



كلية الصيدلة
جامعة فاروس بالإسكندرية

معيار 8: التدريس و التعلم

الوثائق الداعمة
للمعيار

دليل التدريب الميداني

Virtual Summer Training 2020

محتويات الوثيقة:

1- Virtual Hospital Experiential Online Summer Training 2020-Memorandum Of Understanding

2- التعليمات المرسله بخصوص التدريب الصيفي

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**1- Virtual Hospital Experiential Online Summer
Training 2020-Memorandum of Understanding**



Virtual Hospital Experiential Online Summer Training 2020

Memorandum Of Understanding

Between Faculty of Pharmacy & Drug
Manufacturing, Pharos University in
Alexandria & NAPHS Consultancy in
collaboration with University of
Colorado



Virtual Hospital Experiential Online Summer Training 2020

This Training Services Agreement is an agreement held between Faculty of Pharmacy & Drug Manufacturing, Pharos University in Alexandria (PUA), subsequently referred to as **(Party I)**; NAPHS (Novel Applied Pharmacy and Healthcare Services) as Virtual Training Provider (VTP) in collaboration with Regents of the University of Colorado, a body corporate, for and on behalf of Skaggs School of Pharmacy and Pharmaceutical Sciences at the University of Colorado Denver

| Anschutz Medical Campus (“CU Anschutz”), subsequently referred to as **(Party II)**; for holding the **Virtual Hospital Experiential Online Summer Training 2020**

This Agreement is made effective as per the two parties signature date.

I. TRAINING OBJECTIVES

Virtual Hospital Experiential Online Summer Training 2020 is tailored by NAPHS for Pharmacy students to help them gain a holistic view of real-life daily practice routine before graduation with collaboration of CU Anschutz. This training is specially designed to strengthen the therapeutic decision making for students. The program is built to simulate real life experience and cases allowing students to sense and feel the clinical pharmacists daily practice.

II. TRAINING OUTLINE

- The training consists of 3 different modules: Cardiology, oncology, and critical care
- Each module is of 2 weeks duration (30 hours online) covering one therapeutic topic
- Each wave shall start with an orientation day and end with a conference day during which the enrolled students of the wave all modules shall attend.

III. AGREEMENT PARTIES' ROLES

Section 1: Party I /Enrolled Students

A. PARTY I

- approves Party II; NAPHS as a Virtual Training Site for its Pharmacy Students.
- shall be committed to provide Party II with the contact details of the enrolled students (Name, Mobile and email) with their selected module preference at least 10 days before the wave starts.
- is committed to provide a maximum of 25 enrolled students in each module.
- only the enrolled students provided officially (via email or stamped document) through Party I contact person will have access to the training. No other channel for providing students will be approved.



- is committed to proceed with the preapproved payment before each wave.
- approves the enrolled students' regulations stated in "B" and the actions stated in "section 2".

B. ENROLLED STUDENTS

- students should have their Video camera on during live sessions.
- students are permitted to skip maximum 2 live sessions.
- students are allowed for a maximum of 50 mins. delay along the whole module.
- students' assessment is based on interaction during live sessions, discussion forums, commitment to assignments & attendance, tasks requested and OSCE.
- copyright of training material should be respected and not disseminated.

Section 2: Party II

A. NAPHS

- reserves the right to cease the training (without refund) for the enrolled students violating the regulations stated in section 1 "B" to maintain a productive classroom environment after the approval of Party I.
- will not permit the enrolled students to act inappropriately or disruptively.
- will have no obligation to provide a certification for the uncommitted students.
- will provide certificates for all students, speakers, faculty staffs and project members with 3 logos printed: for Faculty of Pharmacy & Drug Manufacturing Pharos University in Alexandria, NAPHS & CU Anschutz.
- will permit one faculty member affiliated to Party I to participate in the simulation training platform per module specialty with each group of students.

B. CU Anschutz

- is collaborating to be part of the Virtual Hospital Experiential Online Summer Training 2020 for the 3 modules during all waves.
- shall be committed to provide a speaker for one preselected session per wave.
- shall secure its logo and electronic signature on the certificates provided by Party II.
- NAPHS is committed to proceed with the preapproved payment for CU Anschutz during one each



Agreement Approval between

Party I Faculty of Pharmacy and Drug Manufacturing, Pharos University in Alexandria and Party II NAPHS Consultancy

Representative	Prof. Dr. Maged ElGhazouly Dean, Faculty of Pharmacy & Drug Manufacturing	Nahla Kandil CEO, NAPHS Consultancy
Signature		<i>Nahla Kandil</i>
Date		23 Sept 2020

Collaboration Agreement Approval between

Party II NAPHS Consultancy and Regents of the University of Colorado, for CU Anschutz

