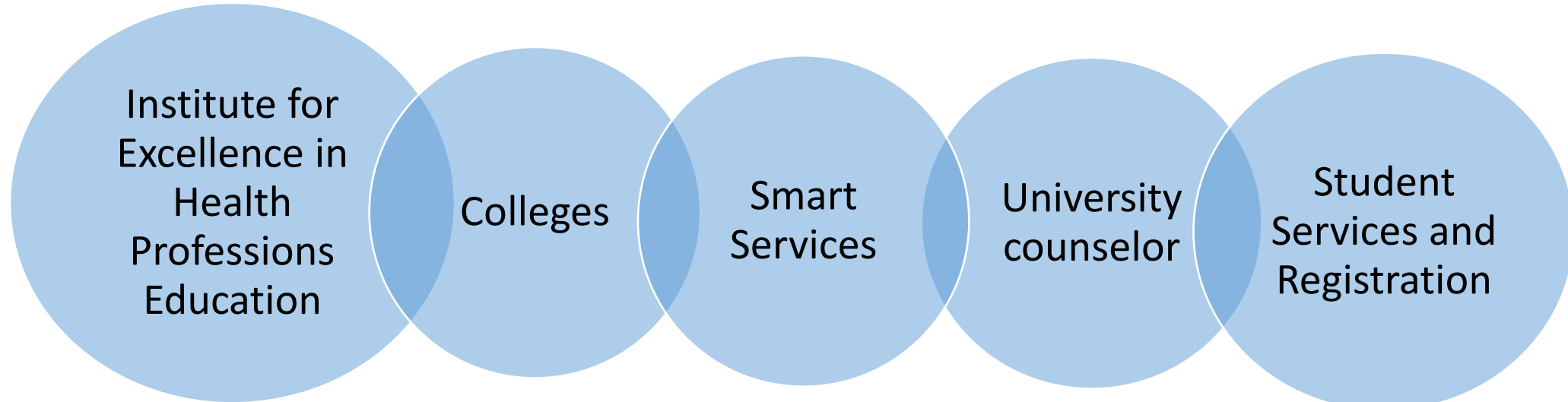
- ❖ A gap analysis was performed to ascertain the impact of reverting to web-based learning on the curriculum outcomes of the respective phases
- ❖ All didactic teaching was carried out on the internet
- ❖ Concerted efforts were made to *compensate* for the lost clinical experience through (increased) virtual case-based discussion sessions

Rapid Transition: Acting Phase

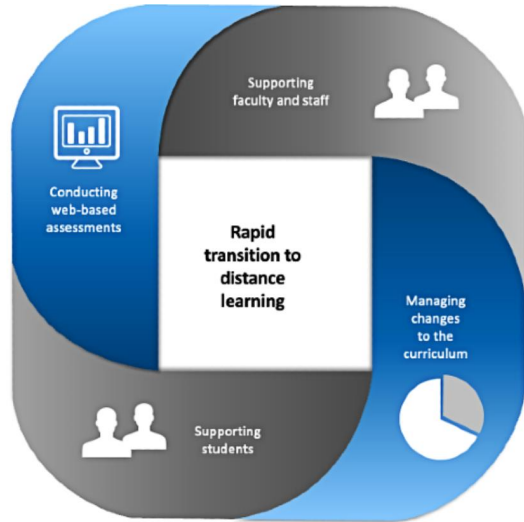


Supporting Students During Web-Based Learning:

- ❖ Communication With the Students
- ❖ Students' Connectivity and Readiness
- ❖ Students' Connectedness and Engagement
- ❖ Students' Health, Well-being, and Mental Health Support



Rapid Transition: Acting Phase



Conducting Web-Based Assessments

- ❖ Maximizing formative Multiple-Choice Question (MCQ) type quizzes
- ❖ Web-based examination platform (ExamSoft) and remote proctoring
- ❖ Modified electronic versions of the OSCE generated in-house
- ❖ Oral clinical exams, which are based on unseen case-scenarios (Microsoft Teams)

