



المركز الوطني للتقويم والاعتماد الأكاديمي
National Center for Academic Accreditation and Evaluation

ATTACHMENT 7.

T8. FIELD EXPERIENCE SPECIFICATION



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Field Experience Specifications

Institution: Najran University	Date of Report: 24-12-2019
College: Pharmacy	Department: ----
Program: Pharmaceutical Sciences	Track (if any): None

A. Field Experience Course Identification and General Information

1. Field experience course title and code	PHTR 501		
2. Credit hours (if any)	960 Contact training hours		
3. Level or year of the field experience.	11th level - 6th year		
4. Dates and times allocation of field experience activities.	<p>a. Dates: on the semester that comes after the tenth level, when students have been passed or completed all courses of the study plan</p> <p>b. Times: Training period includes 960 hours training (8 hours/day/6 months)</p>		
5. List names, addresses, and contact information for all field experience locations.			
	Name and Address of the Organization	Name of Contact Person	Contact Information (email address or mobile)
a.	King Khaled Hospital in Najran	Mohammad Alswar	0540832050
b.	Hospital of Obstetrics and Gynecology	Jaser Al Abbas	0554525585
c.	Najran Public Hospital	Ali Hamad Al klaib	0552498040
d.	Security forces hospital	Sara Alsayed	0118027254
e.	King Faisal Specialist hospital and Research Centre	Hanadi Maaod	0114647272
f.	Armed forces medical services	Dr. Morsi	0592798047
g.	Dawaa Al Salamah Pharmacies	Saleh Al Salamah	0553662255
h.	Riyadh Pharma	Dr. Khalid Alhattab	0500646447



B. Learning Outcomes

Learning Outcomes for Field Experience in Domains of Learning, Assessment Methods and Teaching Strategy			
	NQF Learning Domains and Learning Outcomes	Teaching Strategies	Assessment Methods
1.0	Knowledge		
1.1	Outline fundamentals of therapeutics, drug distribution, drug monitoring, adverse effects, contraindications, patient counseling, dose adjustment, disease prevention, health promotion, safe use and disposal of medicine.	Group discussion,	1. Field supervisor evaluation 2. Academic supervisor evaluation 3. Exit exam 4. Student surveys
1.2	State the laws that govern and affect pharmacy practice, ethical principles and moral rules of pharmacy profession.	Group discussion,	1. Field supervisor evaluation 2. Academic supervisor evaluation 3. Exit exam 4. Student surveys
2.0	Skills		
2.1	Evaluate the possible therapeutic applications, interactions or interferences of drugs and pharmaceutical compounds.	Group discussion and Case study.	1. Self-evaluation, report 2. Field supervisor evaluation 3. Academic supervisor evaluation 4. Exit exam 5. Student surveys
2.2	Plan strategies for solving the problems concerning physical and chemical incompatibilities that may occur during drug dispensing and safe composition of pharmaceuticals.	Group discussion and Case study.	1. Self-evaluation, report 2. Field supervisor evaluation 3. Academic supervisor evaluation 4. Exit exam 5. Student surveys
2.3	Communicate clearly by verbal and written means with all staff and colleagues in the medical fields as well as with patients	Group discussion and Case study.	1. Self-evaluation, report 2. Field supervisor evaluation 3. Academic supervisor evaluation
3.0	Competence		
3.1	Work independently, professionally and in a team work with a time management.	Case study	Field supervisor evaluation
3.2	Use of personal values and ethical principles in the field of work	Case study	Field supervisor evaluation



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C. Description of Field Experience Activity

1. Describe the major student activities taking place during the field experience.

The whole or a part of the training can be accomplished in pharmaceutical drug companies and in institutional (hospital) pharmacies.

Hospital Pharmacies

Hospital pharmacy training will equip student with the skills of undertaking medication history interviews and detailed medication management reviews. It also prepare the trainee to provide medicines information (at discharge and all points of contact with the healthcare system), making recommendations on medicines and working in contact with specialized units e.g. emergency, intensive care, aged care, oncology, pediatrics working in multidisciplinary teams with doctors, nurses and other health professionals.

