New Faculty Orientation

Promoting Faculty Excellence – Pathways to Success

Alicia Tártalo, Ph.D.
Assistant Dean for Clinical and Faculty Affairs
Assistant Professor of Education in Medicine

Weill Cornell Medicine-Qatar
Clinical and Faculty Affairs
Purpose of Orientation

1. Provide information and resources to support teaching and scholarly activities

2. Create opportunity to meet new colleagues and key College administrators.

Presentations:

- Clinical and Faculty Affairs
- Medical Education Division
- Continuing Professional Development Division
- Institute for Population Health
- Research Division
- Library
- Legal
C&FA Presentation Outline

- Weill Cornell Medical College & Weill Cornell Medicine – Qatar
- Responsibilities of academic clinicians
- Appointments, promotions, and reappointments
- Tips for new faculty
## WCM-Q’s Academic Staff AY 2017/2018
(as of October 1, 2017)

<table>
<thead>
<tr>
<th>Category</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>WCM-Q Resident Faculty</td>
<td>73</td>
</tr>
<tr>
<td>Visiting Faculty from WCMC &amp; Cornell University</td>
<td>35</td>
</tr>
<tr>
<td>Faculty at Affiliated and Other Institutions</td>
<td>500</td>
</tr>
<tr>
<td>Other Academic Staff</td>
<td>26</td>
</tr>
</tbody>
</table>
Faculty Distribution By Rank

- Assistant Professor: 67%
- Associate Professor: 13%
- Instructor: 13%
- Professor: 7%
Faculty Distribution By Gender

- Male, 80%
- Female, 20%
Faculty Distribution By Nationality

- MENA Region, 35%
- India / Pakistan, 11%
- Qatar, 19%
- US & Canada, 13%
- UK & Europe, 21%
- Other, 2%
Responsibilities of Academic Clinicians

Patient Care
- Quality
- Outcomes
- System Improvements

Teaching
- Students
- Residents & Fellows

Service
- Committees
- Professional Organizations
- Administrative Leadership Roles

Scholarship*
- Discovery
- Application
- Integration
- Teaching

*Boyer’s Classification of Scholarship, Scholarship Reconsidered, 1990
Appointment & Promotion Processes

Appointments and Promotions are

• Made in WCMC academic departments
• Follow WCMC policies
• Must meet the WCMC criteria

www.med.cornell.edu/handbook
WCM-Q proposes candidates to WCMC Department in NY

WCMC Department in NY recommends the appointment or promotion of faculty

Instructors & Assistant Professors
- Chair submits application to WCMC Dean in NY for approval

Associate Professors & Professors
- Chair submits application to WCMC Committee of Review (COR) in NY for review
- COR submits recommendation to Faculty Councils in NY
- Faculty Councils submit to WCMC Dean in NY for final decision
Evaluation of Teaching Activities

Given the importance of the educational mission of WCMC, it is expected that, with rare exception, all faculty will engage in teaching. All faculty members will be evaluated for contributions to teaching and education activities at WCMC, WCM-Q, and WCMC affiliates.

Teaching categories are broadly defined to include:

1. Didactic teaching of students, trainees, and peers
2. Research training and mentorship
3. Clinical teaching and mentorship
4. Administrative teaching roles
Academic Reappointment

- Renewable annually and effective 1 July through 30 June

- Contingent on:
  - continued employment at one of the affiliated institutions
  - continued fulfillment of the qualifications for appointment
  - programmatic needs of the WCM-Q

- WCM-Q Faculty Affairs sends email in February requesting that you complete annual report of activities
Tips for New Faculty

• Understand the criteria for promotion and the required documentation
• Update your CV at least once a year
• Maintain an activity folder to track your activities
• Submit your annual activities report (mandatory)
• Attend the promotion seminars
• Know who to contact to ask for advice
• Spend time in activities that are valued for promotion
• Take advantage of teaching and other strategic opportunities that present
• Get a mentor and become a mentor
• Get involved and stay involved
Office of Clinical & Faculty Affairs Provides

- Information regarding appointment and promotion policies & criteria
- Guidance for preparing CVs and other required appointment and promotion documents (Clinical Portfolios, Teaching Activities Report, etc.)
- Assistance connecting affiliated faculty with WCM-Q Course Directors and other WCM-Q Divisions
Office of Clinical & Faculty Affairs Programs

- Orientation seminars for new faculty
- One-on-one consultations
- Promotion seminars – Promotion to Associate Professor (accredited by QCHP for 2.75 CU), November 18, 2017
- Faculty development seminars (in partnership with other divisions) – Scholarly Publishing, Spring 2018 (TBD):
Office of Clinical and Faculty Affairs

The Team:

• Dr. Robert K. Crone, Vice Dean
• Dr. Alicia Tártalo, Assistant Dean
• Ms. Fatimah Isa, Assistant Director
• Ms. Hend Elziki, Administration Officer
• Ms. Sheryl Alivarvar, Specialist
• Ms. Marj Hubalde, Administrative Assistant

Contact us at:

facultyaffairs@qatar-med.cornell.edu
Thank you
The Cornell Curriculum & Teaching Opportunities

Amine Rakab, M.D.
Assistant Dean for Clinical Learning
Outline

• Overview

• WCM-Q curriculum

• Teaching Opportunities
History

- Established in 2001
- First class graduated in 2008
- 301 graduates to date
Mission: To provide the finest education for Medical Students

Hopkins three Musketeers Drs. El Shazly, El Hijji and Nakhla

Class of 2016

WCM, Intern of the year - Dr. Ayman Al Jurdi

Epidemiology and Prevention
Characteristics and Survival of Malignant Cardiac Tumors
A 40-Year Analysis of >500 Patients

