



Could the Pandemic Have Been a Blessing in Disguise for Medical Education? Lessons Learned from MBRU's First-hand Experiences.

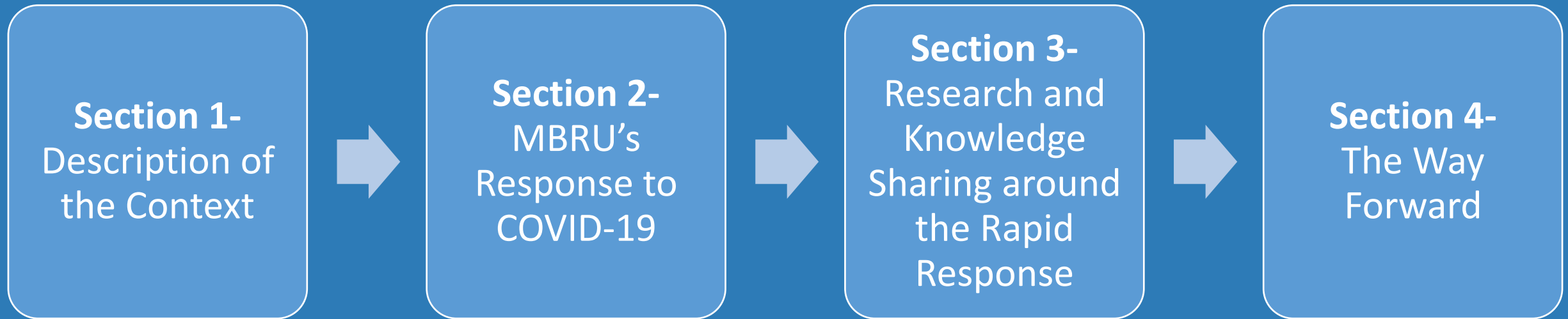
Farah Otaki BSc, MPH, CPH, MBA

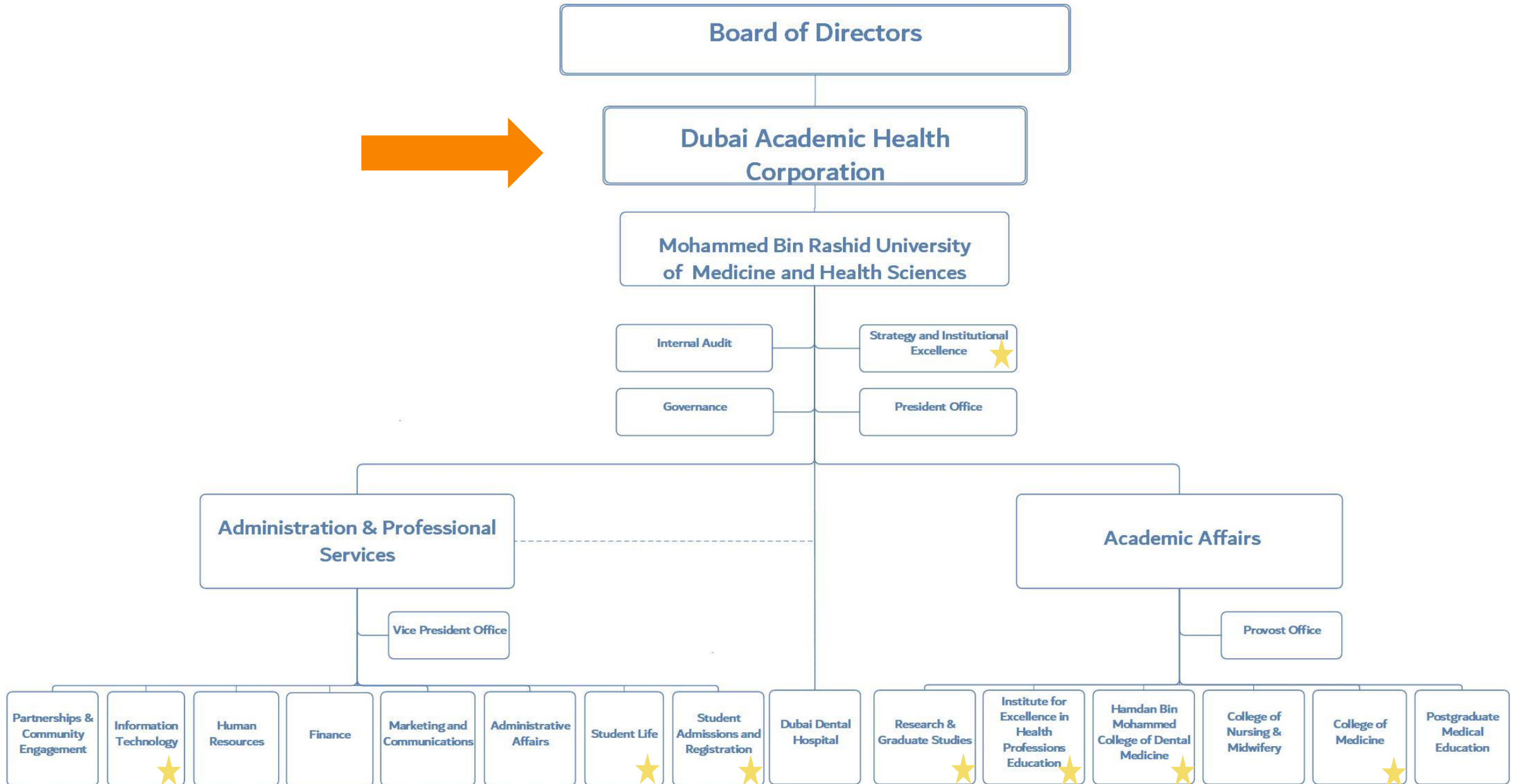
Senior Specialist- Strategy and Institutional Excellence at MBRU



