

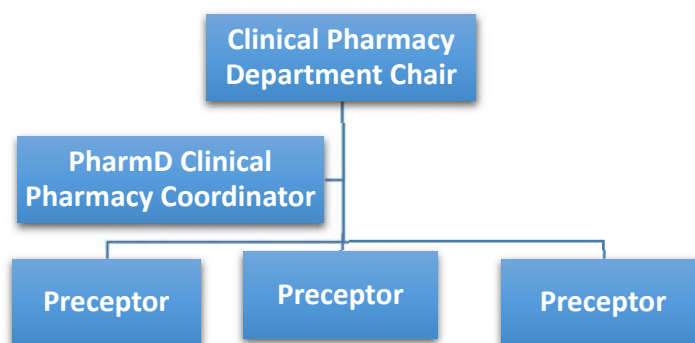


## Quality Assurance Department Program Specifications Form



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	<b>Code</b>	PHDDOCD-PCLI	<b>Edition</b>	<b>01</b>	

<b>Department</b>	<b>PharmD Clinical Pharmacy</b>	<b>Date</b>	Avril 2021	
		<b>Department Head</b>	Pr. Amal El-Hajje	
Insert program administrative flowchart				



<b>A. Program Identification and General Information</b>				
1. Program title	PharmD Clinical Pharmacy	Program Code	PHDDOCD-PCLI	
2. Total credit hours needed for completion of the program			60 ECTS	
Award granted on completion of the program				
A candidate who has passed in all the courses of PharmD program and has successfully completed the clinical Internship will be eligible for the award of Pharm D degree, option Clinical Pharmacy				
Professional occupations (licensed occupations, if any) for which graduates are prepared. (If there is an early exit point from the program (e.g. diploma or associate degree) include professions or occupations at each exit point)				
<ul style="list-style-type: none"> <li>Clinical pharmacist in a multidisciplinary team (Major field of work)</li> <li>Investigator in clinical pharmacy practice or clinical research</li> <li>Assistant in Clinical research</li> <li>Instructor in private universities and schools</li> <li>Investigator in Clinical/Hospital research</li> <li>Quality control pharmacist in Hospital setting</li> <li>Clinical/Medical Research assistance in Hospital or Clinic setting</li> <li>Students may also enroll in M2 professional or research programs in different pharmacy related fields and then pursue doctoral studies and academic or R&amp;D careers</li> </ul>				
3. (a) New Program	NA	Planned starting date		
(b) Continuing Program	Yes	Year of most recent major program review	<b>2015</b>	
4. Name of program chair or coordinator	Pr. Amal El-Hajje			
5. Date of approval by the authorized body	1993			



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### B. Program Context

#### 1. Explain why the program was established

The Pharm D program is a concept globally focusing mainly on improving health care system for a better drug therapy by assisting medical practitioners; it started in the US, and was adapted by the Lebanese University since 1993. At the international level, many countries now adopt the PharmD degree as an entrance level to the labor market (the US, the majority of Gulf countries, and some European and American countries). On another hand, Lebanon is facing a mismatch between the competencies of pharmacy graduates and the labor market needs: an oversupply of non-specialized pharmacists (5-year graduates), and a need for specialized ones.

The Clinical Pharmacy PharmD Diploma was created to elaborate practice- ready pharmacists with specialized and postgraduate training competencies related to the hospital/clinical practice (Disease, Drugs and lifestyle modifications to the patients in a hospital environment to improve the patient's health condition and patient safety, quality assurance, drug use optimization etc...), while indirectly curbing the number of non-specialized graduates. The cost of the program is the lowest compared to other PharmD diplomas dispensed in other institution (private institutions), in consistency with the regulations of the Lebanese University, the public university. There is an immense need for the Pharm D program in our country where enormous drug related problems, irrational drug use and non-compliance to therapy among patients exist which can be tackled by properly trained clinical pharmacists.

This program basically prepares pharmacists more knowledgeable in Clinical pharmacy, ensuring optimization of medication usage and then the patient safety. The program will give students the fundamentals that they will need for better job application in fields such as Clinical pharmacy or Clinical research.