Dr. Sadeer Al Kindi, (Class of 2011) 72 publications
Cycle Completed

Dr. Muhamed Baljevic (Class of 2010)
Dr. Mohamad Alkadi (Class of 2010)
Dr. Grigory Ostrovskiy (Class of 2011)
Dr. Sumeja Zahirović (Class of 2011)
Dr. Mohamed El Shazly (Class of 2010)
Dr. Salman Al Jerdi (Class of 2012)
Dr. Mashael Al Khelaifi (Class of 2008)
Dr. Karima Becetti (Class of 2011)
# Average NRMP Match Rate from Last 3 years

<table>
<thead>
<tr>
<th>Year</th>
<th># graduated</th>
<th># applied for US residency</th>
<th>Number Matched</th>
<th>Overall Average Match Rate 2015-2017</th>
</tr>
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<tbody>
<tr>
<td>2015</td>
<td>42</td>
<td>33</td>
<td>32</td>
<td></td>
</tr>
<tr>
<td>2016</td>
<td>33</td>
<td>21</td>
<td>19</td>
<td>90%</td>
</tr>
<tr>
<td>2017</td>
<td>45</td>
<td>32</td>
<td>26</td>
<td></td>
</tr>
</tbody>
</table>
2017 NRMP Match— by Specialty

**11 Internal Medicine**
- 3 Albany Medical Center-NY (2 Internal, 1 Prelim.)
- 1 Case Western/Univ Hosps Cleve. Med Ctr-OH
- 1 Lankenau Med Ctr-PA
- 3 NY Methodist Hospital-NY (1 Internal, 2 Prelim.)
- 2 NYP Hosp-Weill Cornell Med Ctr-NY
- 1 Virginia Commonwealth U Hlth Sys

**2 Neurology**
- 1 Case Western/Univ Hosps Cleve.-OH
- 1 NYP Hosp-Weill Cornell Med Ctr-NY

**3 Pathology**
- 1 Montefiore Med Ctr/Einstein-NY
- 1 NYP Hosp-Weill Cornell Med Ctr-NY
- 1 Yale-New Haven Hosp-CT

**1 Family Medicine**
- 1 U Connecticut School of Medicine-CT

**2 General Surgery**
- 1 Lahey Clinic-MA
- 1 NYP Hosp-Weill Cornell-NY (Preli.)

**1 Diagnostic Radiology**
- 1 Yale-New Haven Hosp-CT

**4 Pediatrics**
- 1 Dartmouth-Hitchcock Med Ctr-NH
- 1 SIU SOM & Affil Hosps-IL
- 2 Virginia Commonwealth U Hlth Sys-VA

**2 Emergency Medicine**
- 1 Lincoln Medical Ctr-NY
- 1 NYMC-Metropolitan Hosp Ctr-NY
2017 WCM-Q Postgraduate Appointments
HMC Residency- ACGME- I
Accredited Programs (14 )

- Family Medicine
- Internal Medicine
- Pediatrics
- OB-GYN
- ER
- Radiology
- Psychiatry
- Radiology
- Surgery and its Subspecialties
WCM-Q Curriculum
Teaching Faculty

- WCM-Q on-site faculty - 48 in the Medical Program

- WCM-NY Visiting Faculty - 35 average per annum
Teaching Faculty

- 500+ number from HMC, Sidra, PHCC, Aspetar, Feto-Maternal Centre, Ministry of Public Health
- Lecturing in foundational science courses
- Supervising and teaching students on the clinical services
- Offering an elective
- Advising and mentoring students
- Inviting students into their research labs
Medical Students
Academic Year 2017-18

• 190 students in the Medical Program
  - 58% female
• 50 students in class of 2021
  - 64% female
• Multi-national – approximately 30 nationalities
  – Multi-lingual
  – Young compared to US counterparts
  (average age on entry 20 - 21 years)
• Diverse educational backgrounds
WCM-Q Educational Goals

• Provide the WCM curriculum
  - Take advantage of our location & diversity
• Graduate outstanding medical students
  - Competent, compassionate, caring, curious
  - Flexible, critical thinkers & life-long learners
• Ensure outstanding residency program placement
• Inspire students to return to region to improve health care system
• Recruit & support a thriving faculty & staff
WCM-Q Curriculum

Comparable to WCM-NY

- Same learning objectives, same assessment
- Same structure
  - Hybrid: Problem Based Learning/lecture format
- All taught in English

- Contextual adjustments
  - Content
  - Schedule
- All taught in Doha except:
  - Required sub-I at NYPH affiliates & optional 2 months of electives
**WEILL CORNELL MEDICINE - QATAR**

**OVERVIEW OF THE FOUR YEAR MEDICAL CURRICULUM**

<table>
<thead>
<tr>
<th>Year</th>
<th>July</th>
<th>August</th>
<th>September</th>
<th>October</th>
<th>November</th>
<th>December</th>
<th>January</th>
<th>February</th>
<th>March</th>
<th>April</th>
<th>May</th>
<th>June</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Year 1</strong></td>
<td><strong>Essential Principles of Medicine (EPOM)</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>Fundamental Disease Process</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>Health, Illness &amp; Disease- I (HID-I)</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>AOC</strong></td>
<td><strong>BREAK</strong></td>
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<tr>
<td><strong>Year 2</strong></td>
<td><strong>Summer Recess</strong></td>
<td><strong>Health, Illness &amp; Disease- II (HID- II)</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>HID-II Continued</strong></td>
<td><strong>BREAK</strong></td>
<td><strong>Clerkships &amp; USMLE Step 1</strong></td>
<td><strong>BREAK</strong></td>
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<tr>
<td><strong>Year 3</strong></td>
<td><strong>USMLE Step 1, Clerkships, Electives &amp; Sub-Internships</strong></td>
<td><strong>USMLE Step 2 (CK &amp; CS)</strong></td>
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<tr>
<td>Anesthesia &amp; Critical Care</td>
<td>Medicine</td>
<td>Neurology</td>
<td>Obstetrics &amp; Gynecology</td>
<td>PCC</td>
<td>Pediatrics</td>
<td>Psychiatry</td>
<td>Surgery</td>
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</tr>
<tr>
<td><strong>Year 4</strong></td>
<td>Clerkships, Electives &amp; Sub-Internships</td>
<td>Areas of Concentration Program (AOC)</td>
<td>Clerkships</td>
<td><strong>M.D. AWARDED</strong></td>
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<tr>
<td>Health Care &amp; Public Health</td>
<td>Palliative Care</td>
<td>Boot Camp</td>
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**Curriculum Themes**