2. List required assignments, projects, and reports.

a. Student self-evaluation report.

b. Field supervisor assessment report (or observation card).

c. Academic supervisor assessment report (or observation card).

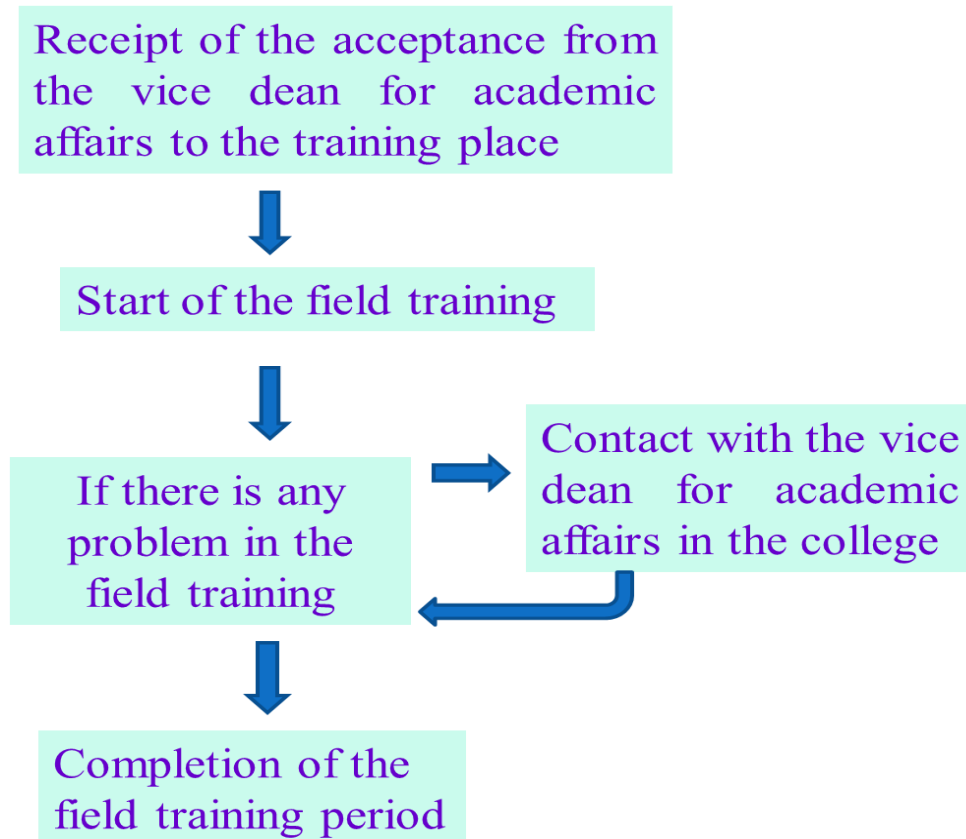
3. Follow up with students. What arrangements are made to collect student feedback?

The program receives the feedback of students through several channels:

- Via e-mail.
- Via mobile phone.
- Via WhatsApp social media
- Contact visit



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





5. Responsibilities.

	Student	Field Teaching Staff	Program Faculty and Teaching Staff	Department or College
Planning Activities				
a. Student activities.			✓	
b. Learning experiences.			✓	
c. Learning resources			✓	
d. Field site preparations			✓	
e. Student guidance and support		✓		
Supervision Activities				
a. Transport to and from site.	✓			
b. Demonstrate learning outcome performance.	✓			
c. Completion of required tasks, assignments, reports, and projects.	✓			
d. Field site – safety.			✓	
e. Student learning activities.			✓	
b. Providing learning resources			✓	
c. Administrative (attendance)		✓		
Assessment Activities				
a. Student learning outcomes		✓		
b. Field experience		✓		
c. Field teaching staff		✓		
d. Program faculty and teaching staff				✓
e. Field site				✓
f. Learning resources	✓	✓	✓	

b. Explain the student assessment process.

