

Philadelphia University	 <b>PHILADELPHIA UNIVERSITY</b> <small>THE WAY TO THE FUTURE</small>	Approved Date: 19-3-2022
Faculty:		Issue: 1
Department:		Credit Hours:3
Academic Year:2021\2022		<b>Course Syllabus</b>

### Course Information

Course No.	Course Title	Prerequisite	
052040000	Pharmacology II	052032800	
Course Type		Class Time	Room No.
<input type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Compulsory			

### Instructure Information

Name	Office No.	Phone No.	Office Hours	E-mail

### Course Delivery Method

<input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/> Physical			
Learning Model			
Percentage	Synchronous	Asynchronous	Physical
			100%

### Course Description

This course is one of the major requirement of pharmacy students that is built upon and consolidate the knowledge gained in Pharmacology-I and is designed to provide the students with the unit processes in pharmacology. It deals with the study of the mechanism of action, metabolism & excretion, clinical use & toxicities of drugs that act on the endocrine systems, and gastrointestinal system. It also covers antibiotics and other antibacterial agents together with antiviral and tubercular drugs.

## Course Learning Outcomes

Number	Outcome	Corresponding Program Outcomes	Corresponding Competencies
<b>Knowledge</b>			
<b>K1</b>	Classify the major groups of endocrine drugs, and identify the drugs which are used for Diabetic disease, corticosteroids Hormonal contraception, drugs used for gastrointestinal disease, and antimicrobial agents.	KP1, KP2,	C1,C2
<b>K2</b>	Identify pharmacokinetics and pharmacodynamics of drugs, indications and, clinical uses, side effects, and contraindications.	KP1, KP2,	C1,C2
<b>K3</b>	Build knowledge on routes of drug administration, and effects of the drug on pregnant and lactating women.	KP1, KP2,	C1,C2
<b>K4</b>	Recognize the drug-drug interactions and drug-food interactions and prevent adverse drug reactions in the body.	KP1, KP2,	C1,C2
<b>Skills</b>			
<b>S1</b>	Possess self-learning skills, problem-solving & critical thinking abilities.	S <sub>p</sub> 2	C8
<b>S2</b>	Prediction of the clinical uses, and side effects by knowing the pharmacokinetics & pharmacodynamics of the drug.	S <sub>p</sub> 3, S <sub>p</sub> 4	C9,C10
<b>S3</b>	Interpret, analyze & evaluate information in the literature.	S <sub>p</sub> 2, S <sub>p</sub> 3, S <sub>p</sub> 4	C8,C9,C10

## Learning Resources

<b>Course Textbook</b>	Basic and Clinical Pharmacology by Katzung BG, Masters SB, Trevor AJ (editors), McGraw Hill, New York, 14th edition, 2018 ISBN 978-1-259-64115-2.
<b>Supporting References</b>	<ol style="list-style-type: none"> <li>Lippincott, Illustrated Reviews: Pharmacology by Whalen K, 6th edition, 2018.</li> <li>The Pharmacological Basis of Therapeutics by Brunton; Laurence L. Lazo, Johns S. Parker, Keith L &amp; Alfred Goodman Gillman 11th edition McGraw Hill. ISBN 0-07-142.</li> </ol>

	3. Pharmacotherapy: A Pathophysiologic Approach by: Joseph T. DiPiro, Gary C. Yee, L. Michael Posey, Stuart T. Haines, Thomas D. Nolin, Vicki Ellingrod. 11th edition, 2020.
<b>Supporting Websites</b>	
<b>Teaching Environment</b>	<input checked="" type="checkbox"/> Classroom    laboratory <input type="checkbox"/> Learning Platform <input type="checkbox"/> <b>Other</b>

### Meetings and Subjects TimeTable

Week	Topic	Learning Method*	Task	Learning Material
1	Vision and Mission of Faculty of Pharmacy Course Syllabus Endocrine hormones; pancreatic hormones	Lecture		Vision and Mission of Faculty of Pharmacy  Course Syllabus  Textbook
2	Anti-diabetic drugs Insulin	Lecture, Flipped learning		Textbook
3	Oral Antidiabetic Agents	Lecture, Collaborative learning	Quiz 1	Textbook
4	Thyroid and anti-thyroid drugs	Lecture, Collaborative learning	Case study	Textbook
5	Adrenocorticosteroids & Adrenocortical antagonists	Lecture, Collaborative learning	Quiz 2	Textbook
6	Hormonal contraception The Gonadal hormones & inhibitors.	Lecture, Collaborative		Textbook