- SCIENCE
- PATIENT CARE
- PHYSICIANSHIP
Components of the Curriculum

Physicianship
Scientific Basis of Medicine
Patient Care

Core concepts in Science, Patient Care and Physicianship required for the practice of medicine.
Foundation Science Curriculum Delivery

• Lectures
  - Live, mostly by local, some by visiting faculty
  - Live video-streamed by NY faculty
  - Videos from NY with on-site faculty moderating
  - Some by affiliate faculty

• Problem Based Learning Small Groups
  - Small groups: ~ 10 students with one facilitator

• Labs: anatomy, histology, pathology
Clinical Curriculum Delivery

Patient Care and Physicianship

- **Clinical underpinnings & skills taught longitudinally:**
  - Ethics, epidemiology, social determinants of health EBM, history, physical exam, etc.

- **Small skills groups for:**
  - communication & clinical skills
  - epidemiology & biostats
  - ~10 students with one facilitator

- **Engagement in clinical encounters with patients from Week 6 of year 1**

Clerkships, Sub I & Electives

**Clerkships:**
- Internal Medicine
- Neurology
- Pediatrics
- Primary Care (Family Medicine)
- Psychiatry
- Ob-Gyn
- Surgery

**Sub I’s:**
- Emergency, Medicine, Neurology, Peds & Surgery

**Electives**
Clinical Skills and Simulation Lab

Set-up and Use

- Expansion and enhancement complete
- 12 clinical exam rooms equipped as a doctor’s office
  - One-way mirror to central corridor for observation
  - 2 cameras in each room focus on student & standardized patient
- Standardized patients trained to address desired goals
- Simulation models for CVS, ears, joints, LP
- Used for teaching & assessment

Weill Cornell Medicine-Qatar
Resources

Library

• Extensive e-library with access to major texts (>21,000) & journals (>8,000 subscriptions)
• Considerable support from library staff:
  - EBM teaching
  - Literature searches
  - Educational resources, e.g., iPad apps

Information Technology

• All students receive Mac laptop on entry
• All clinical students receive mini iPads in M3
• All teaching rooms resourced
• All lectures videotaped & available to students
• Canvas learning management system
Teaching Opportunities
Teaching Opportunities: What are they?

- Lecturer in an area of expertise
- Small group facilitator
- Anatomy lab clinical or radiology contributor
- Mentor: general or specialty specific
- Research supervisor
- Shadowing opportunity

Clinical Masters Program: Teaching physical examination skills in a systematic manner
Teaching Opportunities: What to do?

Teaching Interests

If you are an appointed faculty at any of our affiliate institutions, and you are interested in teaching our students, please complete the Affiliated Faculty Teaching Interest Form.

To complete the form you need to enter your WCM-Q CIWD (the 7 characters before the @ in your WCM-Q email address). If you don't have one please contact us at facultyaffairs@qatar-med.cornell.edu.
Questions?
Division of Continuing Professional Development

Deema Al-Sheikhly
Director
Saturday October 21, 2017
Outline

• Overview of CPD

• Accreditation

• Educational Activities
Vision

To promote educational endeavors which extend beyond the undergraduate program and align with the mission of Weill Cornell Medicine – Qatar.
Mission

To this end, the mission of the division is to:

- Provide high quality professional development opportunities for health professionals based on identified needs and the latest scientific and medical developments that will lead to the improved health care of patients;

- Offer health professionals the opportunity to attain credits toward medical licensing requirements locally and internationally;

- Develop and disseminate best evidence-based practice and health education research; and

- Create opportunities for health professionals to develop a community of practice to interact with one another personally and professionally.
Accreditation
Local Accreditation

**October 2014** – WCM-Q was accredited locally by the Qatar Council for Health Care Practitioners (QCHP) – Accreditation Department (AD).

**October 2016** re-accredited as a provider of Continuing Medical Education (CME) and Continuing Professional Development (CPD) by QCHP-AD.
November 2016 – WCM-Q recognized as an accredited provider of continuing medical education for physicians by the Accreditation Council for Continuing Medical Education (ACCME®)

Amongst the first institutions in the world, outside of the US, to be recognized as an accredited provider by the ACCME and to have the rights and responsibility to designate *AMA PRA Category 1 Credit™*. 
CPD Activity Progress Chart 2011 to 2017

Academic Year

Number of Credits

Number of Attendees

Accme
QCHP
Attendees

Weill Cornell Medicine-Qatar
Continuing Professional Development
Educational Activities
Areas of Concentration

- Clinical Sciences
- Medical Education
- Research Education for Clinician
CPD Activities 2016/2017

Minor Surgical Skills Workshop

Lives in Medicine Series

Law and Medicine Series

International Diabetes Excellence Academy

Educators Across the Healthcare Spectrum Series

Periodontal Disease: From Screening to Management
The WCM-Q Grand Rounds series aims at engaging the healthcare professionals in the community, in Qatar and the region, to enhance their skills and knowledge on the latest in medical developments, technology, and good practices.

The series, which was launched in October 2014, was approved for a maximum of 1 hr by QCHP-AD and for 1 AMA PRA Category I credits™.