Representative	Nahla Kandil CEO, NAPHS Consultancy	Ralph J. Altieri Dean, Univ of Colorado Skaggs School of Pharmacy and Pharmaceutical Sciences
Signature	<i>Nahla Kandil</i>	<i>Ralph J. Altieri</i>
Date	6/8/2020	22 Sept 2020

2-التعليمات المرسله بخصوص التدريب الصيفي

التدريب الصيفي للفرقة الرابعة ٢٠٢٠

طلاب الفرقة الرابعة الاعزاء

، سيكون هناك تعديل في التدريب الصيفي عام ٢٠٢٠ بسبب جائحة فيروس كورونا المستجد. سيتم إلغاء التدريب في الصيدليات المجتمعية. ومع ذلك ، يجب عليك تسجيل تدريب افتراضي عبر الإنترنت للمستشفى لمدة 30 ساعة هذا الصيف .

فيما يلي مقدمة موجزة لبرنامج التدريب الافتراضي هذا

يتم توفير هذا البرنامج بواسطة:

NAPHS.

Novel Applied pharmacy & Health Care Services

في مصر ، وبالتعاون مع جامعة كولورادو في الولايات المتحدة. سيتم فتح 4 وحدات لتختار منها. يجب على كل طالب اختيار وحدة واحدة. ومع ذلك ، يمكنك تحديد أكثر من وحدة واحدة إذا كنت تفضل ذلك

الرعاية الحرجة

الأورام

القلب

الكلية

كل وحدة تمتد لأسبوعين بواقع ٣٠ ساعة دراسية عن بعد مقسمة كالتالي:

- يوم التوعية ٣ ساعات
- العلاجات ٢٤ ساعة
- المؤتمر ٣ ساعات

و يتخلل البرنامج محاكاة لحالات دراسة افتراضية بحسب القسم، بالإضافة لاستخدام منصة التعلم عن بعد للمناقشات و تسليم المواد التعليمية.

سيتم منح جميع الطلاب شهادات عند الانتهاء من التدريب.

سيتم تقديم الشهادات مع شعارات PUA وجامعة كولورادو هو NAPHS.

يجب على جميع الطلاب التسجيل الآن عبر الإنترنت من خلال الرابط:

<https://forms.gle/JdkrGKXyH3h4WDfE9>

اخر معاد للتقدم: ٣٠ يونيو.

مصاريف كل وحدة ٢٥٠٠ جم+

نماذج مخرجات التعليم المستهدفه نماذج مخرجات التعليم المستهدفه

بعد الانتهاء من دراسة وحده الاورام , سيتمكن الحضور بما يلي:

- من فهم ادويه الاورام
- من القدره علي استخدام موارد معلومات الاورام المختلفه
- من فهم اداره الشعور بالالم و العنايه المركزه
- من الحذر عند نقل العلاج الكميائي
- من المعرفه الكامله بانواع الاورام المختلفه و الاورام الليفيه

بعد الانتهاء من دراسة وحده العنايه المركزه , سيتمكن الحضور بما يلي:

- من القدره علي استخدام موارد معلومات العنايه المركزه المختلفه
- من فهم الامراض الاساسيه في وحده العنايه المركزه مثل الامراض المعديه و السيطرة علي نسبه السكر في الدم
- من القدره علي تحليل الحالات ذو الامراض المزمنه مثل السكتات القلبيه , السكتات الدماغيه و الفشل الكلوي

بعد الانتهاء من دراسه وحده امراض القلب , سيتمكن الحضور بما يلي:

- من القدره علي استخدام و مقارنه ارشادات امراض القلب المختلفه
- تذكر دواعى الاستخدام، الجرعات، التداخلات البيينية الدوائية الخاصة بالاصناف الدوائية الاكثر استخداماً مثل أدوية السيولة و مضادات التجلط
- من فهم الاداره الطبيه لمرضي الشريان التاجي , الجلطات الرئويه , نوالي القدمين , رفرفه القلب و الفشل القلبي
- من القدره علي تحليل الحالات المزمنه بالاضافه الي مشاكل قلبيه , امراض معديه و مرض السكري

بعد الانتهاء من دراسه وحده امراض الكلي , سيتمكن الحضور بما يلي:

- من فهم مضاعفات امراض الكلي المزمنه بما في ذلك فقر الدم , ضمور عظمي مصاحب الفشل الكلوي.
- بالاضافه الي الاشكال المختلفه من العلاج الكلوي البديل و تعديل الجرعات
- عدوي مجري الدم , التهاب مجري البول قد يكون نتيجته القسطره او التهاب الكلوي المتعدد بالاضافه الي زراعه الكلي و مثبطات المناعه
- من الفحص و التطبيق علي ارشادات موارد معلومات عن أمراض الكلي.