Rapid Transition: Observing and Reflecting Phase

Challenges

- ❖ Clinical teaching: lack of experiential learning and means to assess clinical skills
- ❖ Diffusion of work-life boundaries
- ❖ Limited scope of interactions and levels of students' engagement (on-campus life of students and students' extracurricular activities were halted)
- ❖ High level of perceived uncertainty



Rapid Transition: Observing and Reflecting Phase

Triumphs

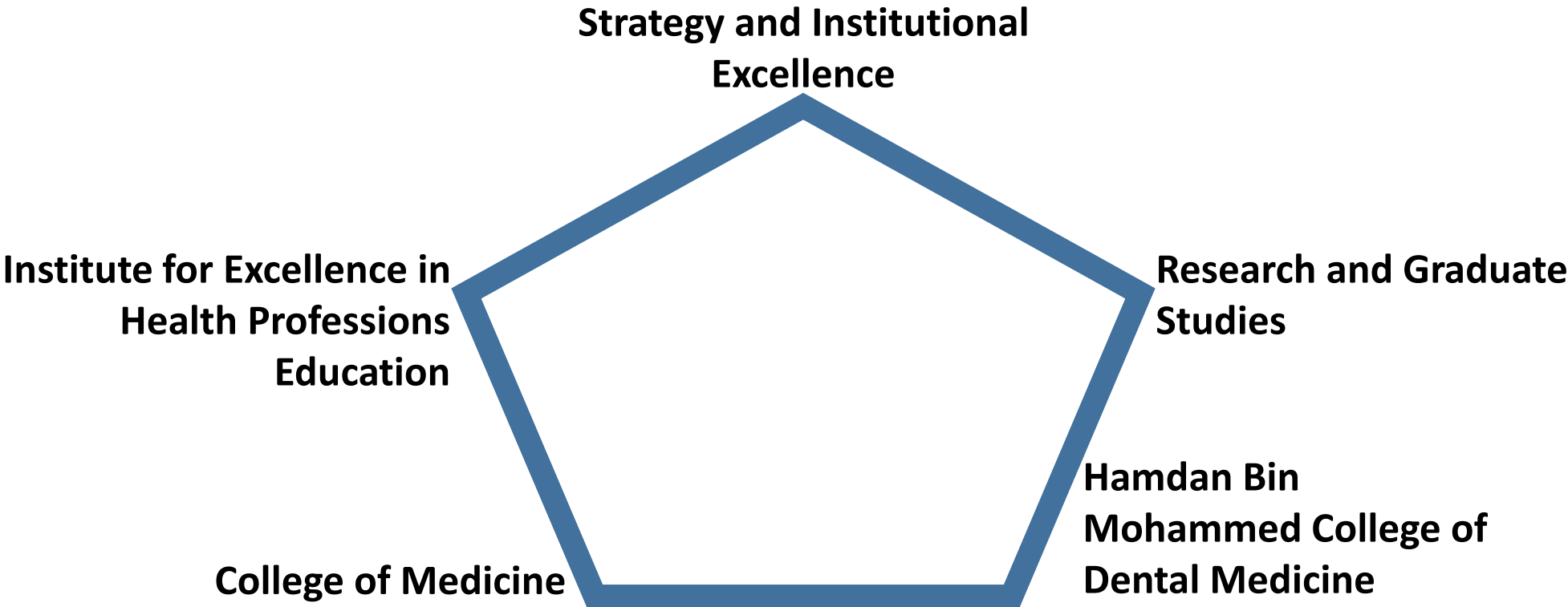
- ❖ Successful generation of a strong existing digital base
- ❖ Prospects for innovation
- ❖ A cohesive team- key to agility
- ❖ Both groups of stakeholders (students and instructors) were quite satisfied
 - The total average of satisfaction among stakeholders was 76.4%
- ❖ Long-lasting changes include a digital revolution, personalized certifications in digital teaching, and hybrid teaching



