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| Philadelphia University |  PHILADELPHIA UNIVERSITY <small>THE WAY TO THE FUTURE</small> | Approved Date: |
| Faculty: Pharmacy | | Issue: 1 |
| Department: clinical pharmacy | | Credit Hours: 1 |
| Academic Year: 2021/2022 | | Course Syllabus |

Course Information

| Course No. | Course Title | Prerequisite | |
|--|---|---|----------|
| 0510535 | Clinical Pharmacy and Therapeutic 1 Practical | Clinical Pharmacy and Therapeutic 1 (0510531) | |
| Course Type | | Class Time | Room No. |
| <input type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input checked="" type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Compulsory | | Sun, 14:15-16 | 5620 |

Instructor Information

| Name | Office No. | Phone No. | Office Hours | E-mail |
|--------------------|------------|-----------|--------------------------------|------------------------------|
| Ph. Tahani Bahnasi | 527 | 2138 | 10-11 AM Sun, Mon, Tue, Wed | tbahnasi@philadelphia.edu.jo |

Course Delivery Method

| <input type="checkbox"/> Blended <input type="checkbox"/> Online <input checked="" type="checkbox"/> Physical | | | |
|---|-------------|--------------|----------|
| Learning Model | | | |
| Percentage | Synchronous | Asynchronous | Physical |
| | 0 | 0 | 100% |

Course Description

This course is a complementary part to the theoretical lectures provided by the co-requisite course clinical pharmacy and therapeutic 1.

The aim of this course is to enable the students to contribute in the development of the safest and most rational treatment plans for a given patient by enhancing the ability of the students to collect and interpret data, identify medical conditions, determine appropriate therapy, reasonable alternatives, and monitoring parameters.

Students will learn how to work in collaboration with each other in order to solve clinical cases from different medical branches. Each session will be used to formulate appropriate therapeutic decisions for a given case study. The course focuses on cardiovascular, endocrine, gastro intestinal tract, and respiratory tract diseases, based on an appropriate understanding of the underlying pathophysiology and diagnostic criteria.

Course Learning Outcomes

| Number | Outcome | Corresponding Program Outcomes | Corresponding Program Competencies |
|------------------|--|--------------------------------|------------------------------------|
| Knowledge | | | |
| K1 | Learn how to perceive and assess patient complaints and drug-related problems by utilizing patient's clinical presentation data which includes signs, symptoms, medication use history, risk factors, laboratory tests and radiographic tests. | Kp1 | C1 |
| K2 | Discuss the disease pathophysiology and etiology | Kp1 | C1 |
| K3 | Acquire knowledge in identification of drug-related problems (drug-drug, drug-food, drug-disease or drug-laboratory test interactions). | Kp1, Kp2 | C1, C2 |
| K4 | Practice drug therapy decision making and verify the suitability of the prescribed medications. | Kp4 | C4 |
| K5 | Design educational strategies for patients to ensure patient adherence to the therapeutic plan and achieve safe and effective use. | Kp1, Kp2, Kp3 | C1, C2, C3 |
| Skills | | | |
| S1 | Gain the ability for integration and application of pathophysiologic and pharmaco-therapeutic knowledge in discovering drug therapy problems and developing pharmaceutical care plans specific for each patient condition | Sp1, Sp2 | C7, C8 |
| S2 | Skillfully counsel and educate patients regarding their disease and the proper use of medications | Sp1, Sp4, Sp6 | C7, C10, C12 |
| S3 | Be able to monitor the expected therapeutic outcomes and the potential adverse effects of drugs as well as the avoidance of these adverse effects | Sp2 | C8 |
| S4 | Engage into group discussions and critical thinking | Sp9 | C15 |

Learning Resources

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|------------------------|---|
| Course Textbook | <p>1. Pharmacotherapy: A Pathophysiologic Approach, 11th e</p> <p>Joseph T. DiPiro, Gary C. Yee, L. Michael Posey, Stuart T. Haines, Thomas D. Nolin, Vicki Ellingrod.</p> <p>Print ISBN: 9781260116816, eText ISBN: 9781260116823, 1260116824 McGraw-Hill Education, 2020.</p> |
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| | <p>2. Pharmacotherapy Casebook: A Patient-Focused Approach, 11th e Terry L. Schwinghammer, Julia M. Koehler, Jill S. Borchert, Douglas Slain, Sharon K. Park McGraw-Hill Education, 2020.</p> <p>Print ISBN: 9781260019445, 1260019446 Print ISBN: 9781260019445, 1260019446 eText ISBN: 9781260019452, 1260019454</p> <p>3. Pharmacotherapy Principles & Practice 5th e Marie A. Chisholm-Burns, Terry L. Schwinghammer, Barbara G. Wells, Patrick M. Malone, Jill M. Kolesar, Joseph T. Di Piro</p> <p>Print ISBN: 9781260019445, 1260019446 Print ISBN: 9781260019445, 1260019446 eText ISBN: 9781260019452, 1260019454 McGraw-Hill Education, 2019</p> |
| Supporting References | <p>1. Clinical pharmacy and therapeutics 6th e Cate Withtlesea. Karen Hodson.</p> <p>ISBN 978-0-7020-7011-2 Elsevier Limited (2019)</p> <p>2. Applied Therapeutics the clinical use of drugs 11th e Caroline S. Zeind, Michael G. Carvalho</p> <p>Print ISBN: 9781496318299, 1496318293 Print ISBN: 9781496318299, 1496318293 eText ISBN: 9781496396082, 1496396081</p> <p>Wolters Kluwer (2018)</p> |
| Supporting Websites | |
| Teaching Environment | <input type="checkbox"/> Classroom <input checked="" type="checkbox"/> laboratory <input type="checkbox"/> Learning Platform <input type="checkbox"/> Other |