No.	Assessment method	Direct/indirect	Time	Percentage of total assessment
1	Student self-evaluation report		Week # 24	50%
2	Field teaching staff evaluation		Week # 1-24	20%
3	Program faculty staff evaluation		Monthly	30%
4	Exit exam		Week # 25	0
Total percentage				100

c. Explain the resolution of differences process (If the field teaching staff and the program faculty and teaching staff share responsibility for student assessment, what process is followed for resolving differences between them?)

If there is critical differences in the assessments between the supervising staff in the field location and faculty as both of them make an independent assessment and raise it to the vice dean of academic affairs, then discussed on the level of the program administration to give the decision



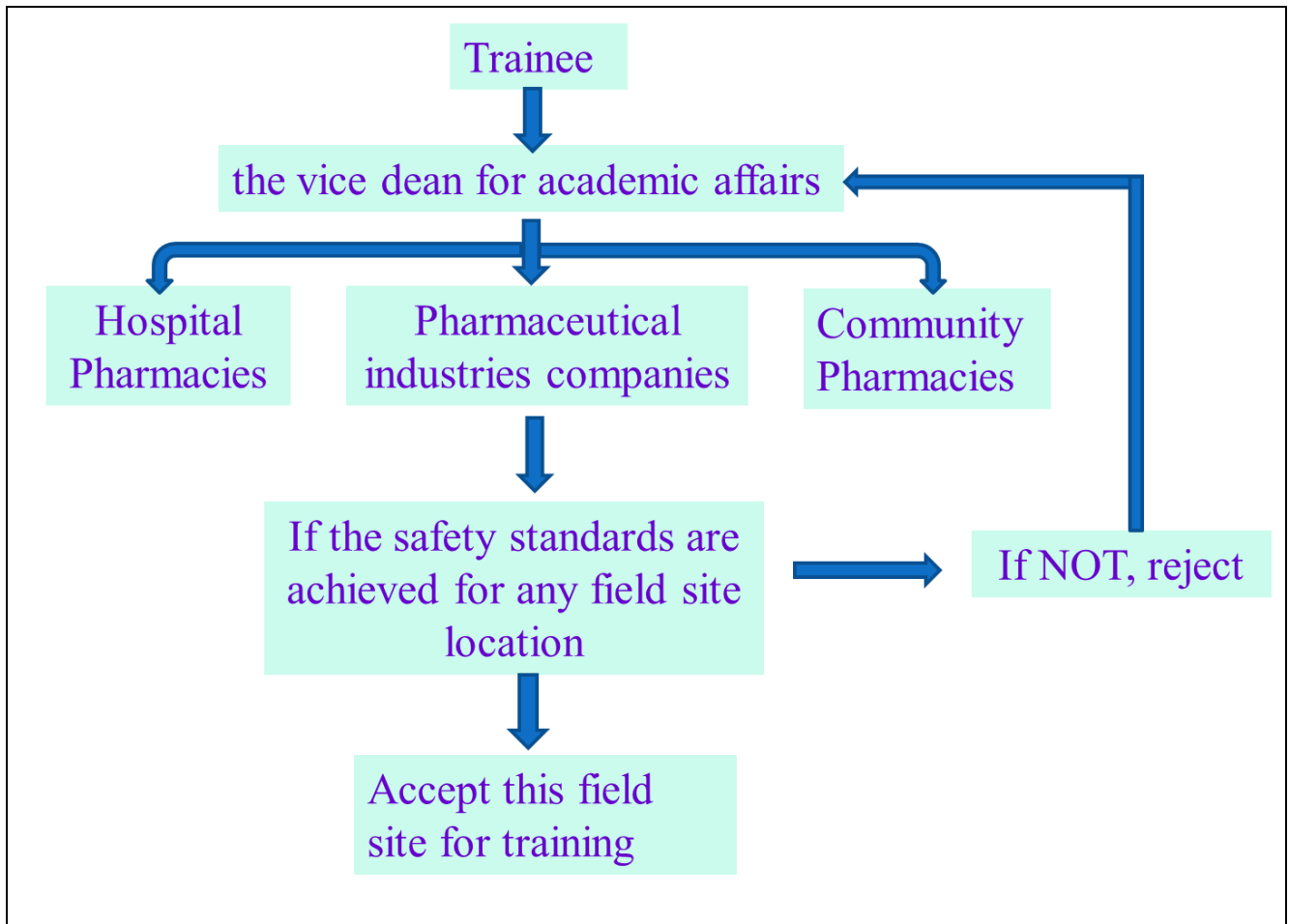
D Planning and Preparation

1. Identification of Field Locations

List Requirements for Field Site Locations (IT, equipment, labs, rooms, housing, learning resources, clinical)	List Safety Standards	List Specialized Criteria
<ul style="list-style-type: none"> a. Hospital Pharmacies b. Community Pharmacies c. Pharmaceutical industries companies d. Availability of computers and modern software e. Internet f. Lab coat 	<p>A. Personal safety</p> <ol style="list-style-type: none"> 1. Safety from physical harm (substances, chemicals, poisons, etc. – equipment - Improper body mechanics). 2. Employee responsibilities <ol style="list-style-type: none"> a. maintain a safe work place b. apply principles of proper body mechanics c. wear appropriate when indicated. d. follow proper procedures in handling pharmaceutical agents that may pose a hazard to the practitioner e. know where to locate the material safety Data sheets. f. know and apply policies and procedures in case of emergency <p>B. Environmental Safety</p> <ol