#### a. Summarize economic reasons, social or cultural reasons, technological developments, national policy developments or other reasons.

The Lebanese university being the only public university, it allows a better access to education for students of all regional, cultural, economic and social backgrounds; education being related to development, graduates going back to their villages are expected to leverage the health of their dwellers, while improving pharmaceutical care in medical and pharmaceutical institutions. The SWOT analysis of the program is presented in the Appendix.

#### b. Explain the relevance of the program to the mission and goals of the institution

The only public PharmD program in the country; The program is consistent with the missions of the Faculty of Pharmacy and the Lebanese University, contributing to the educational process as a main goal, beside its contributing in the pharmacy profession advance, scientific research and community services. The Faculty of Pharmacy, Lebanese University offers the Pharm D program to produce quality pharmacists with good knowledge on pharmacotherapy, critical thinking, analytical and problem-solving skills.

#### 2. Relationship (if any) to other programs offered by the institution/college/department

a. Does this program offer courses that students in other programs are required to take?  Yes  No

If yes, what has been done to make sure those courses meet the needs of students in the other programs?

Not applicable



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b. Does the program require students to take courses taught by other departments?  Yes  No

If yes, what has been done to make sure those courses in other departments meet the needs of students in this program?

Students of this program are required to have a BS in Pharmacy (Practicing Doctorate Degree), spanned over 5 years of pharmacy curriculum. It is preferred the pre-required degree be from the Lebanese University.

For students who acquired some courses required in the faculty of pharmacy curriculum from other faculties of the Lebanese University or from other universities, an equivalence policy is present. These courses may be validated by an ad hoc committee after comparing the credit hours and syllabi of courses and lab work.

3. Do students who are likely to be enrolled in the program have any special needs or characteristics? (e.g. Part time evening students, physical and academic disabilities, limited IT or language skills).  Yes  No

The faculty faced some cases with students who had special family conditions (pregnancy during academic years), special work conditions (enrolled in the army and pursued post-graduate studies) and health conditions (dyslexia). Administration was flexible especially regarding exam or training scheduling, and students could finish successfully their final examination without delays.

4. What modifications or services are you providing for special needs applicants?

- English language, Computer Skills and Communication Skills are studied during the preparation of their pharmacy curriculum or as needed by student before the enrollment of the PharmD program
- Academic advising is offered by the program staff
- Flexibility for attendance policy is also applied for students with specific needs

**C. Mission, Vision, Goals and Objectives**

1. Program Mission Statement

According to the mission of the Faculty of Pharmacy, the PharmD program in clinical pharmacy was established to graduate competent clinical pharmacists capable of providing comprehensive pharmaceutical care to the community with an aptitude to Lifelong learning through provision of knowledge, clinical skills, research abilities and ethics of professional practice within a motivating learning environment

2. Program Vision Statement

The PharmD Diploma in Clinical Pharmacy is necessary to make more efficient the relation between clinical practitioners and pharmacist for the best and safety of patient and to meet the need of Lebanese hospitals in the event that they adopt the necessary legislation for the presence of clinical pharmacists in each hospital.

**Values** : Integrity, Innovation, Excellence, Engagement, Responsibility, Communication, Professionalism, Continuous learning

3. List Program Goals



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The department is committed to:

- Provide innovative, interprofessional experiences to develop pharmacists as integral members of the health care team.
- Optimize health outcomes through partnerships with patients, caregivers, health care professionals, policy makers, and health plans.
- Ensure precise, safe, and effective therapy through secure and reliable medication prescribing, supply, and delivery systems.
- Generate and disseminate knowledge to advance patient care, medication safety, disease prevention and treatment, health care cost-effectiveness and quality, and pharmacy education.
- Participate in local, national, and global health programs that promote and advocate health improvement, wellness, disease prevention and treatment, and access to health care.
- Ensure the skills necessary for the practice of the profession
- Ensure continuous assessment of the quality of the academic program
- Ensure a partnership with the other departments of the faculty
- Consolidate the collaboration of the faculty with hospitals at the national level
- Participate as active leaders of the University and the public at large Work in hospitals as clinical pharmacists, pharmaceutical factories and companies, pharmaceutical control laboratories, food analysis and work in the field of research and universities.
- Monitor scientific progress and support research.
- Support for continuing education.