ماجد الحفزي

11/7/2020

**3- مشرفي التدريب الصيفي و توزيع المهام علي مشرفي التدريب
الصيفي**

**Summer Training 2020 Virtual Hospital Training
Committee Members and Assistants (Module Supervisors)**

Supervisors: Prof. Dr. Rasha Bayaa, Asso. Prof. Gihan Labib

Director of summer training: Asso. Prof. Ming Ming Wen

Committee Members	Assistants
Dr. Shaimaa Khamis 01000123086	Yasmin Ahmed yasmin.ahmed@pua.edu.eg 01229881668
Dr. Mona Salah 01004035312	Rana Sharkawy Rana.sharkawy@pua.edu.eg 01098984454
TA. Ahmed Abozeid 01005216409	Zeyad Magdy Beshara Zeyad.beshara@pua.edu.eg 01118526188
TA. Ingy Eman 01223534690	Omnia AbdelAziz Omnia.Ashraf@pua.edu.eg 01017448044
	Hadeer ALSayed Hadeer.alsayed@pua.edu.eg 01286285900
	Hala AboElhassan hala.aboelhassan@pua.edu.eg 01114851485
	Nourhan Gamal Nourhan.gamal@pua.edu.eg 01112205802

Tasks	Committee Member	Assistants
registration, payment, contact with accounting dept. schedule, change and cancel announcement	Asso. Prof. Ming Ming Wen	Hala AboElhassan
		Yasmin Ahmed
Google Classroom, communication with students	Dr. Mona Salah	Zeyad Magdy Beshara Rana Sharkawy
marks, absence, certificates	TA. Ahmed Abozeid	Omnia AbdelAziz Nourhan Gamal
evaluation, program, internal and external	Dr Shaimaa Khamis	Hadeer ALSayed

- All committee members and assistants are also module supervisors who are required to attend 10-20 days module sessions with students and fill evaluation form daily.

Module Supervisors

Group 1	oncology	Ahmed	Group 11	oncology	Hala
Group 2	oncology	Asso Prof. Jihan Labib + Ming Ming Wen	Group 12	oncology	Nourhan
Group 3	critical care	Rana	Group 13	critical care	Asso Prof. Jihan Labib + Ming Ming Wen

Group 4	critical care	Zeyad	Group 14	critical care	Ahmed
Group 5	cardiology	Ingy	Group 15	cardiology	Hala
Group 6	oncology	Yasmin Ahmed	Group 16	oncology	Dr Mona Salah
Group 7	oncology	Hadeer	Group 17	critical care	Asso Prof. Jihan Labib + Ming Ming Wen
Group 8	critical care	Dr Mona Salah			
Group 9	critical care	Omnia			
Group 10	cardiology	Hadeer			

- Each group has 10-day module sessions with 3 hours per day.

Dr. Ming Ming
Summer 2020

4 -Conference day evaluation form- Summer 2020

Summer Training 2020

Conference Day Evaluation Form

Module: Critical care
Wave: 2
Group No.: 1
Group Supervisor: Mona Salah Mohamed Dr Heba Shaaban (coordinator), Dr Nahla and Dr Fatma (Evaluators)
Date: 20/8/2020
Time & Duration of group presentations: 50 minutes (10 minutes each)
No. of students in each case presentation group: 5
Total No. of group presentations / wave: 5

❖ *The group supervisor should give a score from 1; [minimum] to 5; [maximum] for each of the following items*

#	Items	1	2	3	4	5	Comments
1	Timing of the conference day is appropriate				X		11:00am-12:00pm
2	The platform used for case presentation is simple, easy and satisfactory			X			The zoom-link was not present on the classroom as usual, it was sent in the whatsapp group.
3	Presentations started on time				X		
4	Presentation duration is appropriate				X		Each presentation lasted 7 minutes and was done by 1 student in the group.
5	Students interact, communicate and answer questions effectively				X		The four other students in each group were asked by Dr Nahla and Dr Fatma, some answered and some did not know the answer.
6	Discussion with students is useful			X			
7	Conference day evaluates knowledge and skills that have already practiced in virtual summer training process				X		Yes and required further investigations for knowledge.
8	Conference day is closely related to virtual summer training objectives					X	Dr Heba was very cooperative and professional and dealt with every shortcoming. Dr Nahla and Dr Fatma evaluated the students.
9	Conference day coordinator can organize all day activities in a professional way						A link was sent to the students to evaluate other students in other groups. Students were encouraged to do this by bonus marks.
10	Conference day is useful for students					X	
11	The day is well organized					X	