style="list-style-type: none"> 1. Clean work place 2. Proper ventilation 3. Proper lighting 4. Adequate set-up and layout of work place 5. Properly functioning equipment 6. Well trained employees aware of potential hazard 	<ol style="list-style-type: none"> 1- Rules and Regulations of Regulatory Agencies. 2- Safe Practices. 3- All schedule II drugs must be kept under lock and key.

Explain the decision-making process used to determine appropriate field experience locations.

The administration of the college undertakes to provide the suitable training environment for each student. The college administration is keen to meet the regulations and conditions contained of Higher Education and the Saudi Commission for Health Specialties and operate under the standards achieved in the provision of quality training services. Each student can provide the training site location with the required safety standards that is suitable for him. Moreover, the hospital pharmacies for training the student in Najran city is achieved in collaboration with General Directorate of Health Affairs in Najran (Department of training and scholarship).



2. Identification of Field Staff and Supervisors

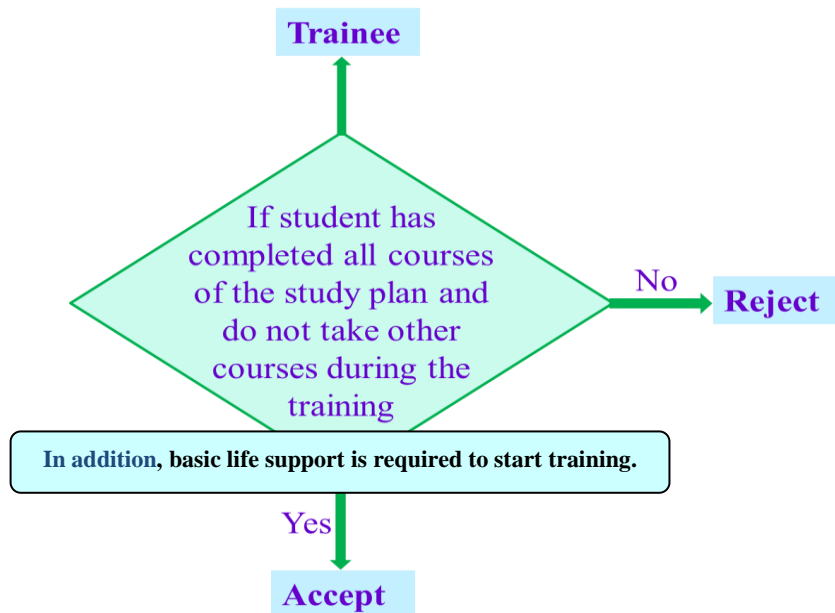
List Qualifications	List Responsibilities	List Training Required
a. Holds not less than bachelor.	Student guidance and support	Providing medicines information (at discharge and all points of contact with the healthcare system) Parenteral preparation Calculation dose Unit dose system Clinical rotation Outpatient and Inpatient clinics
b. At least has 3 years work experience (High experienced Pharmacists)	1. Student learning activities 2. field site – safety 3. Attendance	Completion of required tasks in the specified time. Seminar
Explain the decision-making process used to determine appropriate field staff and supervisors.		