4. List major objectives of the program within to help achieve the mission. For each measurable objective describe the measurable performance indicators to be followed and list the major strategies taken to achieve the objectives.

Measurable Objectives	Strategies	Measurable performance indicators
Provide innovative, interprofessional experiences to develop pharmacists as integral members of the health care team.	Prerequisites level Theoretical courses	12/20 as a pre-requisite 12/20 for theoretical courses
Optimize health outcomes through partnerships with patients, caregivers, health care professionals, policy makers, and health plans.	Professional training	Success in Assessment for training & theoretical courses
Ensure precise, safe, and effective therapy through secure and reliable medication prescribing, supply, and delivery systems.	Theoretical courses Professional training	Success in Assessment for training & theoretical courses
Generate and disseminate knowledge to advance patient care, medication safety, disease prevention and treatment, health	Professional training	Success in Assessment



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<p>care cost-effectiveness and quality, and pharmacy education.</p> <p>Participate in local, national, and global health programs that promote and advocate health improvement, wellness, disease prevention and treatment, and access to health care.</p> <p>Work in hospitals as clinical pharmacists and eventually work in the field of research and universities.</p>	<p>Theoretical courses Professional training</p> <p>Professional training</p>	<p style="text-align: right;">for training</p> <p style="text-align: center;">Portfolio of activities</p> <p style="text-align: center;">Portfolio of activities</p>
<b>D. Program Structure and Organization</b>		
<p>Program Description: See syllabi and course specifications for details * Prerequisite – the full Undergraduate pharmacy program</p>		

Curriculum Study Plan Table						
Semester #	Course Code	Course Title	Required or Elective	Prerequisite Program	Credit (ECTS)	Hours
<b>S1</b>	PHMC-M1684	Pharmacie Clinique Appliquée	Required	Pharmacy degree	4	50
	PHMC-M1675	Education du Patient	Required	Pharmacy degree	3	27
	PHMC-M1678	Iatrogénie Médicamenteuse	Required	Pharmacy degree	3	30
	STAG-M2591	Stage Pharmacie Clinique	Required	Pharmacy degree	40	999
<b>S2</b>	THES-M21	Thèse	Required	Pharmacy degree	10	480
1. Evaluation system of program						
<ul style="list-style-type: none"> <li>Evaluation of theoretical courses: carried out by a project and a final written exam.</li> <li>Evaluation of the internship: The internship is evaluated by an oral presentation at mid-internship (10%), monitoring and presentation of reports throughout the internship (30%) and a final written exam (60%)</li> <li>Thesis: oral defense of a thesis defined at the beginning of the year on a clinical subject</li> </ul>						
2. Required Field Experience Component (if any) (e.g. internship, cooperative program, work experience)						
<p>Summary of practical, clinical or internship component required in the program: 8 months of practical rotations in a clinical setting (Hospital in general). For details, see: Rotation Manual – PharmD Clinical</p>						
a. Brief description of field experience activity						



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- Responsible : Pr. Amal El-Hajje
- The internship is carried out in different health establishments contracted with the Lebanese University
- The internship manual describes the work plan to be followed as well as the various activities requested from the intern during the 8 months of the internship.

b. At what stage or stages in the program does the field experience occur? (e.g. year, semester)

Semester 2/M2

c. Time allocation and scheduling arrangement.

Training : 8 months

d. Number of credit hours (if any)

40 ECTS /999 hours

#### 4. Project or Research Requirements

A thesis is required in the program (10 ECTS), defined at the beginning of the year on a clinical topic. An oral defense will follow. For details, see PharmD Thesis guide

a. Brief description

The general aim is to carry out a study on a subject related to the content of the university program and under the supervision of a university instructor-researcher and/or a health professional with the necessary skills. It should be noted that all work is strictly personal; plagiarism being formally prohibited and punishable. This work will serve as an educational tool that is integrated into the scientific documentation of the faculty and can be used by the instructor, student, pharmacist, or anyone else who is willing to seek scientific knowledge.

b. List the major intended learning outcomes of the project or research task.