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

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



Our Degree Programs






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

Deanship of Research and Graduate Studies

-  Ph.D. in Biomedical Sciences
-





Postgraduate Medical Education



Dental

- Endodontic Residency Program
- Dental Internship Program

} Training site:
Dubai Dental Hospital

Medical

- Al Jalila Children's Pediatric Residency Program
- Al Jalila Children's Child and Adolescent Psychiatry Fellowship Program



Our learners



Academic Year: 2021-22

420
Total Learners

43

Nationalities



34%

UAE Nationals



76%

Women





Our Faculty and Staff



86
Faculty

104
Staff

34

Nationalities



21%

UAE Nationals



52%

Women





Our Adjunct Faculty



377
Adjunct Faculty*

*primarily for the MBBS program





Our Alumni



110

New Graduates
in AY 2021/2022



237

Total number of Alumni
in AY 2021/2022



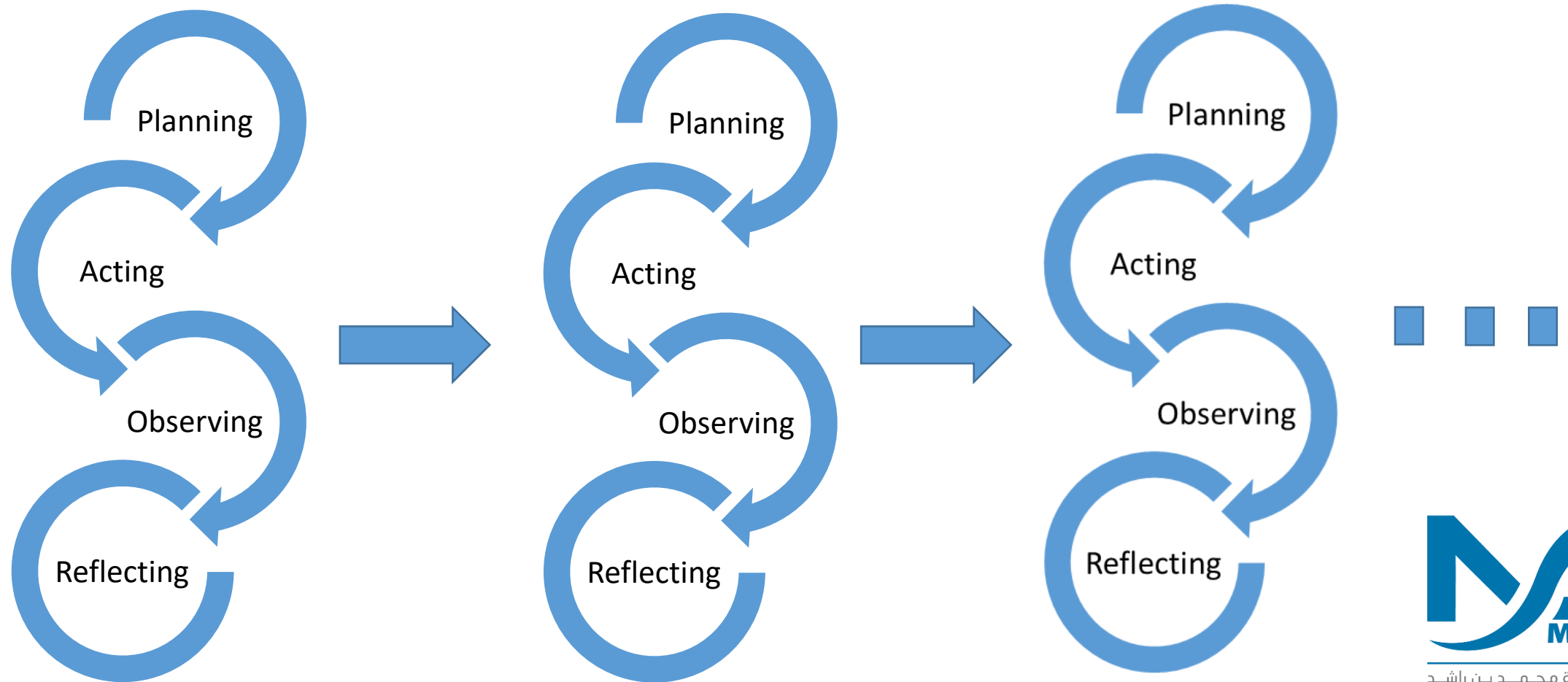
69%

UAE Nationals

University Response: Transition to distance learning

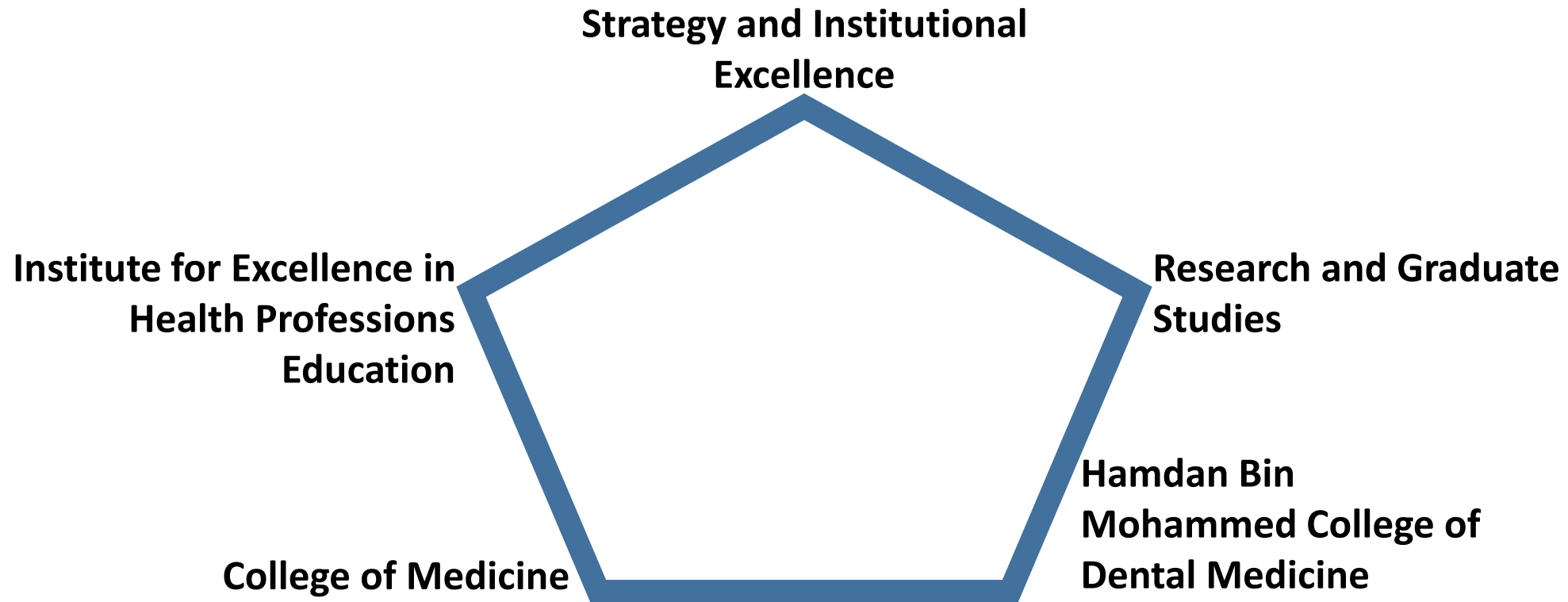
An in-house, cross-functional team of researchers collaborated to control for this process and document the experience in a scientific manner