It is scheduled for the second Sunday of every month (3:30 to 4:30 pm).

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>10-Sep</td>
<td>What really leads to patient satisfaction? A deep dive focused on the GCC</td>
</tr>
<tr>
<td>27-Sep</td>
<td>Effect of Oral Health on General Health</td>
</tr>
<tr>
<td>8-Oct</td>
<td>The Role of Endocrine Disruptors in Health and Disease</td>
</tr>
<tr>
<td>11-Oct</td>
<td>Radioactive Iodine in Thyroid Cancer: Past, Present &amp; Future Directions</td>
</tr>
<tr>
<td>15-Oct</td>
<td>Patient Care and Islamic Ethics</td>
</tr>
<tr>
<td>22-Oct</td>
<td>Mobile Stroke Treatment Units: Present &amp; Future</td>
</tr>
<tr>
<td>12-Nov</td>
<td>Translational Treatment of Atopic Dermatitis</td>
</tr>
<tr>
<td>10-Dec</td>
<td>Occupational Health &amp; Wellbeing in Healthcare</td>
</tr>
<tr>
<td>14-Jan</td>
<td>Diabetes in Children: Causes, Classification &amp; Management</td>
</tr>
<tr>
<td>11-Mar</td>
<td>Antimicrobial Resistance and Stewardship: Trends and Future</td>
</tr>
<tr>
<td>8-Apr</td>
<td>Diabetes the Ticking Time Bomb</td>
</tr>
</tbody>
</table>
Educators Across the Health Care Spectrum (EAHCS) Series is a cross-disciplinary educational series of lectures and workshops bringing world-class scholars to speak on topics that will strengthen residents, medical students, faculty and other health care professionals’ understanding of significant topics in health education.

<table>
<thead>
<tr>
<th>Topics</th>
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<tbody>
<tr>
<td>• Virtual World Simulation for Healthcare Education</td>
<td></td>
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<tr>
<td>• Curriculum Development For Health Professional Education</td>
<td></td>
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<tr>
<td>• New Horizons in Medical Education</td>
<td></td>
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<tr>
<td>• Remediation in Health Professions Education Symposium</td>
<td></td>
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<tr>
<td>• Professionalism in Med Ed: Exploring the Hidden Curriculum</td>
<td></td>
</tr>
<tr>
<td>• Assessment in Health Professional Education</td>
<td></td>
</tr>
</tbody>
</table>

Digital Education and Strategies for Implementing the Flipped Classroom
Oct 27, 2017 (12:00 pm to 6:00 pm)
Oct 28, 2017 (9:00 am to 2:30 pm)
Law and Medicine Seminar Series

- Interactive seminar series on the intersection of Law and Medicine
- Provide physicians and other healthcare practitioners with greater awareness of law and legal issues which impact medical practitioners in the State of Qatar.

Topics

- The Crossroads of Law and Medicine: A Qatar Perspective:
- Protecting Human Subjects in Research
- Law and Medicine: Challenging the Future
- Ethical & Legal Dilemmas in the Practice of Medicine and Research: A Middle East Perspective
- Mental Health Care, Law and Patients' Rights
- Impact of New and Amended Legislation on Qatar's Healthcare Delivery and Workforce - A look at Sponsorship and Mental Health Laws
- Legal and Ethical Issue in End of Life Care
Lives in Medicine Series launched April 29, 2017. The purpose of the first activity was to introduce healthcare practitioners in the community to the fields of Medical Humanities and Narrative Medicine and the evidence behind using them to improve patient outcomes.

<table>
<thead>
<tr>
<th>Date</th>
<th>Topics</th>
</tr>
</thead>
<tbody>
<tr>
<td>April 29, 2017</td>
<td>Perspectives from the Humanities</td>
</tr>
<tr>
<td>Nov 4, 2017</td>
<td>Visual Arts and Medicine</td>
</tr>
<tr>
<td>April 14, 2018</td>
<td>Music Therapy and Patient Care</td>
</tr>
</tbody>
</table>
Certificate Program in the Development of an OSCE with Standardized Patients

The certificate program was developed by the CPD division and is run in the college’s state-of-the-art Clinical Skills Simulation Laboratory (CSSL) in collaboration with other WCM-Q faculty & staff.

The 5-Day program equips medical professionals with the skills to design and deliver a comprehensive Objective Structured Clinical Examination (OSCE) program to maximize learning outcomes and ensure effective assessment, such as how to set clear program objectives, write cases, devise appropriate checklists and scoring systems, give effective feedback to learners after assessment and train standardized patients.
Further Details
Website

Access CPD Division website

Upcoming Activities

Weill Cornell Medicine-Qatar
Continuing Professional Development
How Can You Benefit?

- Contribute towards our multi-disciplinary “WCM-Q Grand Rounds”
- Develop educational activities in collaboration with our faculty in the areas of:
  - Clinical Sciences
  - Medical Education
  - Research Education for the Clinician
- Ensure you are on our distribution list for updates
- Register and attend our accredited activities
Thank you

“Embracing Lifelong Learning”

Weill Cornell Medicine-Qatar
Continuing Professional Development

 cpd@qatar-med.cornell.edu
Outline

- Structure and purpose
- Research initiatives
- Educational programs
  a) Community
  b) Professionals
- Center for Cultural Competence in Healthcare
Purpose: Institute for Population Health (Created as Global and Public Health in 2011)

- **Research:** Population/public health research initiatives

- **Professional Education:** Develop and implement new programs/activities

- **Community and related matters:** Enhance community health awareness and support patient related auxiliary services

- **Clinical:** Lifestyle and integrative medicine (under consideration)
Guiding Principles

1. Collaborate with local and international partners
2. Engage in population health research
3. Support student & healthcare professionals education in public health and lifestyle medicine
4. Responsive to the community needs
5. Qatar National Vision and National Strategies
Institute for Population Health Research Initiatives
Our Collaborative Research Focus

1. Problems of population health importance

2. Emphasis on
   a) Social determinants of health and disease,
   b) Prevention and health promotion, and
   c) Quality of life improvement initiatives

3. Improving public health policy
1. Evaluating disease risks with implications for prevention 
   a) Obesity: Epidemiological, genomic  
   b) Diabetes: i) Smoking and diabetes  
      ii) Risk among students

   b) Identifying risk factors

3. Use of Herbal and Nutrition Supplements
Motor vehicle injuries in Qatar: time trends in the period 2000-10

Speed cameras (& other interventions) reduce MV fatalities.