- Conduct a literature review related to the topic
- Write a structured research work plan
- Decide on the methods to be used
- Implement the research methods
- Analyze results appropriately
- Interpret and suggest the way forward

c. At what stage or stages in the program is the project or research undertaken?

The project is conducted in parallel with the training (M2 level)

d. Number of credit hours

10 ECTS

e. Description of academic advising and support mechanisms provided for students to complete the project.



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The advisor is here the thesis supervisor, who is committed to help the student by:

- explaining the working method;
- providing him with all the information on the working method, the monitoring of the protocol, the bibliographical references that will seem necessary;
- following up with him on the exploitation of the results, in case of original work (experimental or clinical);
- correcting the writing of the text; the student may have recourse to a language specialist to correct the errors or language style in the manuscript.

**f. Description of assessment procedures (including mechanism for verification of standards)**

	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods	
K	<b>Knowledge &amp; Understanding</b>			
K1	Specify issues relevant to the practice of clinical pharmacy including pharmaceutical care and adherence to ethics among other issues.	Theoretical courses	Direct methods: Exams Indirect methods: Satisfaction surveys	
K2	Recall principles of pathophysiology and pharmacotherapeutics in different diseases.			
K3	Identify clinical pharmacokinetic principles applied in different patient populations.			
K4	Explain principles of pharmacoconomics and pharmacoepidemiology			
K5	Summarize novel therapy modalities to achieve better efficacy, safety and targeting			
KW	<b>Know-How(Intellectual (thinking) skills)</b>			
KW1	Select, critically evaluate and integrate drug information from the medical and pharmaceutical literature.	Training structured requirements	Direct methods: Portfolio, Thesis	





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		Thesis requirements	Indirect methods: Satisfaction surveys	
KW2	Assess the patient's health-related problems before deciding on a therapy plan.			
KW3	Integrate information from different disciplines to solve patient problems.			
KW4	Evaluate the risk/benefit ratio in a therapy plan for a particular patient.			
P	<b>Professional skills</b>			
P1	Propose a drug therapy plan based on patient specific data.	Training structured requirements	Direct methods: Portfolio Indirect methods: Satisfaction surveys	
P2	Analyze the patient's signs & symptoms as they relate to drug therapy.			
P3	Assess drug efficacy and safety through evaluation of appropriate physical & laboratory parameters.			
P4	Identify, prevent and solve drug-related problems.			
S	<b>Social Skills(General &amp; transferable skills)</b>			
S1	Demonstrate professional maturity, commitment and ethics			
S2	Communicate effectively with other health care practitioners			





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S3	Exercise sound judgment when cooperating with health care team in deciding on optimal drug therapy	Training structured requirements Thesis work	Direct methods: Portfolio Indirect methods: Satisfaction surveys	
S4	Develop professional relationships with other health care practitioners.			
S5	Exercise self- assessment, time management and continuous self-learning as well as identify personal education needs			
S6	Work in a team and to show leadership when needed			
S7	Provide drug information, promote public health and participate in education activities as set parameters for performance evaluation of clinical pharmacists.			

### Program Learning Outcomes Mapping Matrix

Identify on the table below the courses that are required to achieve the program learning outcomes. Insert the program learning outcomes, according to the level of instruction, from the above table below and indicate the courses and levels that are required to teach each one; use your program's course numbers across the top and the following level scale. **Levels: I = Introduction P = Proficient A = Advanced.**

	Course Offerings NQF Learning Domains and Learning Outcomes	Pharmacie Clinique Appliquée	Education du Patient	Iatrogénie Médicamenteuse	Stage Pharmacie Clinique	Thèse
01	<b>Knowledge</b>					