Action Research



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Teamwork & Co-creation: Interplay among Units





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Research Team

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Shroque Zaher

Stefan Du Plessis

Zaid Baqain

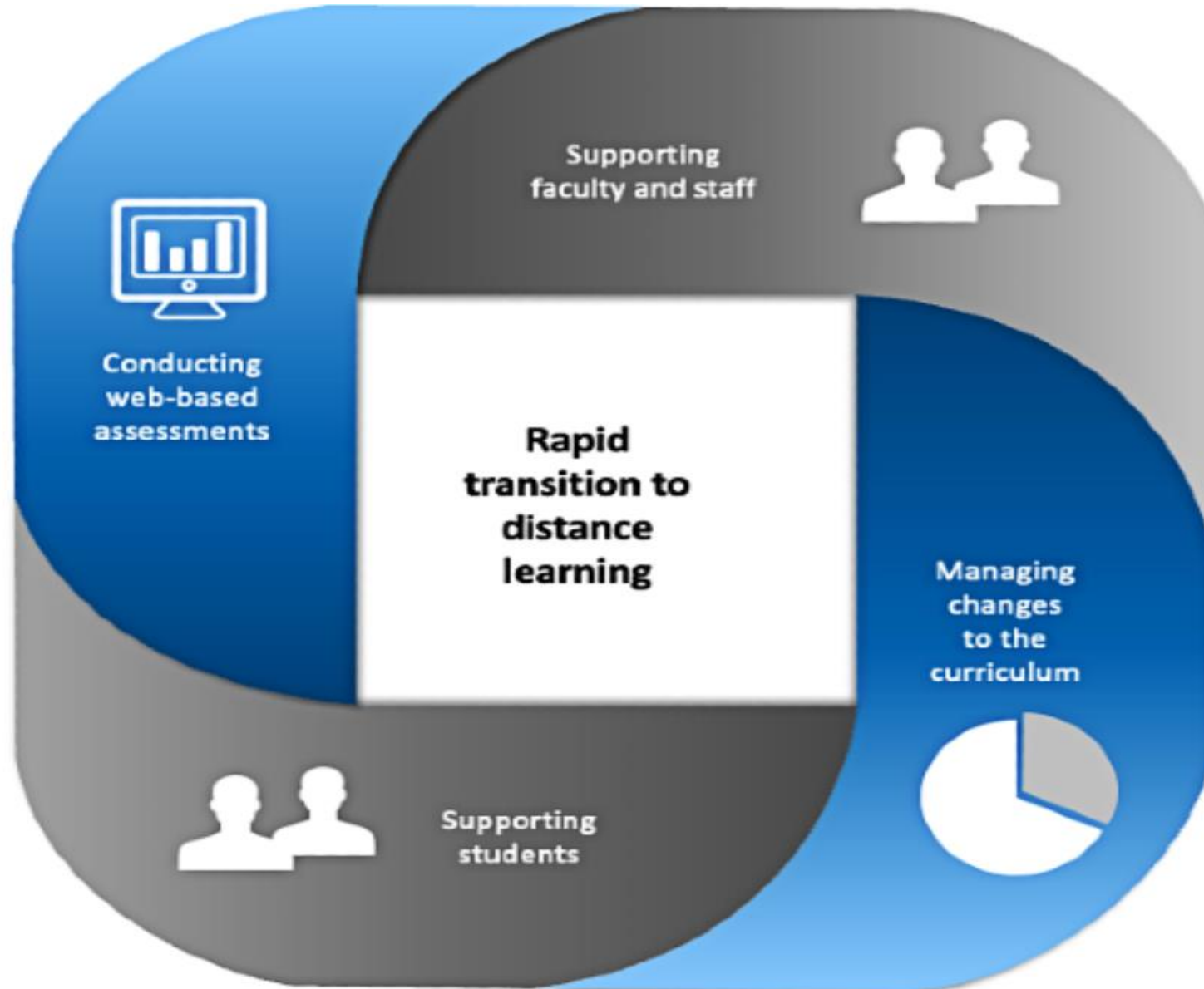
Rapid Transition: Planning Phase

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,
 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: Observing and Reflecting Phase