Supervisor Name: Dr. Mona Salah Mohamed

Date: 20/8/2020

5- Orientation day evaluation form- summer 2020

Summer Training 2020

Orientation Day Evaluation Form

Module: Critical Care
Wave: 2
Group No.: 1
Group Supervisor: Mona Salah Mohamed
Date: 9/8/2020
Time & Duration: 11am-2pm

❖ The group supervisor should give a score from 1; [minimum] to 5; [maximum] for each of the following items

#	Items	1	2	3	4	5	Comments
1	Timing of the session is appropriate					X	
2	The platform used for meeting is simple, easy and satisfactory					X	Zoom link was added on the google classroom and on the whatsapp group
3	Voice of speaker is clear					X	
4	Objectives of orientation day is clear					X	Students were guided to use the google classroom for material: handouts, cases for each session and additional material. They were asked to download the Pharmsim app. They were given information about the agenda of the module, (guided to use the interactive pdf to download coda app for the agenda) and the OSCE exam.
5	Speaker knowledge about the topic is sufficient and updated					X	
6	Speaker is able to explain and clarify all points discussed				X		
7	Speaker interacts with students and attracts their attention					X	
8	Speaker is able to answer questions efficiently					X	
9	Duration of the session is appropriate in relation to the content explained					X	
10	The day is well organized					X	



11	Orientation day is closely related to summer training objectives					X	
12	Orientation day is useful for students					X	

Supervisor Name: Dr Mona Salah Mohamed

Date: 24/8/2020

6-OSCE exam evaluation form-Summer 2020



Summer Training 2020

OSCE Evaluation Form

Module:	ONCOlogy 2
Wave:	wave 3
Group No.:	12
Group Supervisor:	Nourhan Gamal
Date:	26/9/2020
Duration of OSCE / student:	6 PM - 9:30 PM

❖ The group supervisor should give a score from 1; [minimum] to 5; [maximum] for each of the following items

#	Items	1	2	3	4	5	Comments
1	Timing of OSCE is appropriate				✓		
2	The platform used for OSCE is simple, easy and satisfactory					✓	
3	OSCE duration is appropriate for evaluation					✓	
4	OSCE evaluates knowledge, communication and other skills that have already practiced in virtual summer training process					✓	
5	OSCE is closely related to virtual summer training objectives					✓	
6	Students interact, communicate and answer questions effectively					✓	
7	Examiner can manage OSCE process in a professional way					✓	
8	OSCE is well organized					✓	

Supervisor Name: Nourhan Gamal

Date: 26/9/2020

7- Therapeutic daily evaluation form - Summer 2020

Summer Training 2020

Therapeutic Sessions Evaluation Form

Module: cardiology 1
Wave: 1
Group No.: 5
Group Supervisor: Engy Mahmoud Emam
Date of the Session: 20-7-2020
Time & Duration of Session: 11-2 pm
Title of the Session: Orientation to medical records ,devices used & FASTHUG MAIDENS
Speaker Name: yasmine abd elghany

❖ The group supervisor should give a score from 1; [minimum] to 5; [maximum] for each of the following items

#	Items	1	2	3	4	5	Comments
1	Timing of the session is appropriate					√	
2	The platform used for session is simple, easy and satisfactory					√	
3	The session started on time					√	
4	Voice of speaker is clear					√	
5	Objectives of the session day is clear					√	
6	Speaker knowledge about the topic is sufficient and updated					√	
7	Speaker is able to explain and clarify all points discussed					√	
8	Speaker interacts with students and attracts their attention					√	
9	Speaker is able to answer questions efficiently					√	
10	Content presented is attractive and grasps attention					√	
11	Information is presented in a logical sequence					√	



12	Material included is sufficient and relevant					√	
13	Q&A live discussion is organized, sufficient and useful					√	
14	Tutorial activities "cases discussion" is organized, interesting, useful and related to the topic					√	
15	Virtual practice "PharmaSim Case" is organized, interesting, useful and related to the topic						
16	Break time is suitable and sufficient					√	
17	Duration of the session is appropriate in relation to the content explained					√	
18	All session objectives are completely covered					√	
19	The session is well organized					√	
20	The session is closely related to module objectives					√	
21	The session is useful for students					√	

Supervisor Name: Engy Mahmoud Emam

Date: 20-7-2020

8- Report on Virtual Online Hospital Training 2020

FACULTY OF PHARMACY
PHAROS UNIVERSITY IN ALEXANDRIA

Report on Virtual Online Hospital Training

SUMMER 2020

Presented by
Ming Ming Wen, PhD
Director, Summer Training
Faculty of Pharmacy
October 1, 2020

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MEMORANDUM OF UNDERSTANDING (MOU)

This MOU is presented by Pharos University in Alexandria and NAPHS, herein, NAPHS is the partner with University of Colorado cosigned in this MOU. (*Attachment 1*)

This MOU was an alternative to at-site summer training due to COVID-19 pandemic. This replacement will take place only once this year.