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<b>K1</b>	Specify issues relevant to the practice of clinical pharmacy including pharmaceutical care and adherence to ethics among other issues.	<b>P</b>	<b>P</b>	<b>P</b>	<b>A</b>	<b>A</b>
<b>K2</b>	Recall principles of pathophysiology and pharmacotherapeutics in different diseases.	<b>P</b>	<b>P</b>	<b>P</b>	<b>A</b>	<b>A</b>
<b>K3</b>	Identify clinical pharmacokinetic principles applied in different patient populations.	<b>P</b>	<b>p</b>	<b>P</b>	<b>A</b>	<b>A</b>
<b>K4</b>	Explain principles of pharmaco-economics and pharmaco-epidemiology	<b>P</b>	<b>p</b>	<b>P</b>	<b>A</b>	<b>A</b>
<b>K5</b>	Summarize novel therapy modalities to achieve better efficacy, safety and targeting	<b>P</b>	<b>p</b>	<b>P</b>	<b>A</b>	<b>A</b>
<b>02</b>	<b>Know – How</b>					
<b>Kw1</b>	Select, critically evaluate and integrate drug information from the medical and pharmaceutical literature.	<b>P</b>	<b>P</b>	<b>P</b>	<b>A</b>	<b>A</b>
<b>Kw2</b>	Assess the patient's health-related problems before deciding on a therapy plan.	<b>P</b>	<b>P</b>	<b>P</b>	<b>A</b>	<b>A</b>
<b>Kw3</b>	Integrate information from different					



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	disciplines to solve patient problems.	P	P	P	A	A
Kw4	Evaluate the risk/benefit ratio in a therapy plan for a particular patient.	P	P	P	A	A
<b>03</b>	<b>Professional Skills</b>					
P1	Propose a drug therapy plan based on patient specific data.	P	P	P	A	A
P2	Analyze the patient's signs & symptoms as they relate to drug therapy.	P	P	P	A	A
P3	Assess drug efficacy and safety through evaluation of appropriate physical & laboratory parameters.	P	P	P	A	A
P4	Identify, prevent and solve drug-related problems.	P	P	P	A	A
<b>04</b>	<b>Social Skills</b>					
S1	Demonstrate professional maturity, commitment and ethics.				A	A
S2	Communicate effectively with patients and other health care practitioners.				A	A
S3	Exercise sound judgment when cooperating with health care team in deciding on optimal drug therapy.				A	A



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S4	Develop professional relationships with patients and other health care practitioners.				A	A
S5	Exercise self assessment, time management and continuous self-learning as well as identify personal education needs.				A	A
S6	Work in a team and to show leadership when needed.				A	A
S7	Provide drug information, promote public health and participate in education activities as set parameters for performance evaluation of clinical pharmacists.				A	A

<b>5. Admission Requirements for the program</b>	
Having a BS Pharmacy (Practicing Doctor of Pharmacy). Preferable from the Lebanese University.	
<b>6. Attendance and Completion Requirements</b>	
According to the laws of the university (90% of theoretical courses; 100% of trainings).	
<b>E. Regulations for Student Assessment and Verification of Standards</b>	
What processes will be used for verifying standards of achievement (e.g., verify grading samples of tests or assignments? Independent assessment by faculty from another institution) (Processes may vary for different courses or domains of learning.)	
Based on the quality management and assessment, learning outcomes are to be assessed regularly; this point will be included in the <b>Quality Improvement Plan</b> .	
<b>F. Student Administration and Support</b>	
<b>1. Student Academic Counseling</b>	
Describe arrangements for academic counseling and advising for students, including both scheduling of faculty office hours and advising on program planning, subject selection and career planning (which might be available at college level).	