Ravinder Mamtani, Mohammed H Al-Thani, Al-Anoud Mohammed Al-Thani, Javaid Sheikh, Albert Lowenfels. *Inj Prev published online October 12, 2011 doi: 10.1136/injuryprev-2011-040147*
Conclusions: Despite road traffic crashes being one of the leading causes of death in Qatar, three out of 10 drivers in Doha, Qatar, do not use a seat belt and about one in 12 use a mobile phone while driving. More efforts, in the form of education and enforcement, are needed to encourage drivers to adopt these safety behaviors.

3/10 drivers do not use seat belt; 1/12 use mobile phone while driving. 

Source: BioMedCentral Public Health Oct 2015
Objectives: a) To determine abdominal obesity measures specific to Qatari citizens and b) To use these cut-off points to determine the prevalence of metabolic syndrome among Qatari citizens.

Results: Using these values, we identified 28% of Qatari citizens with metabolic syndrome, which is considerably lower than the estimate of 37% calculated using the International Diabetes Federation (IDF). Source: Al-Thani et al, British Medical Journal, 2016
1. In 1990–2015, all-cause age-standardized mortality was inversely proportional to national population size (p-values: 0.0001–0.0457).
2. These results show that decline in mortality can be partly attributed to the increase in GCC countries’ population suggesting a healthy migrant effect that influences mortality rates.
RESULTS: The self-perceived oral status of approximately 40 percent of respondents was either "average" or "poor" rather than "good." Poor oral status was more often reported by women (OR = 1.93; 95%CI = 1.30-2.80), by older (OR = 3.38; 95%CI = 1.59-7.19) and less educated respondents (OR = 3.58; 95%CI = 2.15-5.96). Other risk groups included people with diabetes (OR = 1.87; 95%CI = 1.24-2.81), smokeless tobacco users (OR = 3.90; 95%CI = 1.75-8.68), or ever tobacco users (OR = 1.66; 95%CI = 1.03-2.67). Oral health status appeared to be independent of diet, BMI status, and history of hypertension. Difficulties and behaviors related to oral health were more frequently reported by women than by men. These included pain (P < 0.001), difficulty chewing (P < 0.001), and discomfort over appearance of teeth (P < 0.001). Participants used toothbrushes, toothpicks, dental floss, and miswak to maintain oral hygiene.
Cancer risk in waterpipe smokers: a meta-analysis

Ravinder Mamtani, Sohaila Cheema, Javaid Sheikh, Ahmad Al Mulla, Albert Lowenfels, Patrick Maisonneuve

Abstract

Objectives

To quantify by meta-analysis the relationship between waterpipe smoking and cancer, including cancer of the head and neck, esophagus, stomach, lung and bladder.

Conclusions

Contrary to the perception of the relative safety of waterpipe smoking, this meta-analysis provides quantitative estimates of its association with cancers of the head and neck, esophagus and lung. The scarcity and limited quality of available reports point out the need for larger carefully designed studies in well-defined populations.
Herbal and nutritional supplement use among college students in Qatar

R. Mamtani, S. Cheema, B. MacRae, H. Alrouh, T. Lopez, M. ElHajj and Z. Mahloud

As the evidence regarding the benefits and risks of supplements continues to emerge, it is imperative to develop evidence-based national guidelines on how best to incorporate this aspect of medical care into the health-care delivery systems in Qatar. Additionally, all health-care practitioners and students should be educated in this discipline so that they are prepared to engage in meaningful discussions with patients to help them make informed decisions about the use of supplements. Furthermore, creating public awareness regarding the appropriate use of supplements is essential.
Knowledge and perceptions about Zika virus in a Middle East country


BMC Infectious Diseases  BMC series - open, inclusive and trusted  2017  17:524  https://doi.org/10.1186/s12879-017-2603-6
© The Author(s), 2017
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Conclusions
This report from a sample of persons associated with Middle East educational complex, reveals inadequate knowledge about Zika virus, a serious emerging infectious disease. Although few cases have been reported from the region, future cases are possible, since this area is a transit hub connecting currently infected regions to North America, Europe and Asia. As a preventive measure, an educational program about Zika virus would be valuable, especially for individuals or family members travelling to afflicted regions.
Conclusions In a country with a high risk of adult diabetes, we identified 4.2% of students aged 11–18 as being pre-diabetic. Risk factors associated with prediabetes included male gender, family history of diabetes and waist-to-height ratio >0.5.
Institute for Population Health
Education – Public/Community
Community Education Programs

• Health Awareness

• Workshops/ health columns - custom tailored to community needs

• Community wide programs – schools, adults, women, employee and migrants / expats
Health Awareness & Promotion: Schools

Road Safety Awareness
Ministry of Interior  GCC
Traffic Week

Cancer Awareness
Debakey High School
Health Awareness & Promotion

Road Safety Awareness
Pearling School International

Road Safety Awareness
Qatar Chemical Company (QChem)
Ask The Expert: Collaborative initiative with Sahtak Awalan (Your Health First)

Dr. Mamtani speaks on Travellers Health
Institute for Population Health Education – Professionals
Professional Education Programs

- Medical student programs E.g.: Health & Disease: A Global Perspective course for pre-med

- CME/ Symposium

- Education programs for healthcare professionals. E.g.: short term courses (Certificate in Clinical Nutrition, BTG training).