Challenges

- ❖ High level of perceived uncertainty
- ❖ Need to make ad-hoc decisions
- ❖ Clinical teaching
- ❖ Diffusion of work/ life boundaries
- ❖ Levels of students' engagement (on-campus student life was halted)



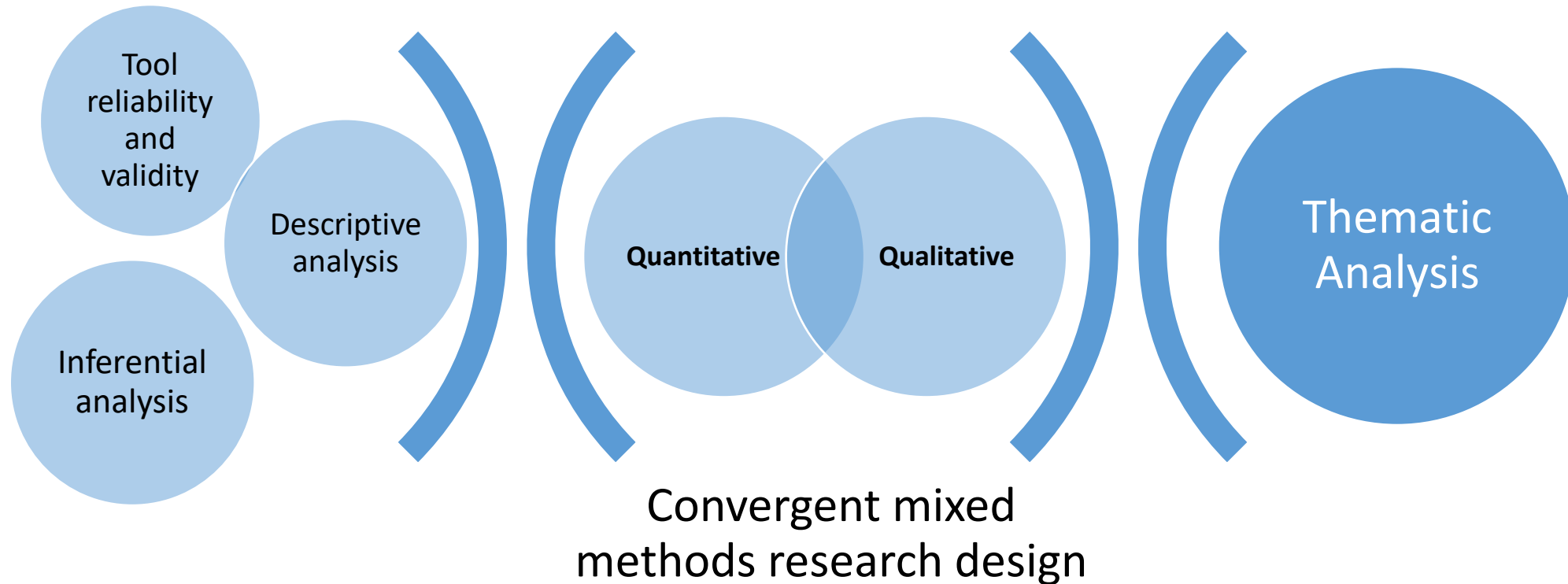
Rapid Transition: Observing and Reflecting Phase

Triumphs

- ❖ Digital base
- ❖ Innovation
- ❖ Team cohesion
- ❖ Rapid decision-making/ agility
- ❖ Total average of satisfaction- UG: 76.4% and PG: 84.63%
- ❖ Long-lasting benefits: a digital revolution, personalized certifications in digital teaching, hybrid teaching, and transferring of lessons learnt to eMMIs