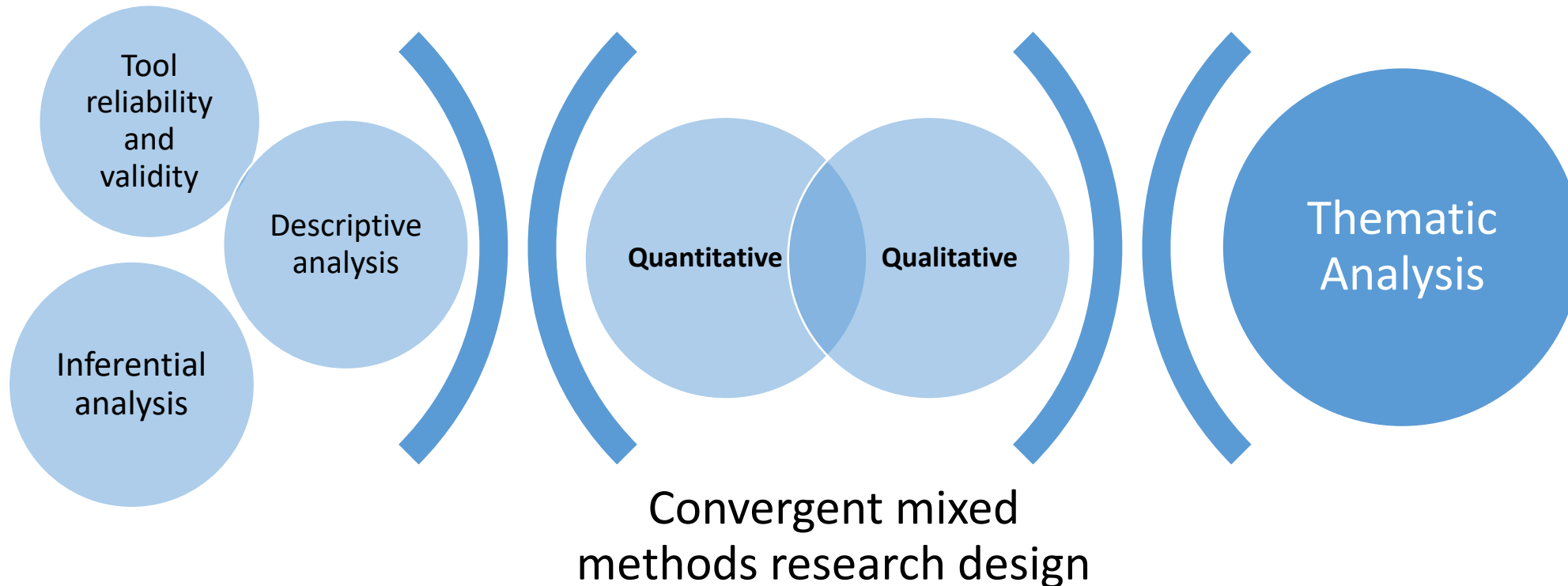
Section 2 Questions and Answers