- Additional courses under consideration – Health Informatics, Integrative Medicine, Public Health Research, Building Therapeutic Alliances with Patients and so on

- Student exchange/global health programs
  - Weill Bugando, Tanzania
  - GEMx: Global Educational Exchange in Medicine and the Health professions
Premedical/Medical/Residency

- Public Health Clerkship
- Health and Disease: A Global Perspective
- Preventive Medicine Residency (WCM-NY)
- MPS II
- ABS
- EPOM
- Community Medicine Residency (HMC)
PH Clerkship 4\textsuperscript{th} Year Medical

- Healthcare and PH Challenges
- Occupational and Environmental Medicine
- Complementary Medicine
- Legal Aspects of Medicine
- Global Health
- Communication in PH
- Emerging Infectious D
- Lifestyle Medicine

Health and Disease 2-Credit Pre Med

- Health, Disease, Cure, Healing, Prevention
- Natural History of Disease, Cause
- Communicable/ NCD
- Basic Bio/ Epi/ Research
- Critical Thinking
- Writing in PH
- Global Health
Public Health Clerkship, Class of 2017
Symposia – QCHP / ACCME Accredited
Workshops – QCHP Accredited

Purpose Design Method: A Systems Approach to Capacity Building and Lifelong Learning

Dr. William Bozeman, Professor Emeritus, University of Central Florida

More Than Nicer Furniture for the Waiting Room: Understanding Design as a Health Care Development Resource

Mr. Peter Martin, Interim Chair of Graphic Design, Virginia Commonwealth University in Qatar

Social Media Research and Practice in the Health Domain

Luis Fernandez-Luque, PhD, Ingmar Weber, PhD
Qatar Computing Research Institute, Doha, Qatar
Workshops – QCHP Accredited

Moving Beyond the Pill: Lifestyle Medicine
Ravinder Mamani, MD and Sohaia Cheema, MBBS, MPH
Institute for Population Health, Weill Cornell Medicine-Qatar

Learning About Patients Outside the Clinic: Using Stories for Improved Healthcare Outcomes
Alan S. Weber, PhD,
Weill Cornell Medicine Qatar

Cultural Competency and Capacity Building
Maha Elnashar and Huda Abdelrahim
Center for Cultural Competence in Health Care,
Institute for Population Health, Weill Cornell Medicine - Qatar
Certificate in Clinical Nutrition

December 3, 4, 5, & 6, 2016, 9am to 6pm
Lecture Hall 3, Weill Cornell Medicine-Qatar
**Introduction**

Clinical nutrition has emerged as an important discipline in modern medicine. Healthcare professionals are increasingly using nutrition strategies to prevent disease, manage illness and promote health. Research has shown that diet and eating habits play a major role in the development of certain chronic diseases like heart disease, obesity, cancer, and diabetes. Making changes to diet can help prevent and treat these conditions. For example, lowering certain fats and cholesterol, and adding whole grains to your diet can help prevent atherosclerosis, heart disease and stroke. Eating fewer calories helps lose weight. Cutting down on simple sugars can help prevent diabetes, and diets high in fiber can help control diabetes.

The Certificate in Clinical Nutrition course will provide health practitioners with an understanding of how nutrition affects physiological and biochemical systems in the human body. Additionally, the course will provide relevant clinical information and skills to the participants. This is an innovative course that presents various aspects of nutrition to help practitioners manage their patients in a scientific manner.

The total duration of the course is 50 hours. The onsite unit (32 hours) will comprise of lectures and interactive discussions by WCM-Q faculty and other international experts from the field. The self-study unit (18 hours) will be located on a cloud-based learning management system called Canvas, and will consist of modules complementary to the onsite lectures.
Certificate in Clinical Nutrition
Inaugural Class: April 2016 (51 participants)
(Second offering: 55 participants)
Certificate in Clinical Nutrition

9 AM TO 6 PM, DECEMBER 9, 10, 11 & 12, 2017 AT LECTURE HALL 3, WEILL CORNELL MEDICINE - QATAR

The Certificate in Clinical Nutrition course will provide health practitioners with an understanding of how nutrition affects physiological and biochemical systems in the human body. Additionally, the course will provide relevant clinical information and skills to the participants.

Learn More  Register Now

57 DAYS  20 HOURS  12 MINUTES  40 SECONDS

Faculty

The Faculty of Certificate in Clinical Nutrition course will provide health practitioners with an understanding of how nutrition affects physiological and biochemical systems in the human body.

Overview

Clinical nutrition has emerged as an important discipline in modern medicine. Healthcare professionals are increasingly using nutrition strategies to prevent disease, manage illness and promote health.