SUMMER TRAINING COMMITTEE

Vice Dean: Prof. Dr. Rasha Bayaa
Director of summer training: Asso. Prof. Ming Ming Wen

Supervisor	Dept Head of Clinical Pharmacy & Pharmacy Practice Asso. Prof. Gihan Labib
Committee Members	Dr. Shaimaa Khamis Dr. Mona Salah TA. Ahmed Abozeid
Assistants	Zeyad Magdy Beshara Omnia AbdelAziz Hadeer AlSayed Hala AboElhassan Nourhan Gamal

Tasks	Committee Member	Assistants
registration, payment, contact with accounting dept. schedule, change and cancel announcement	Asso. Prof. Ming Ming Wen	Hala AboElhassan Yasmin Ahmed
Google Classroom, communication with students	Dr. Mona Salah	Zeyad Magdy Beshara Rana Sharkawy
marks, absence, certificates	TA. Ahmed Abozeid	Omnia AbdelAziz Nourhan Gamal
evaluation, program, internal and external	Dr Shaimaa Khamis	Hadeer AlSayed

- All committee members and assistants are also module supervisors who are required to attend 10-20 days module sessions with 3 h/day. And fill evaluation form daily.

Module Supervisors					
Group 1	oncology	Ahmed Abozeid	Group 10	cardiology	Hadeer AlSayed
Group 2	oncology	Asso Prof. Jihan Labib + Ming Ming Wen	Group 11	oncology	Hala AboElhassan
Group 3	critical care	Rana Sharkawy	Group 12	oncology	Nourhan Gamal
Group 4	critical care	Zeyad Magdy	Group 13	critical care	Asso Prof. Jihan Labib + Ming Ming Wen
Group 5	cardiology	Ingy Eman	Group 14	critical care	Ahmed Abozeid
Group 6	oncology	Yasmin Ahmed	Group 15	cardiology	Hala AboElhassan
Group 7	oncology	Hadeer AlSayed	Group 16	oncology	Dr Mona Salah
Group 8	critical care	Dr Mona Salah	Group 17	critical care	Asso Prof. Jihan Labib + Ming Ming Wen
Group 9	critical care	Omnia AbdelAziz			

PROGRAM MODULES

(Attachment 2)

OBJECTIVE

This virtual training was designed to strengthen the therapeutic decision making for students through a simulated clinical experience with cases and discussions, allowing students to sense and feel the daily practice of clinical pharmacists.

PROGRAM OUTLINE

Each online module is of two-week in duration (30 hours) covering different therapeutic modules as detailed below.

- Modules offered
 - a) Critical care
 - b) Oncology
 - c) Cardiology
- Each module (30 hrs) include:
 - a) Orientation day (3 hr),
 - Program outline, students' obligations and assessment method
 - Clinical pharmacy overview (recorded lecture from U. of Colorado)
 - General case analysis approach, care plan & medical records templates
 - Introducing OSCE exam
 - b) Therapeutic module training (8 days, 3 hrs each day) (Cardiology, Critical Care, Oncology).
 - PharmSim demonstration (15 min)
 - Recorded lecture (45 min)
 - Discussion (15 min)
 - Break (10 min)
 - Joinpd.com (group test) (15 min)
 - Short video (10 min)
 - Case Analysis & Discussion in Breakout Room (90 min). In the breakout room students discussed the case privately with instructor rotated in each room to answer questions and guide students. After they returned back to the main room, students then shared their findings and instructor randomly selected students to answer questions.
 - Joinpd.com (individual post-test) (15 min)
 - c) Conference day (3 hrs). Each group of 4-5 students performed case presentation and discussion in front of trainer.
 - d) OSCE exam: It's an individual exam. Thirty min for each student.
- Pharmacy Simulator
 - It's a simulation game type of program to train students in patient communication, product selection, dispensing and inter-professional communication. Personalized case scenarios can be created by instructors.