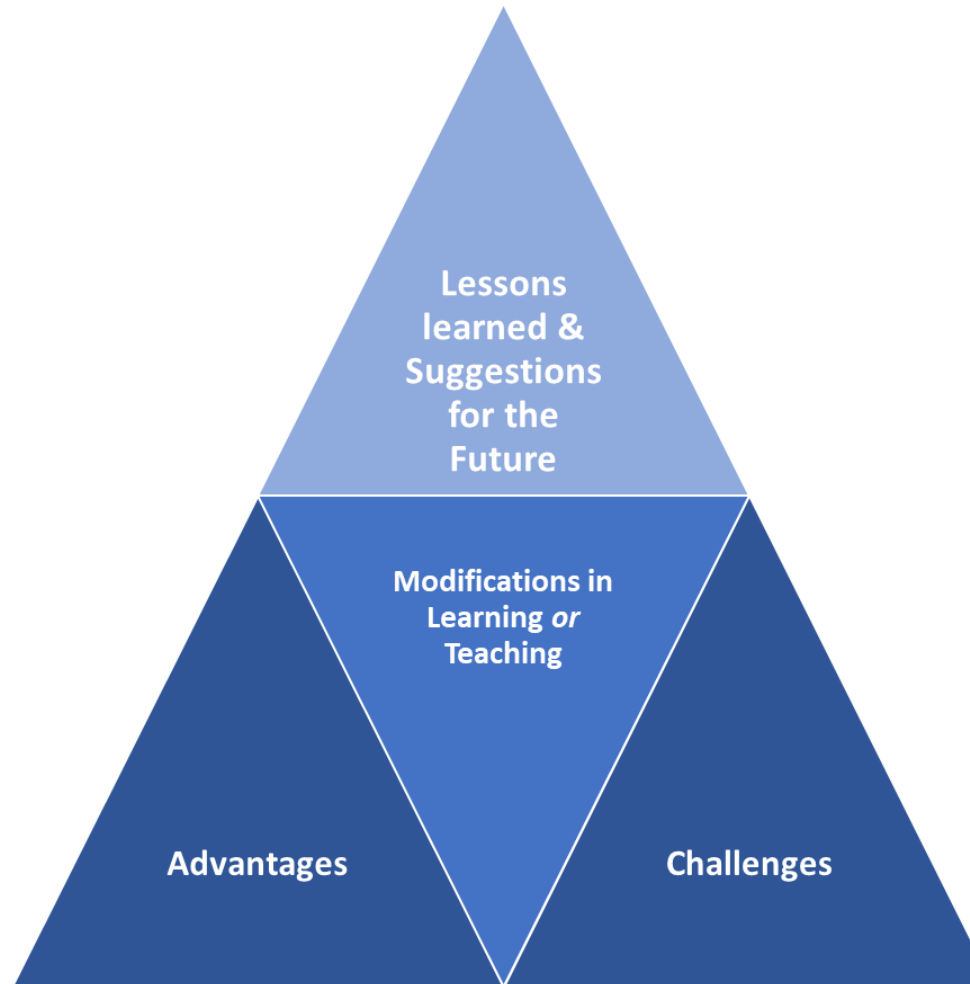
Teamwork & Co-creation: Interplay among Units