Schedule

The total duration of the course is 50 hours. The onsite unit (32 hours) will comprise of lectures and interactive discussions and the self-study unit (18 hours) will be located on a learning management system - Canvas.
Global Educational Exchange in Medicine and the Health Professions (GEMx)

www.gemxelectives.org
GEMx exchange students

Sana Khan (2014), Manipal College of Medical Sciences, Nepal

Salvador Alvarado (2015), National Autonomous University of Mexico (UNAM), Mexico City

Afrina Tarmizi (2016), Penang Medical College, Penang, Malaysia
Towards Unity for Health (TUFH):
World Summit on Social Accountability, April 2017
Poster Presentation: Building Partnerships through Global Educational Exchanges
Global Health Education and Research Program, Tanzania
Global Health Education and Research Program
Weill Bugando, Tanzania

2015

2016
Global Health Service Learning Program (GHSLP), Ho Chi Minh City, Vietnam, 2017
Institute for Population Health
Center for Cultural Competence in Healthcare
**Education**

- Introduction to cultural competence session to foundation and premedical students during the Health and Disease: A Global Perspective
- 10 hours of cultural competence training are delivered to medical students
- Qatar Institute for Intercultural Communication (QIIC), a collaborative initiative by Education City Campuses with the “Intercultural Communication Institute” (ICI) from Portland, Oregon, USA
- Cultural Competence in Healthcare workshops (CME Accredited)

**Community Outreach**

- Bridging The Gap’ Medical Interpreters Training (CME Accredited)

**Research**

- Published several papers in prestigious peer reviewed journals
Center for Cultural Competence in Healthcare CME Workshops
Accreditation and Credit Designation Statement

This activity is an Accredited Group Learning Activity (Category 1) as defined by the Qatar Council for Healthcare Practitioners-Accreditation Department, and is approved for a maximum of 3.25 hours. Participants shall only claim Credit Units equivalent to the duration of their participation in the activity for a maximum of 3.25 CUs.

The Weill Cornell Medicine-Qatar designates this live activity for a maximum of 3.25 AMA PRA Category 1 Credit(s)™. Physicians should claim only the credit commensurate with the extent of their participation in the activity.
Bridging The Gap, Medical Interpreters Training
Bridging The Gap Medical Interpreters Training

NOV 4, 11, 18, 25 & DEC 2, 2017 AT WEILL CORNELL MEDICINE - QATAR

Effective and clear communication between healthcare providers and patients is a key factor for quality healthcare delivery and outcomes. Medical interpreters training “Bridging the Gap” aims to train bilingual/multilingual professionals to overcome language and cultural barriers in healthcare services.

Learn More  Register Now
Up-to-date: 200 individuals have been trained. Currently in Doha 134 medical interpreters are resident.

<table>
<thead>
<tr>
<th>Languages</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Arabic (74)</td>
<td>Hindi (11)</td>
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<tr>
<td>Tamil (10)</td>
<td>Malayalam (8)</td>
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<tr>
<td>Tagalog (7)</td>
<td>Urdu (5)</td>
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<tr>
<td>French (4)</td>
<td>Indonesian (3)</td>
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<td>Amharic (2)</td>
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<td>Bengali (2)</td>
<td>Farsi (1)</td>
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<td>Korean (1)</td>
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<tr>
<td>Nepali (1)</td>
<td>German (1)</td>
</tr>
<tr>
<td>Romanian (1)</td>
<td></td>
</tr>
</tbody>
</table>
Cultural competence springs up in the desert: the story of the center for cultural competence in health care at Weill Cornell Medical College in Qatar.

Elainash M, Abdellahim H, Fetters MD.

Author information
1. Center for Cultural Competence in Health Care, Weill Cornell Medical College, Doha, Qatar. mse2002@qatar-med.cornell.edu

Abstract
The authors describe the factors that led Weill Cornell Medical College in Qatar (WCMC-Q) to establish the Center for Cultural Competence in Health Care from the ground up, and they explore challenges and successes in implementing cultural competence training. Qatar, the capital of Doha, is an extremely high-density multicultural setting. When WCMC-Q's first class of medical students began their clinical clerkships at the affiliated teaching hospital Hamad Medical Corporation in 2006, the complicated nature of training in a multicultural and multilingual setting became apparent immediately. In response, initiatives to improve students' cultural competence were undertaken. Initiatives included launching a medical interpretation program in 2007; surveying the patients' spoken languages, examining the effect of an orientation program on interpretation requests, and surveying faculty using the Tool for Assessing Cultural Competence Training in 2008; implementing cultural competence training for students and securing research funding in 2009; and expanding awareness to the Qatar community in 2010. These types of initiatives, which are generally highly valued in U.S. and Canadian settings, are also apropos in the Arabian Gulf region. The authors report on their initial efforts, which can serve as a resource for other programs in the Arabian Gulf region.
Patient Perspectives on Language Discordance During Healthcare Visits: Findings From the Extremely High-Density Multicultural State of Qatar

Huda Abdelrahim, Maha Elnashar, Amal Khidir, Amal Killawi, Maya Hammoud, Abdul Latif Al-Khal &...show all

Pages 355-363 | Published online: 24 Mar 2017

Download citation  http://dx.doi.org/10.1080/10810730.2017.1296507
Upcoming Activities: 2017-18

✧ Cultural Competency in Healthcare Workshop (Nov 13 & Dec 11, 2017)
✧ Bridging The Gap Medical Interpreter Training (Nov 4, 11, 18, 25 & Dec 2, 2017 and Apr 7, 14, 21, 28 & May 5, 2018)
✧ Certificate in Clinical Nutrition (Dec 9, 10, 11 & 12, 2017)
✧ Student Wellness Symposium (Feb 10 & 11, 2018)
✧ Occupational Health Symposium (April 11, 2018)
Are you interested?

Population health (local/ global), lifestyle medicine, complementary medicine, environmental and or occupational medicine, healthcare delivery in terms of

• Research
• Community projects
• Professional education
• Clinical aspects
Thank you!

