


Philadelphia University	 PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	Approved Date: 12/11/2021
Faculty: Pharmacy		Issue:
Department: Pharmacy		Credit Hours: 1
Academic Year: 2021-2022		Course Syllabus

Course Information

Course No.	Course Title	Prerequisite
0521515	Pharmacy Practice (2)	Pharmacy Training (2) (0520440)
Course Type		Class Time
<input type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Compulsory		Room No.

Instructure Information

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

Course Delivery Method

Learning Model			
Percentage	Synchronous	Asynchronous	Physical
			100%

Course Description

This course is a continuation of the pharmacy training (1) and pharmacy training (2) courses. The first two lectures of this course are supposed to cover general topics that refresh the student's memory concerning drugs, pharmacy-running and communication issues. In the rest of the course, the student must prepare reports in form of assignments and home works and discuss them in front of his colleagues. No mid-term exam will be held, but a final exam which will cover several topics that the students must have talked about. The students will talk about topics related to the addresses listed below.

Course Learning Outcomes

Number	Outcome	Corresponding Program Outcomes	Corresponding Competencies
Knowledge			
K1	Understand the concepts of pharmacovigilance and drug information provision as an integral role of pharmacists.	Kp1	C1
K2	Understand and practice patient counseling for the presented groups of drugs.	Kp1, Kp2	C1, C2
K3	Identify and describe the drug-related problems especially those related to pregnancy, lactation, geriatrics, and pediatrics cases.	Kp1, Kp2	C1, C2
K4	Comprehend the bases of professional communication with patients and/or caregivers.	Kp1, Kp2	C1, C2
K5	Understand and practice the patient's counseling for the use of over-the-counter (OTC) and cosmetic products.	Kp1, Kp2	C1, C2
Skills			
S1	Differentiate various types of pharmaceutical topical preparations and assess their advantages and disadvantages relative to specific cases.	Sp2, Sp5, Sp6	C8, C11, C12
S2	Be able to select the appropriate OTC product in relation to specific disease cases as well as in pregnancy, lactation, geriatrics, and pediatrics cases.	Sp2, Sp5, Sp6	C8, C11, C12
S3	Be able to correctly interpret drug information for good patient counseling.	Sp2, Sp5, Sp6	C8, C11, C12
S4	Formulate and develop the required extemporaneous compounding of different semisolid preparations as ointments, creams, pastes, and antiseptic solutions.	Sp2, Sp5, Sp6	C8, C11, C12

Learning Resources

Course Textbook	Lectures Notes in Pharmacy Practice by Lilian M Azzopardi First edition, 2010. Published by the Pharmaceutical Press ISBN 978 0 85369 766 4.
Supporting References	Clinical Pharmacy and Therapeutics by Cate Whittlesea and Karen Hodson. Sixth edition 2019. Published by Elsevier. ISBN 978-0-7020-7011-2.
Supporting Websites	<ul style="list-style-type: none"> • International Journal of Pharmacy Practice. • Journal of Pharmacy Practice. • Journal of Pharmacy Practice and Research. • Journal of the Malta College of Pharmacy Practice. • Journal of Research in Pharmacy Practice. • Pharmacology and Therapeutics. • Pharmacological Reviews. • Clinical Pharmacology and Therapeutics.
Teaching Environment	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> laboratory <input type="checkbox"/> Learning Platform <input type="checkbox"/> Other

Meetings and Subjects TimeTable

Week	Topic	Learning Method*	Task	Learning Material
1	Introductory guidance topics and issues: vision and mission of the Faculty, course syllabus Pharmacy practice and the healthcare system (Part 1, CH 2, page 9)	Lecture		Provided in the Learning Resources table
2	Pharmaceutical care plans (Part 2 CH 12, page 65)	Lecture		
3	Drug therapy in geriatric patients (Part 2 CH 49, page 299) Student presentations	Lecture		
4	Drug therapy in pediatric patients (part 2, CH 50, page 304) Student presentations	Flipped learning	Assignment Homework	
5	Drugs used in pregnancy and during lactation (Part 2, CH 51, page 311) Student presentations	Flipped learning	Assignment	
6	Pain management and fever	Flipped learning	Assignment	

	(Part 2, CH 34, page 148) Student presentations		
7	Constipation and diarrhea (Part 2, CH 15, page 80) Gastro-oesophageal reflux disease and peptic ulcer disease (Part 2, CH 16, page 86) Emesis (Part 2, CH 18, page 96) (Student presentations)	Flipped learning	Assignment Homework
8	Anemia and drug-induced blood dyscrasias (Part 2, CH 43 ,Page 264) Student presentations	Flipped learning	Assignment
9	Allergic rhinitis, asthma, and chronic obstructive pulmonary disease (Part 2, CH 25 ,Page 143) Student presentations	Flipped learning	Assignment
10	Skin disorders (Part 2, CH 47 ,Page 287) Wound management (Part 2, CH 48 ,Page 295) Student presentations	Flipped learning	Assignment Homework
11	FINAL EXAM		