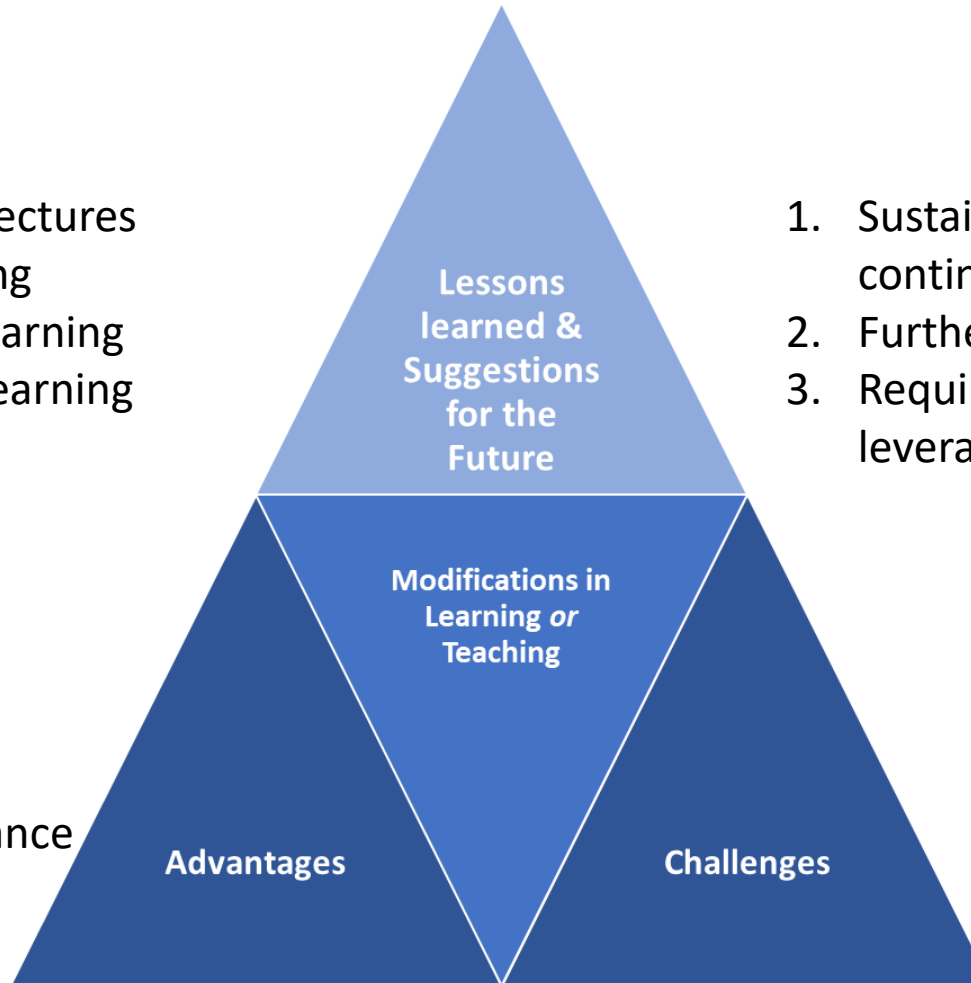
Research & Knowledge Sharing



Generated Models: Contribution to Knowledge 01

1. Shortening of lectures
2. Flipped Teaching
3. Self-directed learning
4. Collaborative learning

1. Efficiency
2. Convenience
3. Work-life balance