		ive learning		
7	Drugs used in gastrointestinal disease ; Peptic ulcer	Lecture, Collaborative learning	Videotaped assignment	Textbook
8	Antiemetic agents, laxatives, and Antidiarrheal agents. Drugs used for the treatment of irritable bowel syndrome (IBS) & inflammatory bowel disease (IBD)	Lecture, Problem-solving based learning	Short report	Textbook
9	Chemotherapeutic drugs; Introduction to chemotherapy. $\beta$ -Lactam antibiotics & other inhibitors of cell wall synthesis Penicillin	Lecture, Problem-solving based learning		Textbook
10	Cephalosporins, Monolactams Carbapenems & Vancomycin	Lecture, Problem-solving based learning		Textbook
11	Chloramphenicol, Tetracyclines, Macrolides and Clindamycin. <b>MID-TERM EXAM</b>	Lecture, project-based learning	Short presentation	Textbook
12	Aminoglycosides and other drugs used to treat gram-negative infection	Lecture, Problem-solving		Textbook

		based learning		
13	Sulphonamides, Trimethoprim & Quinolones	Collaborative learning		Textbook
14	Anti-viral, Anti-tubercular agents, and Antifungal drugs	Lecture, Problem-solving based learning		Textbook
15	Anti-viral, Anti-tubercular agents, and Antifungal drugs	Lecture		Textbook
16	<b>Final Exam</b>			

\*Includes lectures, flipped classes, project-based learning, problem-solving-based learning, and collaborative learning.

### Course Contributing to Learner Skill Development

<b>Using Technology</b>
-Use PowerPoint or any other relevant programs for preparing presentations -Use a variety of Electronic databases in searching for published data.
<b>Communication Skills</b>
-Report writing -Oral presentation of selected topics
<b>Application of Concept Learnt</b>
-Practical application in the corresponding practical course

## Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Mid Term Exam	% 30	11	K1, K2, K3, K4 S1, S2, S3
Term Works*	% 30	Continuous	S1, S2, S3
Final Exam	% 40	16	K1, K2, K3, K4 S1, S2, S3
<b>Total</b>	<b>%100</b>		

\* Include quizzes, in-class and out-of-class assignments, presentations, reports, videotaped assignment, group, or individual project.

## Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Corresponding competencies	Learning Method*	Assessment Method**
<b>Knowledge</b>				
<b>K1</b>	Classify the major groups of endocrine drugs, and identify the drugs which are used for diabetic disease, corticosteroids, hormonal contraception, drugs used for gastrointestinal disease, and antimicrobial agents.	C1,C2	Lecture	Subjective Quiz  Exam/subjective Questions
<b>K2</b>	Identify the pharmacokinetics and pharmacodynamics of drugs, indications and, clinical uses, side effects, and contraindications.	C1,C2	Lecture,  Collaborative learning  Problem-solving based learning	Subjective Quiz  Exam/subjective Questions
<b>K3</b>	Build knowledge on routes of drug administration, and effects of the drug on pregnant and lactating women.	C1,C2	Lecture  Collaborative learning  Problem-solving based learning	Subjective Quiz  Exam/subjective Questions  Case study evaluation

<b>K4</b>	Recognize the drug-drug interaction and drug-food interaction and prevent adverse drug reactions in the body.	C1,C2	Lecture  Collaborative learning  Problem-solving based learning	Subjective Quiz  Exam/subjective Questions  Case study evaluation
<b>Skills</b>				
<b>S1</b>	Possess self-learning skills, problem-solving & critical thinking abilities.	C8	Problem-solving based learning	Subjective Quiz  Exam/subjective Questions  Case study evaluation
<b>S2</b>	Prediction of the clinical uses, and side effects by knowing the pharmacokinetics & pharmacodynamics of the drug.	C9, C10	Collaborative learning  Problem-solving based learning	Subjective Quiz  Exam/subjective Questions  Videotaped assignment evaluation
<b>S3</b>	Interpret, analyze & evaluate information in the literature	C8,C9,C10	Project-based learning	Oral presentation evaluation

\*Include lecture, flipped class, project-based learning, problem-solving-based learning, and collaborative learning.

\*\* Include quizzes, in-class and out-of-class assignments, presentations, reports, videotaped assignments, and group or individual projects.

