

Review of: "Attitudes, and Knowledge of Pharmacy and Medical/ Dental Students towards, and Barriers to Inter-Professional Education and Collaboration in the United Arab Emirates"

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Potential competing interests: No potential competing interests to declare.

Dear authors,

Thank you for the opportunity to review this interesting work! I appreciate the drive and dedication towards interprofessional learning. I have a few comments that I think would improve this paper; please use what you find relevant and useful:

General:

1. Based on a full review of the article, the title and aim do not truly reflect what this study set out to do. This study, while it considered the attitudes and knowledge of these students towards IPE, focused a big part of the study on the attitudes and knowledge towards the inclusion of pharmacists in interprofessional learning. If you want the title to remain, I would be interested to hear about their knowledge and views on medical and dental students' roles.
2. There are a few general punctuation and grammatical errors, such as uses of commas, the use of abbreviations, etc.

Introduction:

1. The role of the pharmacist needs to be referenced.
2. The rationale for conducting this study is not very clear. The importance of IPE is provided, and the role of pharmacists in the IP team is described, but what does this study add to the body of knowledge around these two constructs? What is the gap that this study is trying to fill? Again, just based on the introduction, I am confused as to whether you are saying that IPE is happening with other disciplines but that you want pharmacists involved. So you are zoning in on pharmacy to highlight the significance of their roles, and then you want to see how the students view their roles, as it may indicate their willingness to collaborate with pharmacists. Is this correct? Or am I misunderstanding?

Methods:

1. How does the question around ethics address the aim of the study? What informed the groupings of your questions? Did you use the IPE core competencies?

Discussion:

1. The definition of IPE was provided earlier in the text. What is the significance of having it here too?
2. The discussion needs to be streamlined as it is currently only discussing each part of the results. I am missing the “so what” of the results. What do the results mean in the greater scheme of IPE at Sarjah? Unpack that.
 1. Are there systemic myths and hierarchies that exist that could be reflecting in these responses - I would look to the demographic information for this - and how does that impede on the inclusion of pharmacy students into IPE?
 2. Because of the superiority surfacing at this 3rd/4th year level, is it too late in their academic journey to introduce IPE? What is happening at the lower year levels that is enforcing these beliefs, and how can IPE iron that out early on? Where has it been tried? Suggestion: please read about the IP and uniprofessional identity and how it is used to develop a dual identity in students.

I think this paper has merit and is important as we look to expand the IP team to more disciplines. This study could create an example of how to identify and assess the suitability of a “new” discipline for inclusion into the team.

Best wishes