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<p>For the moment, a students' committee takes into account the orientation of students on entry to the faculty and during the 4<sup>th</sup> and 5<sup>th</sup> year to help students select their career path. Faculty members have an open-door policy and are available ad hoc or on appointment to discuss any matter with students, related to education, research or professions. At the PharmD level, the low number of students allows for a closer follow up when needed.</p>	
2. Student Appeals	
Attach regulations for student appeals on academic matters, including processes for consideration of those appeals.	
According to the Declaration of the students' rights and the internal regulations, appeals are possible for all academic matters.	
<b>G. Learning Resources, Facilities and Equipment</b>	
1a. What processes are followed by faculty and teaching staff for planning and acquisition of textbooks, reference and other resource material including electronic and web based resources?	
<ol style="list-style-type: none"> <li>1. Faculty members are invited to send a list of the books that they need for their teaching and/or that they find important for students to consult them.</li> <li>2. Online resources (e-books, databases, ...) are offered by central administration and can be consulted through the university website.</li> </ol>	
1b. What processes are followed by faculty and teaching staff for planning and acquisition resources for library, laboratories, and classrooms.	
Each year, an inventory of the material, equipment and reagents is conducted for each lab by the lab assistant. The needs for next year are presented to the purchase department of the faculty to be ordered. In parallel, purchase department also invites faculty academic and administrative staff to present their needs for the offices and classrooms. For the library, a mail is sent for all academic staff to present their needs of books to be acquired for next year.	
1. What processes are followed by faculty and teaching staff for evaluating the adequacy of textbooks, reference and other resource provisions?	
The faculty members themselves present lists of books and other resources that are relevant for their teaching activities.	
2. What processes are followed by students for evaluating the adequacy of textbooks, reference and other resource provisions?	
The faculty members themselves present lists of books and other resources that are relevant for their teaching activities. A satisfaction survey that involves the library and its content is regularly conducted.	
3. What processes are followed for textbook acquisition and approval?	
A list of requested books is generated by the faculty members, then a part of it or all of it will be purchased depending on the available budget and the presence of supplier in Lebanon.	
<b>H. Faculty and other Teaching Staff</b>	
1.Appointments	
Summarize the process of employment of new faculty and teaching staff to ensure that they are appropriately qualified and experienced for their teaching responsibilities.	
Recruitment and appointment of faculty in accordance with the Lebanese university rules described "Faculty Recruitment and Promotion system procedures": Publish vacant position, assign a search committee or selection board, and approve the recruitment of the new instructor. A "Faculty Merit	



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<p>System” based on education, experience and research of the applicant was developed by the research committee to facilitate selection process, but is not implemented yet.</p>	
<b>2. Participation in Program Planning, Monitoring and Review</b>	
a. Explain the process for consultation with and involvement of teaching staff in monitoring program quality, annual review and planning for improvement.	
Many faculty members are involved in the QA Committee; once the Instructor Satisfactory Survey and students’ assessment of courses are implemented, results are analyzed by the committee and sent to the dean to act upon it. Many decisions will involve the curriculum, training, students or research committees.	
b. Explain the process of the Advisory Committee (if applicable)	
N/A because it is not compatible with the LU legislations.	
<b>3. Professional Development</b>	
What arrangements are made for professional development of faculty and teaching staff for:	
a. Improvement of skills in teaching and student assessment?	
<b>Conference, meeting and workshop cycles, ex:</b> Learning outcomes in higher education (2014), New teaching strategies (2016), Utilisation des Technologies de l’Information et de la Communication dans l’enseignement supérieur (TICE) (2020), Digihealth training (many sessions during 2020-2021)	
<b>Books and journals: Ongoing</b>	
b. Other professional development including knowledge of research and developments in their field of teaching specialty?	
<b>Autonomy and adaptability of the faculty himself (See Academic Freedom and Autonomy policy)</b>	
<b>Conferences:</b> yearly conference attendance through the LU - FOP (Health insight; related to medications in Lebanon)	
<b>Conferences:</b> yearly conference attendance through the LU - FOP (Health insight; related to medications in Lebanon)	
<b>4. Preparation of New Faculty and Teaching Staff</b>	
Describe the process used for orientation and induction of new, visiting or part time teaching staff to ensure full understanding of the program and the role of the course(s) they teach as components within it.	
- Department Chairs and Dean have open door policies: new faculty members can ask any question. - Academic department meetings are regular an ongoing - Co-operative teaching is frequently used	
<b>5. Part Time and Visiting Faculty and Teaching Staff</b>	
Provide a summary of Program/Department/ College/institution policy on appointment of part time and visiting teaching staff. (i.e. Approvals required, selection process, proportion of total teaching staff etc.)	
Procedures are similar to any other instructor and teaching staff	
<b>I. Program Evaluation and Improvement Processes</b>	
<b>1. Effectiveness of Teaching</b>	
a. What QA processes are used to evaluate and improve the strategies for developing learning outcomes in the different domains of learning?	