Scientific Research & Knowledge Sharing



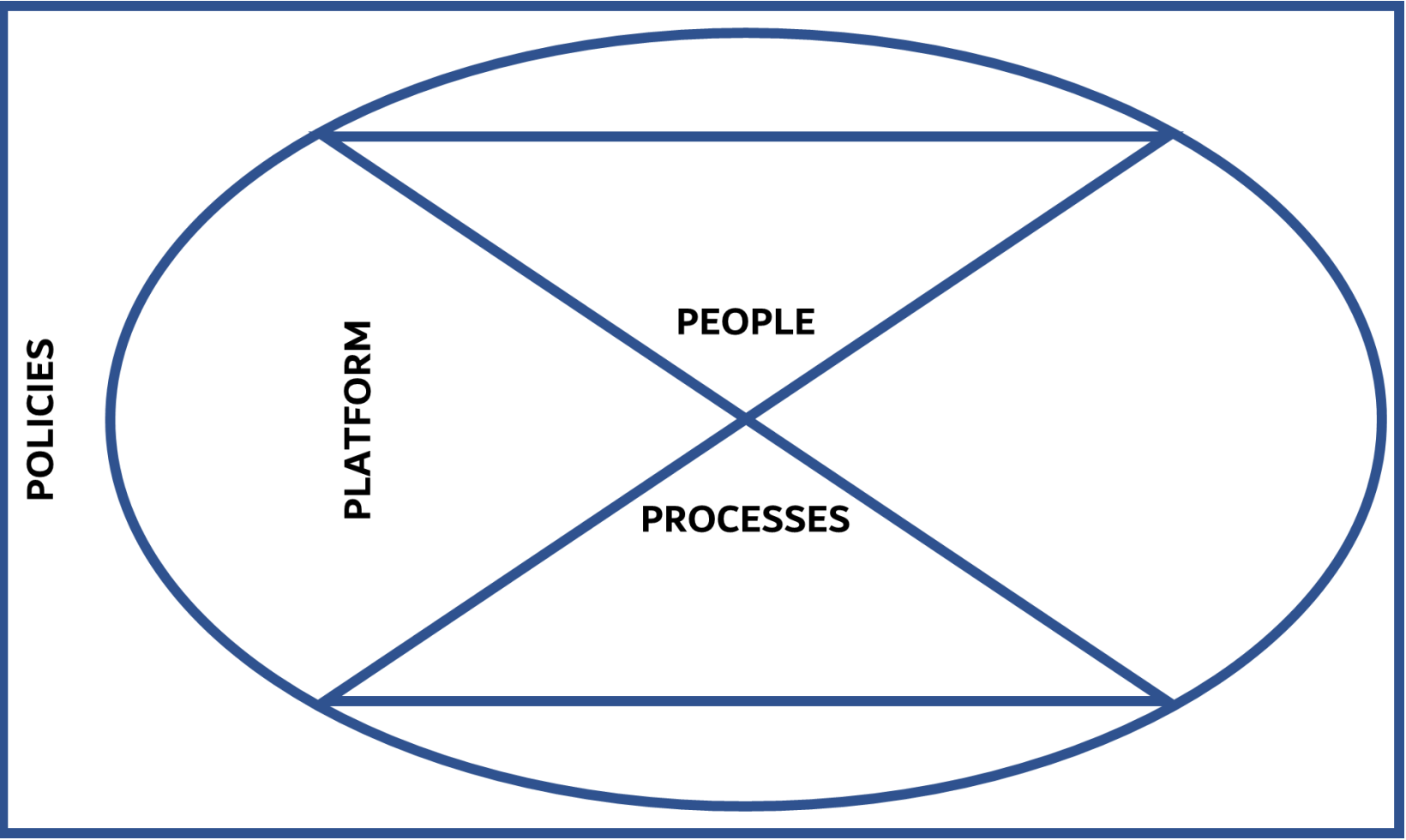
Generated Models: Contribution to Knowledge 01



Amir Rad F., Otaki F., Baqain Z., Zary N., AlHalabi M. (2020). Rapid transition to distance learning due to COVID-19: perceptions of postgraduate dental learners and instructors. PLoS ONE, 16(2). <https://doi.org/10.1371/journal.pone.0246584>



Generated Models: Contribution to Knowledge 02



Otaki F., Zaher S., Du Plessis S., Lakhtakia R., Zary N., Inuwa I. (2021) Introducing the 4Ps Model of Transitioning to Distance Learning: A convergent mixed methods study conducted during COVID-19 pandemic. PLoS ONE. 16(7). <https://doi.org/10.1371/journal.pone.0253662>



جامعة محمد بن راشد
للطب والعلوم الصحية
MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES

Section 3 Questions and Answers



Aftermath: Transitioning back...

Return to campus

- Vaccination support
- Personal and environmental safety practices

Pre-clinical learning and teaching

- Hybrid and blended pedagogy
- Simulated clinical learning with PPE
- On-site assessments