STUDENT ASSESSMENT

- 15% Attendance (Student can maximally skip 2 online sessions)
- 20% Engagement in LMS discussion forum, and assignments submissions
- 15% Engaged during live sessions and group discussions
- 25% Case presentation as a Group assignment
- 25% OSCE

PHARMACY SIMULATOR

Pharmacy Simulator is a video-game like, 3D simulated learning software for pharmacists in both community and hospital settings specially benefit in clinical decision making and patient counseling. Learners can navigate a range of realistic patient encounters and learn from the detailed feedback in a fun and engaging manner. Students are able to deal with cases and communicate with physicians, nurses and patients. Instructors can write their own case scenarios for specific topics and share them. Scenarios can be designed for all skill levels, beginner to advance. Instructors and students get immediate feedback. Results are recorded with grades. This app can be played both in PCs and mobile devices. The game can be used as a quick evaluation in an interactive activity in class or as a homework assignment. (*Attachment 3*)

REGISTRATION

- Total registration: 412 students (8 students registered for 2 modules)
- Critical care module: 180 students
- Oncology module: 177 students
- Cardiology module: 63 students

SCHEDULE

- There were 4 waves. Each wave contained about 100 students. Each group contained 25 students.

	WAVE 1	WAVE 2	WAVE 3	WAVE 4
Oncology 1	Group 1 19-30 July	Group 1 9-20 August	Group 1 23 August – 3 September	Group 1 6-17 September
Oncology 2	Group 2 25-29 July 8-13 August	Group 2 16-27 August	Group 2 30 August – 10 September	-
Critical Care 1	Group 3 19-30 July	Group 3 9-20 August	Group 3 23 August – 3 September	Group 2 6-17 September
Critical Care 2	Group 4 25-29 July 8-13 August	Group 4 16-27 August	Group 4 30 August – 10 September	-
Cardiology	Group 5 19-30 July	Group 5 9-20 August	Group 5 23 August – 3 September	-

GRADING

#	Absence	Student Name									Attendance Score
			d1	d2	d3	d4	d5	d6	d7	d8	d1 to d8 out of 15
5110021	2	Ghada Mohamed Saleh	1	1	0	0	1	1	1	1	11.25
5112106	2	Bahaa eldin nabil muhammad	1	1	1	0	1	1	0	1	11.25
5113100	0	George georgy ghebrial	1	1	1	1	1	1	1	1	15
5113143	2	Zeinab abdelkhalek amin	1	1	1	1	1	0	1	0	11.25
5113443	1	Abdallah Mohamed Rhem Saad	0	1	1	1	1	1	1	1	13.125
5114297	1	Mohamed Abd Elaziz Esmat abo yousif	1	1	1	0	1	1	1	1	13.125
5115468	1	Samar maher saleh	1	1	0	1	1	1	1	1	13.125
5115484	2	yehia amr mohamed	1	1	1	1	0	0	1	1	11.25
5115508	1	Roger youhanna mofed	1	1	1	1	0	1	1	1	13.125
5115512	1	Abd elrahma Ismail Abu El Yazid	1	1	0	1	1	1	1	1	13.125
5116007	0	Ahmed Ihab Saeed Gaber	1	1	1	1	1	1	1	1	15
5116011	0	Ahmed Gomaa Abdalrasool Ibrahim	1	1	1	1	1	1	1	1	15
5116014	1	Ahmed Hamdan Sabra	1	1	1	1	1	1	0	1	13.125
5116015	0	Ahmed Hamdy khalil	1	1	1	1	1	1	1	1	15
5116016	1	Ahmed Hamdy Elwan	1	0	1	1	1	1	1	1	13.125
5116018	5	Ahmed reda Harby	0	1	1	1	0	0	0	0	5.625
5116040	1	Esraa mohamed ottian	1	1	1	1	1	1	0	1	13.125
5116043	0	Esraa mohamed mohamed zidan	1	1	1	1	1	1	1	1	15
5114072	2	Alaa nasr abdella	1	1	0	0	1	1	1	1	11.25

Students Follow up Sheet
Wave 1
Module Cariology
Coordinator in Charge: Fatema Elwanay