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Strategic item to improve	Suggested activity	Responsible	Timeline
Motivation after graduation from clinical PharmD is unstable given the lack of legislation requiring hospitals to have clinical pharmacists.	Contact with the OPL and legislators to start necessary regulations	Chair & Coordinator	2 years
Different internship locations: private and government hospitals. This makes the internship variable between PharmD students (size of the hospital, budget of each hospital, etc.)	Improvement of the training manual to make the training as homogeneous as possible	Coordinator	2 years
Lack of budget to increase the number of preceptors and improve relations with hospitals	Work on increasing the budget	Chair & Dean	2 years
Lack of preceptors assisting the internship of students in hospitals	Increase the size of the team, if circumstances are appropriate	Chair & Dean	2 years
Economic and political situation of the country could affect hospitals, which would affect the quality of internships	Try to make contacts with big university hospitals that are less affected	Chair & Coordinator	2 years
COVID-19 affects the quality of face-to-face internships	Apply vaccination to students, to allow for more flexibility in training	Dean	Ongoing
The program needs to be improved and its content should be upgraded	Application of competencies proposed by the Lebanese Order of Pharmacists and the International Pharmaceutical Federation, for mapping and assessment	Coordinator	2 years
Improve assessment methods	Include OSCEs and other modern methods	Coordinator	2 years





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External stakeholders advice to be taken into account	Survey to external stakeholders	Coordinator & Quality	2 years	
Culture of medical paternalism and deification of the doctor in Lebanon, which diminishes the role of the clinical pharmacist	Improve communication with healthcare team	Coordinator	2 years	
b. What processes are used for evaluating the skills of faculty and teaching staff in using the planned strategies?				
Within the <b>Quality Management Plan</b> , a part is dedicated to teaching assessment and related students satisfaction.				
2. Overall Program Evaluation				
a. What strategies are used in the program for obtaining assessments of the overall quality of the program and achievement of its intended learning outcomes:				
(i) From current students and graduates of the program?				
Within the <b>Quality management plan</b> , a part is dedicated to assess students and graduates satisfaction				
(ii) From independent advisors and/or evaluator (s)?				
<p>The Faculty has already obtained ISO-9001 certification over 3 consecutive years (2016-2018) with regard to student affairs.</p> <p>In 2011-2012, the Faculty of Pharmacy of the Lebanese University completed an evaluation operation under the terms of the International Conference of Deans of Faculties of Pharmacy of French Expression (CIDPHARMEF). The process includes a self-assessment carried out by members of the Faculty followed by an external assessment visit. Following the visit, the external evaluators prepared a final evaluation report including recommendations. The final report of the external evaluation commission was submitted to the Dean of the Faculty and to the Rector of the University in April 2012. The report was taken into account to make the necessary changes, following which the CIDPHARMEF made a new visit in 2016; the report resulting from this visit showed satisfaction linked to the changes that had taken place, but still included some elements to be optimized. The following conclusion was made:</p> <p>“The members of the monitoring committee were able to appreciate all the work accomplished since the 2012 evaluation visit. Indeed, the Faculty of Pharmacy of the Lebanese University has implemented many recommendations made in the final report of the CIDPHARMEF including, in particular, the revision of the curriculum, the implementation of a quality approach and the improvement of communication with students. In addition, the Faculty has created several Masters. These achievements bear witness to the importance given to the evaluation process and to the establishment of an action plan aimed at making the corrective measures deemed necessary.</p> <p>As part of the follow-up visit, the external evaluators encourage the Faculty to continue its work, in particular:</p>				



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• for the curriculum, consider creating a common first year in health and continue work to improve the current curriculum;  
 • for human resources, ensure the collaboration of all teachers in the implementation of the necessary revisions and offer pedagogical training and learning in new pedagogical techniques  
 • for physical resources, support the establishment of the simulation laboratory  
 • for research, continue efforts to raise awareness among students and encourage researchers to group together around common themes. "  
 These recommendations are still in progress.