4. Autonomy
5. Cooperation

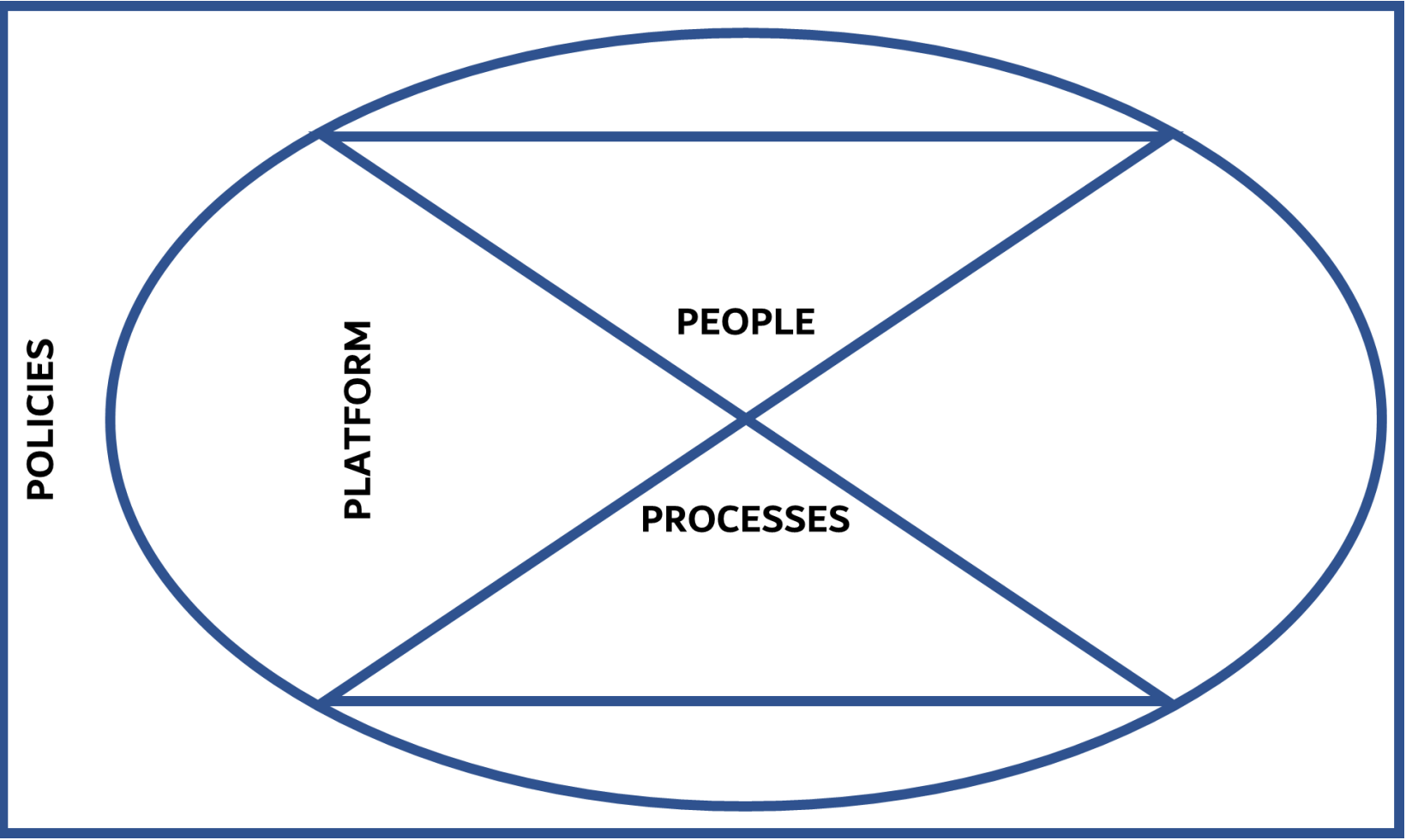


1. Sustain: Case-based Discussions, teleconsultation, continuity of learning (virtual)
2. Further leverage: joint learning
3. Require improvement: Recordings with slides, leverage existing resources