#	Absence	Student Name	Interaction during Session 15%				LMS & Assignments 20%					Case Presentation 25%	OSCE 25%	Total Score
			0 interaction (0%)	1 to 2 10%	More than 2 (15%)	Interaction Score	Prestest	Assignment Pharmacysms	Therapeutic Sessions Feedback	Post Test	LMS & Assignments Score			
			(asking questions, answering...)	plz state	plz state	out of 15	out of 1	out of 5	out of 8	out of 1	out of 20			
5110021	2	Ghada Mohamed Saleh				10	1	0	3	1	6.67	23.5	17.50	68.92
5112106	2	Bahaa eldin nabil muhammad				10	1	3	2	1	9.33	18	4.17	52.75
5113100	0	George georgy ghebrial				10	1	5	8	0	18.67	20.5	11.25	75.42
5113143	2	Zeinab abdelkhalek amin				15	1	3	6	1	14.67	20.5	6.25	67.67
5113443	1	Abdallah Mohamed Rhem Saad				0	0	0	3	0	4.00	18	11.67	46.79
5114297	1	Mohamed Abd Elaziz Esmat abo yousif				0	1	0	5	1	9.33	20.5	13.33	56.29
5115468	1	Samar maher saleh				10	1	0	4	1	8.00	23.5	16.67	71.29
5115484	2	yehia amr mohamed				0	1	0	4	0	6.67	23	19.17	60.08
5115508	1	Roger youhanna mofed				10	1	0	4	1	8.00	18	7.50	56.63
5115512	1	Abd elrahma Ismail Abu El Yazid				15	1	5	6	1	17.33	23	4.17	72.63
5116007	0	Ahmed Ihab Saeed Gaber				15	1	4	7	1	17.33	23.5	11.67	82.50
5116011	0	Ahmed Gomaa Abdalrasool Ibrahim				15	1	5	6	1	17.33	25	9.17	81.50
5116014	1	Ahmed Hamdan Sabra				0	1	0	1	1	4.00	20.5	15.00	52.63
5116015	0	Ahmed Hamdy khalil				15	1	4	8	1	18.67	23.5	12.50	84.67
5116016	1	Ahmed Hamdy Elwan				10	1	0	4	1	8.00	18	8.33	57.46
5116018	5	Ahmed reda Harby				0	1	0	2	0	4.00	20.5	6.67	36.79
5116040	1	Esraa mohamed ottian				15	1	4	4	1	13.33	23	14.58	79.04
5116043	0	Esraa mohamed mohamed zidan				15	1	5	8	1	20.00	23	20.00	93.00
5114072	2	Alaa nasr abdella				10	1	0	2	1	5.33	18	7.50	52.08

FACULTY EVALUATION OF THE TRAINING

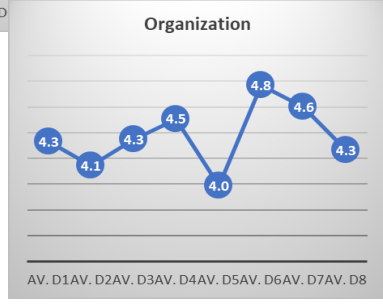
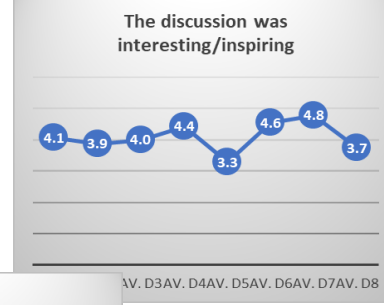
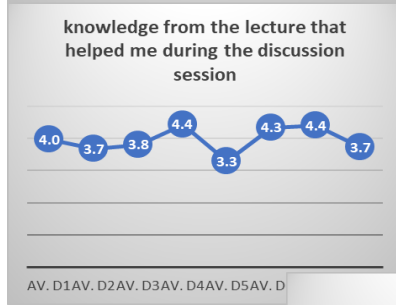
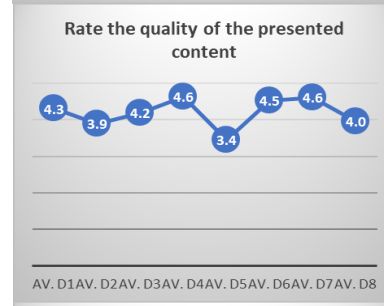
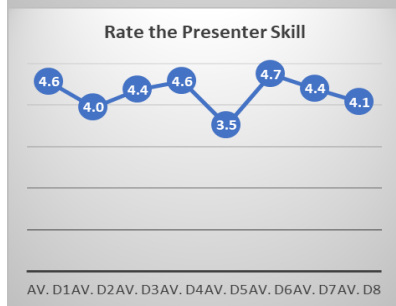
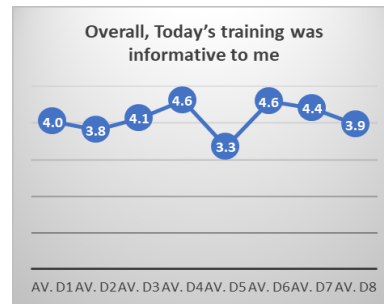
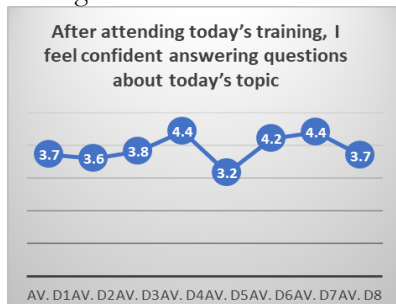
Faculty staffs were heavily involved in supervision of this virtual training daily for each group from July 19 to October 2. Each group had assigned faculty staff and supervisors to follow, monitor and evaluate daily activities. There are four evaluation forms designed for this purpose:

- Orientation day evaluation
- Therapeutic module daily evaluation
- Conference day evaluation
- OSCE exam evaluation

Attachment 5 includes examples of these evaluation forms.