Course Contributing to Learner Skill Development

Using Technology
<ul style="list-style-type: none"> • Using PowerPoint or any relevant program for preparing presentations. • Demonstration of data in various forms as plots, bars, etc., and illustrating them. • Practicing web and literature search and preparing research article-similar reports.
Communication Skills
<ul style="list-style-type: none"> • Presentations and lecturing in front of an audience. • Teamwork in solving case studies and problems
Application of Concept Learnt
<ul style="list-style-type: none"> • The suggestion of medications for various diseases and ailments. • Participation in patient reassurance and support of his psychological health by offering advice and solutions. • Involvement in the activities of drug pharmacovigilance and development of treatment and therapeutics.

Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Short reports and presentations	30%	3 rd -15 th	K1-K5 S1-S4
Quizzes	20%	2 nd -15 th	K1-K5 S1-S4
Home works and role-playing	10%	2 nd -15 th	K1-K5 S1-S4
Final Exam	40%	16th Week	K1-K5 S1-S4
Total	100%		

* Include quizzes, in-class and 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**
Knowledge				
K1	Understand the concepts of pharmacovigilance and drug information provision as an integral role of pharmacists.	C1	Lecture, flipped learning	Short exams with subjective and objective-typed questions.
K2	Understand and practice patient counseling for the presented groups of drugs.	C1, C2	Lecture, flipped learning	-Short exams with subjective and objective-typed questions. -Video-watching assignment evaluation.
K3	Identify and describe the drug-related problems especially those related to pregnancy, lactation, geriatrics, and pediatrics cases.	C1, C2	Lecture, Collaborative learning, Problem solving-based learning	-Short exams with subjective and objective-typed questions.
K4	Comprehend the bases of professional communication with patients and/or caregivers.	C1, C2	Lecture, Flipped learning, collaborative	--Short exams with subjective and objective-

			learning, Problem-solving-based learning.	typed questions. -Short report-writing. -Home works. Presentation
K5	Understand and practice the patient's counseling for the use of over-the-counter (OTC) and cosmetic products.	C1, C2	Lecture, Flipped learning, collaborative learning, Problem-solving-based learning.	-Case-study-solving reports. -Short exams with subjective and objective-typed questions. Short report-writing. -Presentation.
Skills				
S1	Differentiate various types of pharmaceutical topical preparations and assess their advantages and disadvantages relative to specific cases.	C8, C11, C12	Lecture, collaborative learning, problem-solving-based learning, flipped learning.	-Case-study-solving reports. -Short exams with subjective and objective-typed questions. Short report-writing. -Presentation. -Plot and graph illustrations. -Video-watching commenting evaluation.
S2	Be able to select the appropriate OTC product in relation to specific disease cases as well as in pregnancy, lactation, geriatrics, and pediatrics cases.	C8, C11, C12	Lecture, problem-solving-based learning, flipped learning	-Short exams with subjective and objective-typed questions. Short report-writing. -Presentation. - Short report

				-writing.
S3	Be able to correctly interpret drug information for good patient counseling.	C8, C11, C12	Lecture, Case study, problem-solving-based learning, flipped learning.	-Short exams with subjective and objective-typed questions. Short report-writing. -Presentation. -Video-watching commenting evaluation. Homeworks. -Simulation scenarios.
S4	Formulate and develop the required extemporaneous compounding of different semisolid preparations as ointments, creams, pastes, and antiseptic solutions.	C8, C11, C12	Lecture, case study, flipped learning.	-Short exams with subjective and objective-typed questions. Short report-writing. -Presentation. -Video-watching commenting evaluation. Homeworks. -Simulation scenarios.

*Inclusion of lectures, flipped classes, project-based learning, problem-solving learning, and collaborative learning.

** Inclusion of quizzes, in-class and out-of-class assignments, presentations, reports, videotaped assignments, and 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	<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.

	<ul style="list-style-type: none"> 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 3 lectures. 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, and intellectual property rights.

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.	Pharmacy Practice- 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	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.

Assessment Rubric of the Program Learning Outcomes

Non-verbal skills	4	3	2	1
Eye contact	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 a note.
Body language	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.
Poise	Displays a 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
Enthusiasm	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.
Speaking skills	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 the majority of students and understand.

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

Content	4	3	2	1
Subject knowledge	An abundance of material related to the research is presented. Points are clearly made	Sufficient information with many good points made, uneven balance, and little	There is a great deal of information that is not clearly integrated or	The goal of the research is unclear, information included that does

	and evidence is used to support claims	consistency	connected to the research	not support research claims in any way
Organization	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
Visuals	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
Mechanics	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
Content	4	3	2	1
Subject knowledge	An abundance of material related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance, and little consistency	There is a great deal of information that is not clearly integrated or connected to the research	The goal of the research is unclear, information included that does not support research claims in any way