(iii) From employers, Advisory Committee, and/or other stakeholders



Satisfaction of external stakeholders is not currently measured; this is expected to be done in the Quality Improvement Plan.

Attachments:

1. Copies of regulations and other documents referred to in template preceded by a table of contents.
2. Course specifications for all program courses including field experience specification if applicable.



### Authorized Signatures

Name	Title	Signature	Date



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### Appendix - SWOT Analysis– PharmD Clinical

<b>STRENGTHS (Internal capacities)</b>	<b>Weaknesses (Internal limitations)</b>
<ul style="list-style-type: none"> <li>- Additional and optional study program</li> <li>- This diploma allows pharmacists to acquire essential skills to be able to work in hospitals as clinical pharmacists qualified in all specializations.</li> <li>- The teachers of the courses are qualified personnel and holders of PhD with several years of experience in clinical pharmacy.</li> <li>- Since practical training is essential for the professionalization process, the preceptors who accompany PharmD students throughout their internship and over the entire 8-month period are qualified pharmacists and hold at least a clinical PharmD diploma and Master 2 with several years of experience in clinical pharmacy.</li> <li>- Different orientation sessions will take place at the end of the fifth year to encourage and guide students to choose their specialization.</li> <li>- The taught program is structured as theory and practice. The theoretical courses are at an advanced level and complement the courses in clinical pharmacy acquired in the fifth year of pharmacy. And since the PharmD is a professional course, it offers 8 months of internship in different hospital departments allowing them to apply all their pharmaceutical knowledge acquired during their year of study.</li> </ul>	<ul style="list-style-type: none"> <li>- The motivation after graduation from clinical PharmD is unstable for several reasons: No clear legislation obliging hospitals to have clinical pharmacists within their medical team, a significant number of Lebanese hospitals so far do not do not have a fixed position for the clinical pharmacist, the role of the clinical pharmacist in Lebanese hospitals is minimized, the existence of the unjustified conflict between doctor and pharmacist on the one hand and the ignorance of the role of the clinical pharmacist with doctors and the medical team, the fact of working in this position is well minimized.</li> <li>- Different places of internship: private and government hospitals. This makes the internship variable between PharmD students for the number of cases found (size of the hospital, budget of each hospital, etc.)</li> <li>- Lack of budget to increase the number of monitors and improve relations with hospitals</li> </ul>

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- Regular monitoring of student problems encountered by the instructors and the training manager and collaboration to resolve them.
- Availability of a rotation manual which contains all the information regarding rotations and activities requested from trainees within hospitals.
- A review of the main therapeutic strategies for the various pathologies will be carried out at the start of each internship.
- Students rotate monthly to the various hospital departments (internal medicine, cardiology, pediatrics, CCU and ICU) which allow them to acquire skills in all medical and pharmaceutical fields.
- PharmD Clinic students participate in daily rounds carried out by doctors as well as in the staff-meeting and will be in direct contact with doctors and patients, which promotes and strengthens coordination between doctor and pharmacist by exchanging information between them.
- The students of Pharm D clinic carry out their internships in contractual hospitals with the Lebanese University which allow them to have access to patient files and participate in all activities carried out at the hospital (surgery, various procedures, conferences medical, ...)

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<b>OPPORTUNITIES (External positive factors)</b>	<b>THREATS/CHALLENGES (External barriers)</b>
<ul style="list-style-type: none"> <li>- Possibility of laws regarding clinical pharmacy that will require hospitals to hire them</li> <li>- Possibility of making the link with the skills offered by the Order of Pharmacists of Lebanon, and those recommended by the ACCP.</li> <li>- Participation in clinical research projects at the faculty level, which gives graduates more confidence in their work with other health professionals</li> </ul>	<ul style="list-style-type: none"> <li>- Difficult political and economic context, which prevents hospitals from hiring more pharmacists</li> <li>- Culture of medical paternalism and deification of the doctor in Lebanon, which diminishes the role of the clinical pharmacist</li> <li>- COVID-19 pandemic, which prevents face-to-face internships</li> </ul>