(NAPHS) STUDENT FEEDBACK

- NAPHS had done daily evaluation for all modules. A sample of daily student feedback poll is presented in the attachment (**Attachment 6**). Below is a brief summary of some evaluation ratings. In general, students like the group discussions, Q & A sessions, PharmacySim and the breakout room discussion.
- The survey questions are:
 - ✓ After attending today's training, I feel confident answering questions about today's topic
 - ✓ Overall, today's training was informative to me.
 - ✓ Rate the presenter skill
 - ✓ Rate the quality of the presented content
 - ✓ Knowledge from the lecture helped me in the discussion session
 - ✓ The discussion was interesting/inspiring
 - ✓ Organization



CERTIFICATES

Certificates are provided to all students who passed the training by NAPHS and University of Colorado.

OVERALL REVIEW OF THE TRAINING

STRONG POINTS

- Almost all instructors are practicing clinical pharmacists who have sound clinical experience to interact with students and answer their questions efficiently.
- The course is very informative with 8 therapeutic topics in each module, including updated guidelines and references.
- Use Pharmacy Simulator for students to practice cases at home in a fun-like learning manner.
- Daily feedback is done from day 1. So the modules were slightly modified according to students' feedback after each wave.
- Use breakout room in Zoom for case discussion. Students were encouraged to discuss together.
- Following up students in every step through WhatsApp groups and uploading the materials on Google Classroom.
- Conference Day provided students a chance to present case in a formative way.
- Students gained new experience in acquiring clinical knowledge and skills in online setting which is suitable for the circumstances of the COVID pandemic.

WEAK POINTS

- No real recording video inside the hospital. It lacks the the important practical side of hospital training.
- Most of the module lectures were pre-recorded which were not attractive to the students as the live presentation.
- Almost all modules were scheduled from 6-9 pm which were not suitable for some students.
- Oncology module should be modified to fit undergraduate level for students to understand and attract attention.
- Some technical problems on Zoom and internet disconnection occurred several times.
- Students did not get immediate feedback or comments from the host about their case presentations.
- OSCE exam was not fully implemented on online platform.
- It's difficult to make sure if students are paying attention or understand the materials.

SUGGESTED USE OF SUMMER TRAINING MONEY

1. ACADEMIC CAPACITY BUILDING

Academic capacity is the first among the 21 development goals to support transformation of the entire pharmacy profession launched by FIP on September 21, 2020, in collaboration with WHO to improve the professions in pharmacy. To expand the future international network in higher education and community services in the Faculty, we need to start a service in a smaller scale in order to gain experience. This can be achieved by improving Faculty facility in education, especially to accommodate clinical pharmacy curriculum requirements. Let's build our facility first, and then we can expand our clinical and community programs and ask for international organization for accreditation.

We propose to expand the mock pharmacy area to become a world class **pharmacy teaching and training center** which will be equipped with pharmacy simulation program, e-resources, medicines, medical devices, video & audio recording equipment, drug information hotline, counseling room, etc.

Attachment 7 is the proposed map in pencil sketch. If it is not feasible to alter the existing physical structure of the mock pharmacy, this proposed sketch can be applied to the new computer labs on the Faculty ground floor.

2. BENEFITS OF PHARMACY TEACHING AND TRAINING CENTER

1. Start a drug information center (DIC) for community pharmacies and public. A DIC is an essential part of hospital clinical pharmacy services. This proposed PUA-DIC will be the first DIC to serve community pharmacies and public. To have a DIC in the Faculty is very important that was stressed by the visiting team from Ministry of Higher Education clinical pharmacy auditing group in September 2020.
2. This facility will be used for teaching in Faculty courses (undergraduate and post-graduate).
3. This facility will be used for various clinical and community pharmacy based workshops to students and working pharmacists.
4. This facility will be used for conducting OSCE exam.
5. This facility can provide the starting point for the Faculty to apply PharmD residency program accredited by ASHP (American Society of Health-System Pharmacists) in US.
6. This facility can provide the starting point for the Faculty to apply ACPE accreditation to provide continue education courses in US.

3. PARTNERS FOR FUTURE COLLABORATION

- South Finland University (Finland), under ERASMUS capacity building framework.
- NAPHS Consultancy
- University of Colorado (USA)
- Hospitals (eg. Mostafa Kamel Armed Force Hospital, AlSalama Hospital, ICC etc.)