

Philadelphia University	 PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	Approved Date:
Faculty: Pharmacy		Issue:
Department: Pharmacy		Credit Hours: 1
Academic Year: 2025-2026		Bachelor:

Course Information

Course No.	Course Title	Prerequisite		
0521416	Over- The – Counter (OTC) Drugs	0521323 - Pharmacology II		
Course Type		Class Time		Room No.
☐ Univirsky Requirement		Sec 1: Sat 9:45 – 10:45		614
☐ Fucly Requirement				
☐ Major Requirement		Sec 2: Mon 9:45 – 10:45		
☐ Elective				
☒ Compulsory				

Course Level*				Hours			Equivalent hours*
4 th	5 th	6 th	7 th	Contact	Independent Learning	Assessment	4
☐	☐	☐	☒	15	13	2	
				Total: 30			

Instructor Information

Name	Office No.	Phone No.	Office Hours	E-mail
Ms. Asma El-Shara	Faculty of Pharmacy 5601/4	+962263744 4 Ext: 2641	Sat: 11:15-12:30	aeshara@philadelphia.edu.jo

Course Delivery Method

☐ Blended ☐ Online ☒ Physical			
Learning Model			
Percentage	Synchronous	Asynchronous	Physical
	0%	0%	100%

Course Description

This course provides well-structured guide to making differential diagnosis for different body system carried out by the community pharmacist. And the accordingly the medicine to be used which are suitable to different patient category and age group.

Course Learning Outcomes

Number	Outcome	Corresponding Program Outcomes
Knowledge		
K1	Know the responsibilities of community pharmacist and his relationship with the other health care professionals (physician, nurse, ...).	Kp1
K2	To be able to recognize signs and symptoms, and use an evidence-based approach to treatment.	Kp2
Skills		
S1	Arriving to differential diagnosis in order to treat the patient with suitable OTC drugs; or make referral for the physician when needed.	Sp1
S2	Take the responsibility of patient education about the disease to be treated and medication used (like adverse drug reaction, special patient group, drug-drug interaction, drug food interaction, use for paediatrics and toxicity).	Sp1
Competencies		
C1	Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).	Cp1

Learning Resources

Course Textbook	Community Pharmacy, symptoms diagnosis and treatment , Rutter, P., 4 th ed. Elsevier, Edinburgh; 2017. ISBN 978-0-7020-6997-0
Supporting References	- Clinical Pharmacy and Therapeutics, Walker, R., Whittlesea, C. 5th ed. Elsevier, Edinburgh; 2012. - Applied Therapeutics The Clinical Use of Drugs, Zeind, C.S., Carvalho, M. G. 11th ed. Philadelphia : Wolters Kluwer Health, 2018
Supporting Websites	- Google for images - https://www.jpa.org.jo/ - https://www.pharmacist.com/ - https://www.fip.org/ - https://www.nhs.uk/nhs-services/prescriptions-and-pharmacies/pharmacies/how-your-pharmacy-can-help/ - https://www.beaconmedical.nhs.uk/minor-ailments-scheme
Teaching Environment	☒ Classroom ☐ laboratory ☐ Learning Platform ☐ Other

Meetings and Subjects Time Table

Week	Topic	Learning Method*	Task	Learning Material
1	Vision and Mission of Faculty of Pharmacy Course Syllabus Introduction	Lecture		Provided in the Learning Resources table
2	Introduction, general community pharmacy: Community pharmacy performance when dealing with patients' signs and symptoms, Clinical reasoning, Consultation and communication skills	Lecture		
3				
4	Respiratory system: Symptom, diagnosis, treatment case study: Cough, Common cold, Sore throat, and Rhinitis	Lecture	Case study	
5		Problem solving based learning		
6				
7	Ear condition: Symptom, diagnosis, treatment case study: Ear wax impaction and Otitis externa.	Lecture Problem solving based learning	Case study	
8 Mid exam	Gastroenterology: Symptom, diagnosis, treatment case study: Diarrhea, constipation, IBS, hemorrhoids, abdominal assessment.	Lecture	Case study	
9		Problem solving based learning		
10	Dermatology: Symptom, diagnosis, treatment case study: Wart and verrucas, corn and callus, cold sore, seborrhic dermatitis, hair loss	Lecture Problem solving based learning	Case study	
11	Women's health: - Emergency contraception - Symptom, diagnosis, treatment case study: Cystitis, primary dysmenorrhea, vaginal discharge, premenstrual syndrome and heavy menstrual bleeding	Lecture	Case study	
12		Problem solving based learning		
13	The central nervous system: Symptom, diagnosis, treatment case study: Headache, Insomnia, Nausea and vomiting.	Lecture	Case study	
14		Problem solving based learning		
15				
16	Final Exam			

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

Course Contributing to Learner Skill Development

Using Technology
Using powerpoint or any relevant program for preparing presentations
Communication Skills
Interaction in class while solving a case-study
Application of Concept Learnt
Apply the knowledge obtained from this course to state how to arrive at a differential diagnosis and to communicate effectively with patients.

Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Mid Term Exam	30%	11 th Week	K1, K2, S1, S2, C1
Term Works*	30%	Continuous	K1, K2, S1, S2, C1
Final Exam	40%	16 th Week	K1, K2, S1, S2, C1
Total	100%		

* Include: quizzes, in-class and out of class assignment, 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**
K1	Know the responsibilities of community pharmacist and his relationship with the other health care professionals (physician, nurse, ...).		Lectures Collaboration learning	Subjective quiz Exam/Objective questions
K2	To be able to recognize signs and symptoms, and use an evidence-based approach to treatment.		Lectures Collaboration learning	Subjective quiz Exam/Objective questions
S1	Arriving to differential diagnosis in order to treat the patient with suitable OTC drugs; or make referral for the physician when needed.		Lecture Problem solving based learning	Case Study Subjective quiz Exam/Objective questions
S2	Take the responsibility of patient education about the disease to be treated and medication used (like adverse drug		Lecture	Case Study Subjective quiz

	reaction, special patient group, drug-drug interaction, drug food interaction, use for paediatrics and toxicity).		Problem solving based learning	Exam/Objective questions
C1	Provide patient-centered care as the medication expert (collect and interpret evidence, prioritize, formulate assessments and recommendations, implement, monitor and adjust plans, and document activities).		Lecture Problem solving based learning	Case Study Subjective quiz Exam/Objective questions

*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 Policies

Policy	Policy Requirements
Passing Grade	The minimum pass for the course is (50%) and the minimum final mark is (35%).
Missing Exams	- 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.
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Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Targeted Performance level

Description of Program learning Outcomes Assessment Method

Number	Detailed Description of Assessment

Assessment Rubric of the Program Learning Outcomes

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