## Course Policies

Policy	Policy Requirements
<b>Passing Grade</b>	The minimum pass for the course is (50%) and the minimum final mark is (35%).
<b>Missing Exams</b>	<ul style="list-style-type: none"> <li>• Anyone absent from a declared semester exam without a sick or compulsive excuse accepted by the dean of the college that proposes the course, a zero mark shall be placed on that exam and calculated in his final mark.</li> <li>• Anyone absent from a declared semester exam with a sick or compulsive excuse accepted by the dean of the college that proposes the course must submit proof of his excuse within a week from the</li> </ul>

	<p>date of the excuse's disappearance, and in this case, the subject teacher must hold a compensation exam for the student.</p> <ul style="list-style-type: none"> <li>• Anyone absent from a final exam with a sick excuse or a compulsive excuse accepted by the dean of the college that proposes the material must submit proof of his excuse within three days from the date of holding that exam.</li> </ul>
<b>Attendance</b>	<p>The student is not allowed to be absent more than (15%) of the total hours prescribed for the course, which equates to six lecture days (n t) and seven lectures (days). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that The article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it.</p>
<b>Academic Integrity</b>	<p>Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, and intellectual property rights.</p>

### Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Targeted Performance Level
Sp4	Assure that patients' best interests are represented.	Pharmacology-2	Oral presentation	75 % of the students should have a minimum score of 7 out of 10

### Description of Program Learning Outcomes Assessment Method

Number	Detailed Description of Assessment
Sp4	<p>Students should prepare reports related to the gist of the outcome, and display them before their colleagues in the classroom. They have total freedom to run the time allocated for each of them and stimulate the reactions of their colleague. They have to try their best to present ideal presentations whose parts will be evaluated according to the rubric shown below.</p>



## Assessment Rubric of the Program Learning Outcomes

Non-verbal skills	4	3	2	1
<b>Eye contact</b>	Holds attention to the entire with the use of direct eye contact, seldom looks at slides or notes.	Consistent use of direct eyes contact but still returns to notes.	Display minimal eye contact with the audience, while reading mostly from notes.	No eye contact with audience, as entire report is read from note.
<b>Body language</b>	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very few movements or descriptive gestures.	No movement or gestures.
<b>Poise</b>	Displays relaxed, self-confident nature about self, with no mistakes.	Makes minor mistakes, but quickly recovers from them; displays little or no tension.	Displays mild tension; has trouble recovering from mistakes.	Tension and nervousness are obvious; has trouble recovering from mistakes.

Non-verbal skills	4	3	2	1
<b>Enthusiasm</b>	Demonstrates a strong, positive feeling about the topic during the entire presentation.	Occasionally shows positive feelings about the topic.	Shows some negativity toward the topic presented.	Shows absolutely no interest in the topic presented.
<b>Speaking skills</b>	Uses a clear voice and speaks at a good pace so audience members can hear the presentation. Does not read off slides.	The presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear the presentation.	The presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing and understanding.	The presenter mumbles, talks very fast, and speaks too quietly for a majority of students and understand.

Timing	4	3	2	1
<b>Length of presentation</b>	Within two minutes of allotted time +/-	Within four minutes of allotted time +/-	Within six minutes of allotted time +/-	Too short or too long; within ten minutes of allotted time +/-

Content	4	3	2	1
<b>Subject knowledge</b>	An abundance of material related to the research is	Sufficient information with many good points	There is a great deal of information that is	The goal of the research is unclear,

	presented. Points are clearly made and evidence is used to support claims	made, uneven balance, and little consistency	not clearly integrated or connected to the research	information included that does not support research claims in any way
<b>Organization</b>	Information is presented in a logical and interesting sequence that which audience can follow. Flows well	Information is presented in a logical sequence that which audience can follow.	The audience has difficulty following the presentation because the presentation jumps around and lacks clear transitions	The audience cannot understand the presentation because there is no sequence of information
<b>Visuals</b>	Excellent visuals that are tied into the overall story of the research	Appropriate visuals are used and explained by the speaker	Visuals are used but not explained or put in context	Little or no visuals, too much text on slides
<b>Mechanics</b>	The presentation has no misspellings or grammatical errors	The presentation had no more than two misspellings and/or grammatical errors	The presentation has three misspellings and/or grammatical errors	The presentation had many spelling and/or grammatical errors