Clinical learning and teaching

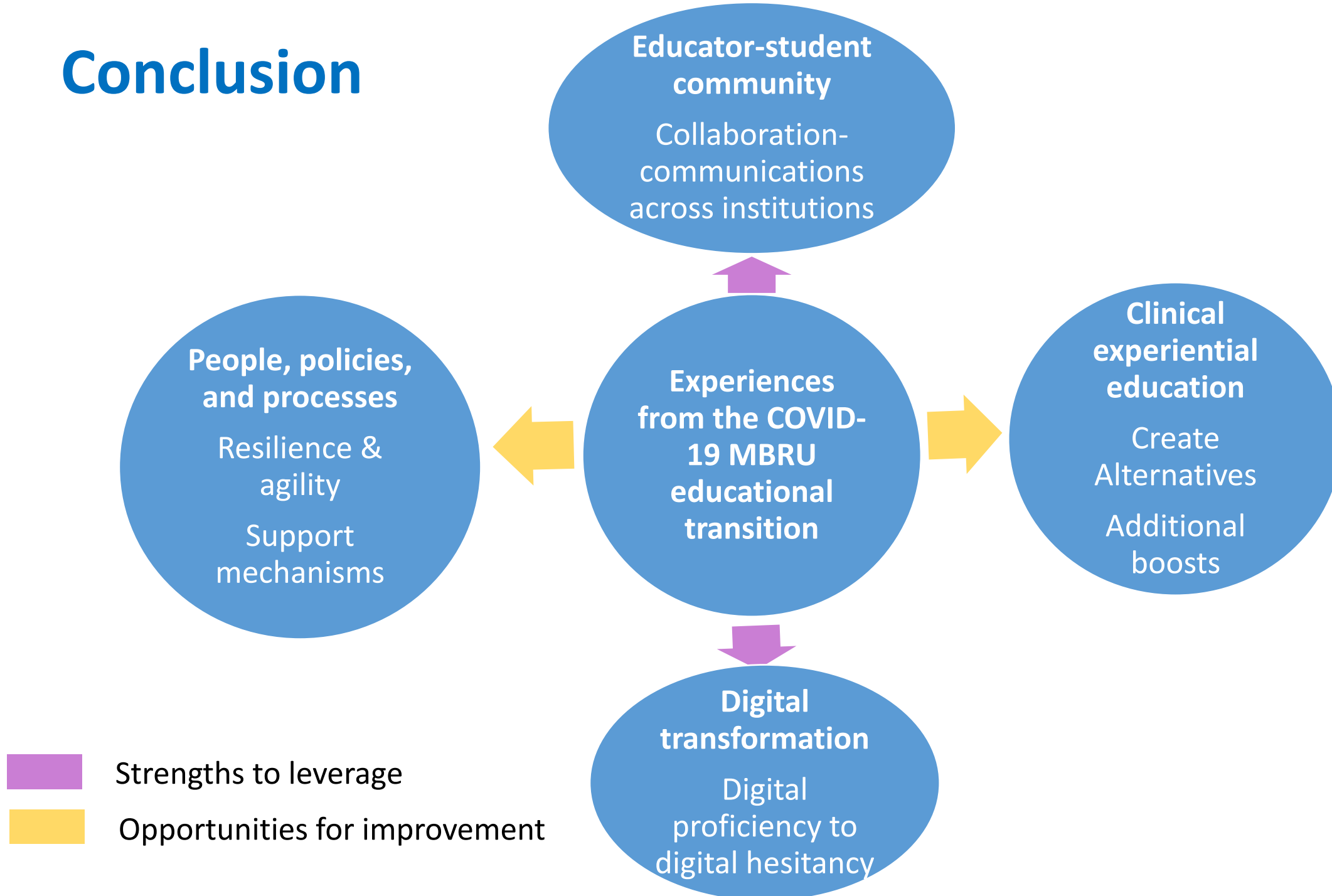
- Clinical site rotations/ practice
- Institutional educational collaboration and webinars
- Teleconsultation and community outreach enhanced



جامعة محمد بن راشد
للطب والعلوم الصحية

MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES

Conclusion



Final Section Questions and Answers



THANK YOU!



جامعة محمد بن راشد
للطب والعلوم الصحية
MOHAMMED BIN RASHID UNIVERSITY
OF MEDICINE AND HEALTH SCIENCES