Meetings and Subjects Time Table

| Week | Topic | Learning Method* | Task | Learning Material |
|------|--|--|--------------------|---|
| 1 | Vision and Mission of Faculty of Pharmacy. Course Syllabus. | Lecture | | Vision and Mission of Faculty of Pharmacy. Course Syllabus |
| 2 | SOAP Note | Lecture Problem solving based learning | Case study Report | Course manual |
| 3 | The process of rational treatment | Lecture Project based learning | Short presentation | Course manual |
| 4 | Constipation and diarrhea | Lecture Problem solving based learning Collaborative learning. | Case study Report | Course manual |
| 5 | Crohn's disease | Lecture Problem solving based learning Collaborative learning. | Case study Report | Course manual |
| 6 | Ulcerative colitis | Lecture Problem solving based learning Collaborative learning. | Case study Report | Course manual |
| 7 | Peptic ulcer | Lecture Problem solving based learning Collaborative learning. | Case study Report | Course manual |
| 8 | Preeclampsia and eclampsia | Lecture Problem solving based learning Collaborative learning. | Case study Report | Course manual |

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|-----------|--------------------------------------|---|----------------------|------------------|
| 9 | Hypertension And virtual pharmacy | Lecture Problem solving based learning Collaborative learning. | Case study Report | Course manual |
| 10 | Asthma | Lecture Problem solving based learning Collaborative learning. Inhaler technique educational videos/www.use- inhalers.com | Case study Report | Course manual |
| 12 | Final Exam | | | |

*Includes: lecture, flipped Class, project based learning, problem solving based learning, collaboration learning.

Course Contributing to Learner Skill Development

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|--|
| Using Technology |
| Using power point or any other relevant programs for preparing presentations SMART RX system for community pharmacy. Microsoft teams |
| Communication Skills |
| Collaborative case study solving Oral presentations Writing reports |
| Application of Concept Learnt |
| The concets that were learnt could be applied at virtual pharmacy |

Assessment Methods and Grade Distribution

| Assessment Methods | Grade | Assessment Time (Week No.) | Course Outcomes to be Assessed |
|--------------------|-------------|---|--------------------------------|
| Reports | 30% | Continous | K1-K5 S1, S2, S3 |
| Quizzes | 20% | Continous | K1-K4 S1-S3 |
| Project | 10% | 3 th Week 11 th Week | K1,K2,K3 S1-S4 |
| Final Exam | 40% | 12 th Week | K1- K5 S1-S3 |
| Total | 100% | | |

Alignment of Course Outcomes with Learning and Assessment Methods

| Number | Learning Outcomes | Corresponding Competencies | Learning Method* | Assessment Method** |
|------------------|--|----------------------------|--|--|
| Knowledge | | | | |
| K1 | Learn how to perceive and assess patient complaints and drug-related problems by utilizing patient's clinical presentation data which includes signs, symptoms, medication use history, risk factors, laboratory tests and radiographic tests. | C1 | Lecture Problem solving based learning Flipped Class | Quiz Case study solving evaluation report Final Exam |
| K2 | Discuss pathophysiology and etiology of diseases | C1 | Lecture Flipped Class | Writing a report |
| K3 | Acquire knowledge in identification of drug-related problems (drug-drug, drug-food, drug-disease or drug-laboratory test interactions). | C1, C2 | Lecture Problem solving based learning | Quiz Case study solving evaluation report Final Exam |
| K4 | Practice drug therapy decision making and verify the suitability of the prescribed medications. | C4 | Problem solving based learning Flipped Class | Quiz Case study solving evaluation report Final Exam |

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|---------------|---|--------------|---|--|
| K5 | Design educational strategies for patients to ensure patient adherence to the therapeutic plan and achieve safe and effective use. | C1, C2, C3 | Collaborative learning Project based learning | Quiz Writing a report Oral presentation evaluation Final exam |
| Skills | | | | |
| S1 | Gain the ability for integration and application of pathophysiologic and pharmaco-therapeutic knowledge in discovering drug therapy problems and developing pharmaceutical care plans specific for each patient condition | C7, C8 | Problem solving based learning Collaborative learning. | Quiz Case study solving evaluation report Final exam |
| S2 | Skillfully counsel and educate patients regarding their disease and the proper use of medications | C7, C10, C12 | Problem solving based learning Collaborative learning. | Quiz Case study solving evaluation report Oral presentation evaluation Final exam |
| S3 | Be able to monitor the expected therapeutic outcomes and the potential adverse effects of drugs as well as the avoidance of these adverse effects | C8 | Problem solving based learning | Quiz Case study solving evaluation report Final exam |
| S4 | Engage into group discussions and critical thinking | C15 | Collaborative learning | Oral presentation evaluation |

*Include: lecture, flipped class, project based learning, problem solving based learning, collaboration learning.

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

Course Polices

| Policy | Policy Requirements |
|---------------------------|---|
| Passing Grade | The minimum pass for the course is (50%) and the minimum final mark is (35%). |
| Missing Exams | <ul style="list-style-type: none"> • 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. • 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 date of the excuse's disappearance, and in this case, the subject teacher must hold a compensation exam for the student. • 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. |
| Attendance | 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. |
| Academic Integrity | 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, intellectual property rights. |