



DEPARTMENT:ACD/ ACADEMIC

TITLE: Training Experience Specifications

CODE : ACD/AC - FO- 5.1-E	
IMPLEMENTATION DATE: 18/ 01/2021	
REVISION DATE: 18/01/2024	
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Level	<input type="radio"/> Undergraduate <input type="radio"/> Pharm D: Hospital Pharmacy <input type="radio"/> Master	Date	16-3-2021
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Department

A. Training Experience Course Identification and General Information

1. Training experience course title Training Hospital Pharmacy 2. Course Code STAGM2907

3. Credit/ Hours 40 Credits/ 999 Hs

4. Type of training Clinical **Hospital** Community

5. Name and title of faculty or teaching staff member responsible for the training experience field

Name	Position (Chief department or Faculty member, monitors, etc...)
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Salam Zein	Coordinator of PharmD in hospital Pharmacy
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6. Dates and time allocation of training experience activities

6 hours a day from Monday to Thursday - 8 months

7. Semester at which the training experience starts

Fall Semester

8. List names, addresses, and contact information for all training experience locations

Name of the Institution	Address	Name of Contact Person	Contact Information (email address or mobile)
Rafic Hariri University Hospital	Beyrouth	Head of Chief Pharmacy	
Sahel General Hospital	Mount Lebanon		
Hammoud Hospital University Medical Center	Saida		
Nabih Berri Governmental University Hospital	Nabatieh		

B. Learning Outcomes

1. Learning Outcomes for Training Experience in Domains of Learning, Assessment Methods and Teaching Strategy

Program Learning Outcomes, Assessment Methods, and Teaching Strategy work together and are aligned. They are joined together as one, coherent, unity that collectively articulates a consistent agreement between student learning and teaching.

The *National Qualification Framework* provides three learning domains.

On the table below are the three NQF Learning Domains, numbered in the left column.

First, insert the suitable and measurable learning outcomes required in each of the learning domains (see suggestions below the table).

Second, insert supporting teaching strategies that fit and align with the assessment methods and intended learning outcomes.

Third, insert appropriate assessment methods that accurately measure and evaluate the learning outcome. Each program learning outcomes, assessment method, and teaching strategy ought to reasonably fit and flow together as an integrated learning and teaching process

NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
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Know(Knowledge and Understanding)

Suggested Verbs: list, name, record, define, label, outline, state, describe, recall, memorize, reproduce, recognize, record, tell, write

K1	Identify the pharmacy activities contributing to the quality of care: supply, manufacturing, information, vigilance, research	Participation on the daily activity at the pharmacy	Reports Written exam
K2	Understand the role of the pharmacist in drug, nosocomial infections, and other committees.	Application with the chief pharmacist	Reports
K3	Identify High alert medications and their use related competencies issues.	Clinical case Application of special protocols	Written exam Oral presentation
K4	Specify issues relevant to the practice of hospital pharmacy	Participation on the daily activity at the pharmacy	reports

Know-How(Practical Skills)

Suggested Verbs: estimate, explain, summarize, write, compare, contrast, diagram, subdivide, differentiate, criticize, calculate, analyze, compose, develop, create, prepare, reconstruct, reorganize, summarize, explain, predict, justify, rate, evaluate, plan, design, measure, judge, justify, interpret, appraise

P1	Select, evaluate, and integrate drug information from the medical and pharmaceutical literature	Clinical cases Special Protocols	Oral presentation Reports
P2	Analyze and control of medicines	Clinical cases	Written exam
P3	Procure medication and avoid stock rupture	Participation on the daily activity at the pharmacy	Reports

Attitude(social skills)

Suggested Verbs: demonstrate, judge, choose, illustrate, modify, show, use, appraise, evaluate, justify, analyze, question, and write

A1	Work in a team and to show leadership when needed.	Participation on the daily activity at the pharmacy	Need for chief pharmacist evaluation
A2	Develop professional relationships with other health care practitioners.	Participation on the daily activity at the pharmacy	Need for chief pharmacist evaluation
A3	Demonstrate professional maturity, commitment, and ethics	Participation on the daily activity at the pharmacy	Need for chief pharmacist evaluation

2. Briefly describe any plans for developing and improving the training experience activity that is being implemented.

Recruitment of chief pharmacists as instructors for training activities if possible

C. Description of Training Experience Activity

1. Describe the major student activities taking place during the Training Experience

- Familiarization with the general organization of the pharmacy
- Get an overview of inventory management



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- Master drug circuit
- Know how to buy drug at the pharmacy
- Participation in the dispensation of medicines
- Familiarization with the concept of "patient care"
- Get an overview of the pharmacist's role on hospital committees
- Be able to provide information about different therapies