3. Identification of Students

List Pre-Requisite Requirements	List Testing Requirements	List Special Training Required
a. The Student must complete all courses of the study plan (164 credit hours).	No special requirements	Basic life support training
b. Students are not allowed to take other courses during the training	No special requirements	No special requirements

Explain the decision-making process used to determine that a student is prepared to enroll in field experience activities.



4. Safety and Risk Management.

List Insurance Requirements	List Potential Risks	List Safety Precautions Taken	List Safety Training Requirements
a. Adequate set-up and layout of work place	Microbial and physical harm of trainee	Lab coat, gloves, masks, face shield	Lab coat, gloves, masks, face shield
b. Proper ventilation	Infection of trainee with Infectious diseases during training period	Lab coat, gloves, masks, face shield	Lab coat, gloves, masks, face shield
c. Well trained employees aware of potential hazard	Narcotic drugs and Tabulated- II drugs lists	Rules and Regulations of Regulatory Agencies	Rules and Regulations of Regulatory Agencies
d. Properly functioning equipment	Harm of trainee and the others	Rules and Regulations of	Rules and Regulations of Regulatory Agencies



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		Regulatory Agencies	
<p>Explain the decision-making process used to protect and minimize safety risks. The student must obey the following rules to protect himself and minimize the safety risks:</p> <ol style="list-style-type: none"> 1- The student must wear Lab coat, gloves, masks, face shield 2- The student must follow the rules and regulations of regulatory agencies such as hospitals 3- Proper ventilation should be maintained at the field location 4- All Narcotic drugs and tabulated- II drugs' lists must be kept under lock and key 5- If the student gets sick or infected during the training, the field site location will be responsible for his treatment and recovery 			

<p>5. Resolution of Differences in Assessments. If supervising staff in the field location and faculty from the institution share responsibility for student assessment, what process is followed for resolving any differences between them? If there is critical differences in the assessments between the supervising staff in the field location and faculty as both of them make an independent assessment and raise it to the vice dean of academic affairs, then discussed on the level of the program administration to give the decision</p>
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E. Evaluation of the Field Experience

<p>1. Describe the evaluation process and list recommendations for improvement of field experience activities by:</p> <p>a. Students</p> <p>Describe evaluation process</p> <ul style="list-style-type: none"> - Send a monthly report. - Doing a final self-evaluation report. - Doing a final presentation. <p>List recommendations for improvement</p> <ul style="list-style-type: none"> - Show the importance of training for students - Show the importance of learning new skills - Show the importance of applying the learned skills <p>b. Supervising staff in the field location</p> <p>Describe evaluation process</p> <ul style="list-style-type: none"> - Fill the evaluation forms according to the following criteria: Practical ability, theoretical background, cooperation with other colleagues, punctuality, organization, safety awareness, communication with patients, interest & enthusiasm, completion of tasks on time and his appearance. - Fill in a questionnaire to assess the field training. - Evaluate student attendance <p>List recommendations for improvement</p>
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- Develop a new evaluation form that covers more criteria.

c. Supervising faculty from the institution

Describe evaluation process

- Evaluating the monthly students' reports.
- Evaluating the final self-evaluation report..
- Evaluating the final presentation.


d. List recommendations for improvement

- Doing a workshop describes the goals of training.
- Also describes the objective of training.
- Preparing a training guide for the students
- Show the importance from training.

e. Others—(e.g. graduates, independent evaluator, etc.)

Describe evaluation process

Name of Field Experience Coordinator: Hassan Albarqi

Signature: 

Date Specification Completed: 20/1/2020

Program Coordinator: Mohamed A. A. Orabi

Signature: 

Date Received: 20/1/2020