1. Scope of interactions and learners' engagement
2. Clinical teaching
3. IT limitations
4. Diffusion of boundaries

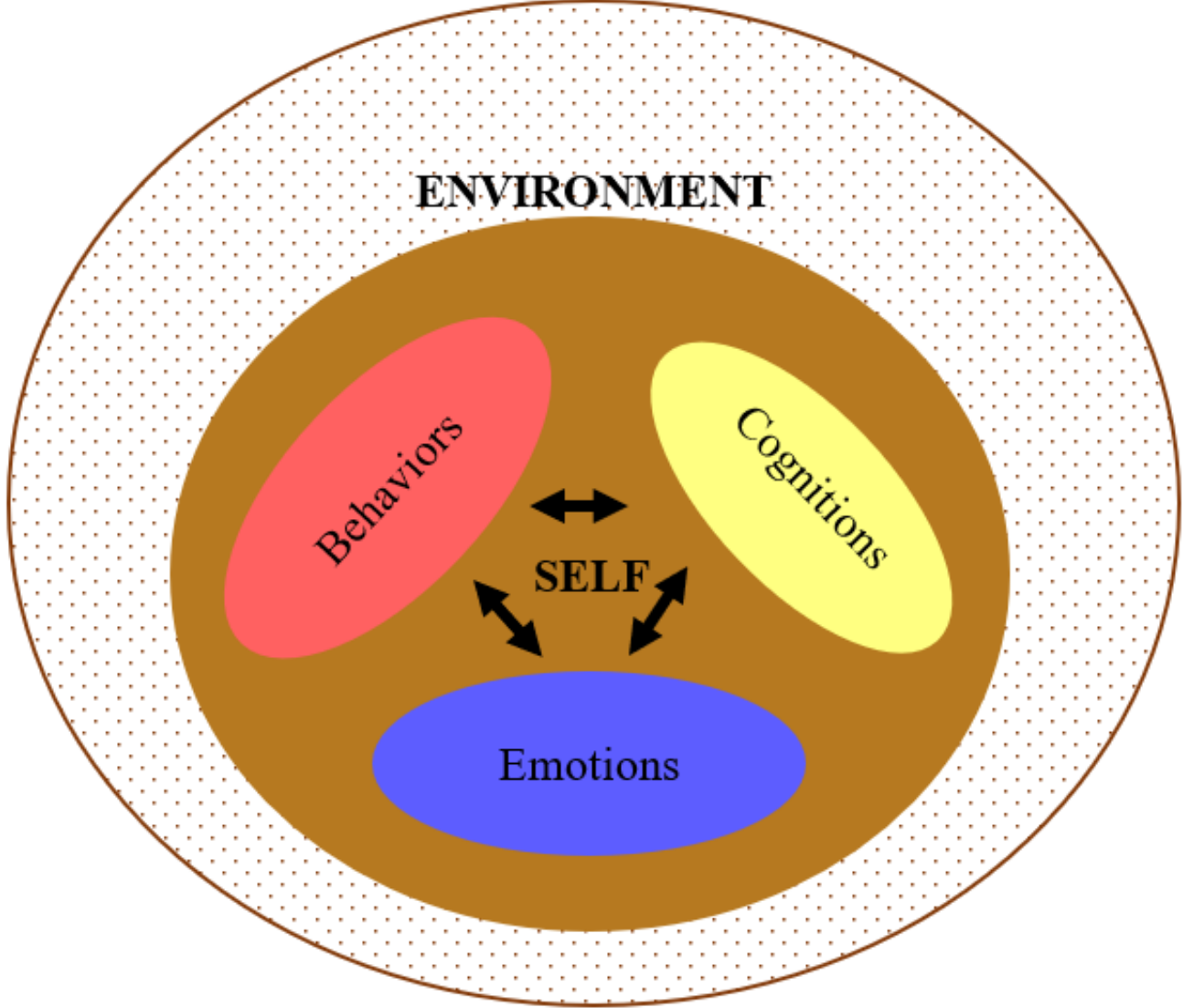


Generated Models: Contribution to Knowledge 02



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>

Generated Models: Contribution to Knowledge 03



Otaki F., Amir Rad F., AlHalabi M., Baqain Z., Zary N. (2022) Self-reported adaptability among postgraduate dental learners and their instructors: accelerated change induced by COVID-19. PLoS ONE, 17(7). <https://doi.org/10.1371/journal.pone.0270420>



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Aftermath: Transitioning back...

Return to campus

- Vaccination support
- Personal and environmental safety practices

Pre-clinical learning and teaching

- Hybrid and blended andragogy
- 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



Conclusion

- Blessings in disguise
 - Opportunity for action research
 - Future risk-planning/ ensure educational continuity (understanding our contexts)
 - Transformation of post-pandemic learning (reinforce curriculum, maximize learning & teaching, and **build academic resilience**)
- Leaning DESIGN- leverage adult and experiential leaning theories
- Digital transformation: Upscaling & Upskilling
- Ripple effect of novel opportunities (communication, collaboration, co-creation, and community) → **Learning Beyond Borders**
- **WE ARE ALL IN THIS TOGETHER!**



References

- Otaki F., Amir Rad F., AlHalabi M., Baqain Z., Zary N. (2022) Self-reported adaptability among postgraduate dental learners and their instructors: accelerated change induced by COVID-19. *PLoS ONE*, 17(7).
<https://doi.org/10.1371/journal.pone.0270420>
- Du Plessis S., Otaki F., Zaher S., Zary N., Inuwa I., Lakhtakia R. (2021). Taking a leap of faith: a case study of abruptly transitioning an undergraduate medical education program to distance-learning owing to COVID-19. *JMIR Medical Education*, 7(3): e27010. <https://doi.org/10.2196/27010>
- 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).
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- 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>



Questions and Answers



THANK YOU!



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