2. Describe the major Chief responsible / monitor activities taking place during the Training Experience

The coordinator's responsibilities are:

- Ensure student distribution at the training sites
- Answering questions about the internship
- Help solve problems that may be encountered
- To be the link between the student and the Faculty of Pharmacy
- Making progress towards achieving the objectives of the internship
- Correction of the internship books at the end of the rotation

3. Describe the major student activities taking place during the Training Experience

Same question as n C.1

4. List required assignments, projects, and reports

- Mid-term report
- Oral presentation for a formative mid-stage evaluation
- Final report at the end of the internship

a. Title or description

Presentation the hospital pharmacy
Inventory management
Organigram of the drug circuit in the hospital
Drug dispensation
Prescriptions Validation

Hospital Restricted Drugs
Antibiotics restriction
Drug Formulary- Committees
Collection of adverse reactions

Therapeutic monitoring
Drug reconciliation
Participation in the educational role of the pharmacist

b. When are these assignments or reports required?

Mid-term Report

Mid-Term Oral presentation

Final report at the end of the training

5. Follow up with students. What arrangements are made to collect student feedback?

- Regular follow-up with the coordinator to collect students' commentaries and to resolve any problems encountered
- Questions to answer at the end of the internship:
- Do you find this internship interesting? What do you suggest for improvement?

6. Insert a training experience flowchart for responsibility and decision-making (including a provision for conflict resolution).



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Student or pharmacist chief; PharmD coordinator ; Head of PharmD Department

7. Describe the main responsibilities of monitors in the training location. (e.g. Planning activities for student’s development of skills, advice to students, assessment of performance)

Not applicable

8. What facilities and support are required at the training experience location? (if any)

None

D. Planning and Preparation for Training Experience at the Faculty

1. Identification of training rotation. What processes are used to identify appropriate rotations?

Criteria required for a pharmacy of a University Hospital:

Pharmacist available (at least 1 pharmacist present full-time)

Individualized dispensation of medicines at the pharmacy

Available source of information; bookstore update, internet....

Pharmacist's active participation in the hospital Committee

Regular contact between the pharmaceutical department and the other departments of the hospital

Presence of parenteral preparations (nutrition, oncology) department

Patient profile record system

2. Briefly describe and indicate administrative steps to ensure a full understanding of the roles and responsibilities of faculty members in the training process. (Ex: briefing meetings and follow up consultation, training, staff development, notes for guidance.)

— Availability of a training manual which contains all the information regarding the activities requested from interns in hospitals.

— An internship orientation takes place before the internship begins

— Regular follow-up with the training coordinator to resolve any problems encountered and follow-up of the work plan

3. Briefly describe and indicate the timing of arrangements made for the preparation of students for participation in the training experience activity. (Cross-reference to any written notes provided)

An orientation session takes place before the training begins.

4. Safety and Risk Management. Describe the process used to ensure safety and identify potential risks to students, persons with whom they work, or facilities where they will be located, and strategies to minimize and protect against those risks (including insurance arrangements)

The students obey the conditions proposed by the hospitals; they must present an up-to-date vaccination record, and certain laboratory tests. They must respect the aseptic conditions in risk areas. They have insurance (National Social Security Fund...).

E. Student Assessment

1. List the major performance criteria or matters considered in the assessment of students’ grades. These may include assessments of work performance and personal characteristics and written reports of assignments. If specified weights are given for different tasks or criteria indicate the weight given to each component.

Student perseverance and interest in work can be assessed by the chief pharmacist.

Work performance and personal characteristics are taken in consideration in report evaluation and oral



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presentation.

2. Describe the responsibility of supervising the faculty instructor for student assessment

The supervising faculty instructor is the training coordinator.

F. Evaluation of the Training Experience

1. Arrangements for evaluation of training experience activity by:

Self-report by the students

2. Describe the planning arrangements for periodically reviewing the effectiveness of the training experience and planning for improvement.

None

G. Marks Distribution

1. Schedule of Assessment Tasks for Students During the Semester

Assessment	Assessment task (eg. essay, test, group project, examination, etc.)	Week due	The proportion of Final Assessment (%)
Midterm	Oral presentation	4 th month	10%
Midterm	Report	1-2-3-4 th months	15%
End of training	Report	8 th month	15%
End of training	Written exam	8 th	60%
TOTAL			100

Name of Instructor	Signature	Date Report Completed
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Salam ZEIN		17-3-2021
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Program Coordinator	Date Received
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Pr.Amal ALHAJJE	
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