Questions ? Comments ?
WCMQ Affiliated Faculty Orientation

“Research at WCMQ - Venues for collaborative research”

Khaled Machaca
Associate Dean Research

21 October 2017
“Create a center of excellence in basic, translational and clinical biomedical research with a world-class infrastructure, and outstanding scientists to target the most pressing health needs in Qatar and the region”
STRATEGIC APPROACH & DELIVERABLES

Approach
- Research Admin.
- Core Labs
- Recruitment
- Training

Deliverables
- New Knowledge
- Qatar health needs
- Infrastructure
- Human capacity

Bench
(basic & translational)

Bedside
(clinical research)

Community
(public health)
STRUCTURE
By the Numbers – Publications

Publications

Cumulative Publications vs. Year

Cumulative Publications: 42, 84, 154, 228, 349, 474, 627, 694

Citations/Year

Citations/Year vs. Year

Citations/Year: 24, 137, 484, 903, 1463, 2221, 4245, 2665
Support clinical research at WCMQ and by its partners

- Protocol writing
- Pilot data feasibility
- Lab analysis plan
- Costing/logistics
- CRF design
- Validating questionnaires
- Database design
- Randomization
- Electronic clinical database
- Clinical Research Training
Core Labs – Bioinformatics & Metabolomics

- Next generation sequence (DNA, RNA) data analysis
- Metabolomics (virtual lab and data analysis)
- Genetic variant analysis
- DNA methylation (Illumina 450K array data analysis)
- miRNA data analysis
- General Bioinformatics Support – Consultations
Core Labs – Biostatistics

• **Study design** - assist investigators in choosing the appropriate design for addressing their research questions

• **Statistical data analysis** - including bivariate analysis, multivariate analysis, repeated measures analysis, and non-parametric tests.

• **Other research-related support** - computing facilities to conduct analyses using statistical software; the Core advises investigators on biostatistics knowledge and assists them in output interpretation.

• **Educational services:** The Core prepares suitable educational material according to the needs of the institution asking for the services. The Core provides a large variety of courses such as clinical trials design and analysis, basic biostatistics using SPSS/STATA/SAS, advanced biostatistics using SPSS/STATA/SAS, and data management techniques.
Core Labs – Genomics

- Whole genome expression profiling
- SNP genotyping
- Copy number variations
- Methylation
- miRNA Sequencing (all miRNA’s)
- Deep Sequencing
- PCR
- Gene expression analysis
- Library construction
• **Cellular Microcopy** - state of the art microscopes allowing the application of sophisticated optical microscopy techniques to explore sub-cellular structures and localization, and platforms for high-throughput screening.

• **Histology** - sample preparation, embedding, and sectioning of tissues for both paraffin and cryo-embedding. Staining with various histological stains and immuno-histochemical staining.

• **Flow cytometry** - provides state of the art cell sorting and basic flow cytometry approaches.
Core Labs – miRNA

- Quantitative miRNA expression profiling from major human/murine body fluids (blood plasma/serum and urine), cells and tissue samples.
- Transcriptome wide microRNA gene target validation using ParClip
- Small RNA library preparation for microRNA deep sequencing
Core Labs – Proteomics

- Fourier Transform Mass Spectrometry
- High Performance Liquid Chromatography
- SOMAscan
- Ultra-Performance Liquid Chromatography
- Consultation
- Sample preparation
- Exploratory proteomics analysis
- Post translational modification analysis
- High throughput targeted proteomics analysis (affinity based approach)
- Validation targeted proteomics (mass spectrometry based approach)
- Quantitative proteomics
- Data analysis
QUESTIONS?
WCM-Q Policies & Procedures
An Overview

Sunanda K. Holmes, JD, LLM, MBA
Deputy Chief Administrative Officer
Associate University Counsel
Assistant Professor of Healthcare Policy and Research
U.S. Laws Applicable to WCM-Q

- U.S. Civil Rights Act – Title IV, VI and IX
- Drug Free Workplace Act of 1988
- Health Insurance Portability and Accountability Act of 1996
- Family Educational Rights and Privacy Act of 1974
- Foreign Corrupt Practices Act of 1977
- Export Control Regulations
- Office of Foreign Assets Control
Title IX of Education Amendment of 1972

a. No person shall, on the basis of sex, be excluded from participation in, be denied the benefits of, or be subjected to discrimination under any education program or activity.

b. Sexual harassment and sexual violence are forms of sex discrimination, prohibited under Title IX.

c. Types of Prohibited Harassment under Title IX
   • Quid Pro Quo - basis for decisions affecting the student’s education or participation
   • Hostile Environment – unwelcome conduct creating severe or pervasive environment which alters the conditions of a student’s education
   • Retaliatory Harassment – discrimination based on a protected activity
Applicable Cornell and WCM-Q Policies

- Equal Education and Employment Opportunity Statement & Policy
- Academic Misconduct
- Prohibited Discrimination and Harassment
- HIPAA and Protected Health Information
- Policy on Drug and Alcohol Abuse
- Conflicts of Interest or Commitment
- Inventions and Related Property Rights
- Human Subjects in Research
- Animals in Research
1.2 – Academic Misconduct

Members of the Cornell University community are expected to perform their scholarly and scientific activities with honesty, to meet the highest ethical standards, and to respect the facts, the appropriate standards of evidence, and the contributions and scholarship of others.

The university will vigorously investigate allegations of academic misconduct, taking all reasonable steps to protect the rights and interests of individuals whose work or performance is questioned.
1.7 - Financial Conflict of Interest

Cornell University is committed to overseeing the conduct of research in a manner that ensures the integrity of the research process and maintains the public trust and that of sponsors in the integrity and credibility of its faculty, its staff, and its research programs.

This commitment requires the university to ensure that there is no reasonable expectation that research results are biased by the external commitments and financial interests of persons who are responsible for the design, conduct, reporting, or direct administration of university research.
206 - Prohibited Discrimination and Harassment

a. WCM-Q does not discriminate against or permit harassment of its students, employees or applicants for employment on the basis of their protected status.

b. WCM-Q will not accept, tolerate or condone actions of discrimination and/or harassment by any employee, student, patient, vendor, or visitor.

c. In compliance with applicable U.S. federal, New York State laws, and college policy, WCM-Q maintains processes for individuals or groups to seek redress and remediation if they believe they have been the victims of these acts.
WCM-Q Shared Values
Thank you