جامعة الزيتونة الأردنية
Al-Zaytoonah University of Jordan
كلية الصيدلة
Faculty of Pharmacy

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Al-Zaytoonah University of Jordan

" عراقة وجودة"
"Tradition and Quality"

Course Plan for Bachelor Program - Study Plan Development and Updating Procedures/ Pharmacy Department	QF02/0408-4.0E

Study Plan No.	2021/2022	University Specialization		Bachelor of Pharmacy	
Course No.	0201532	Course Name		Clinical Cases Lab	
Credit Hours	1	Prerequisite *Co-requisite		Therapeutics (1)	
Course Type	☐ Mandatory University Requirement	☐ University Elective Requirement	☐ Faculty Mandatory Requirement	☐ Support course family requirements	☑ Mandatory Requirement	☐ Elective Requirement
Teaching Style	☐ Full Online Learning		☐ Blended Learning		☑ Traditional Learning	
Teaching Model	☐ 1 Synchronous: 1 Asynchronous		☐ 1 Face to Face: 1 Asynchronous		☑ 1 Traditional	

Faculty Member and Study Divisions Information *(to be filled in each semester by the subject instructor)*

Name	Academic rank	Office No.	Phone No.	E-mail	
Office Hours (Days/Time)	**Sunday, Tuesday, Thursday ()**		**Monday, Wednesday ()**		
Division number	Time	Place	Number of Students	Teaching Style	Approved Model
				Traditional Learning	1 Traditional

Brief Description

This course will integrate didactic course work and experiential education to enable each student to acquire the necessary foundation to provide pharmaceutical care to patients by interpreting and discussing selected clinical cases in a classroom setting.

Learning Resources

Course Book Information (Title, author, date of issue, publisher ... etc)	**1. Pharmacotherapy Casebook: A Patient-Focused Approach, 10e** Terry L. Schwinghammer, Julia M. Koehler, Jill S. Borchert, Douglas Slain, Sharon K. Park.			
Supportive Learning Resources (Books, databases, periodicals, software, applications, others)	1. **Pharmacotherapy Principles and Practice, 5e**, Marie A. Chisholm-Burns, Terry L. Schwinghammer, Patrick M. Malone, Jill M. Kolesar, Kelly C. Lee, P. Brandon Bookstaver. 2. **Basic and clinical pharmacology**, Katzung et al, 2017, 14th Edition. 3. **Pharmacotherapy Handbook, 11e,** Terry L. Schwinghammer, Joseph T. DiPiro, Vicki L. Ellingrod, Cecily V. DiPiro.			
Supporting Websites	www.Uptodate.com			
The Physical Environment for Teaching	☐ Classroom	☑ Labs	☑ Virtual Educational Platform	☐ Others
Necessary Equipment and Software	Moodle Lexicomp			
Supporting People with				

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Special Needs	
For Technical Support	E-Learning & Open Educational Resources Center. Email: elearning@zuj.edu.jo; Phone: +962 6 429 1511 ext. 425/362.

Course learning outcomes *(K= Knowledge, S= Skills, C= Competencies)*

No.	Course Learning Outcomes	The Associated Program Learning Output Code
Knowledge		
The student should be able to:		
K1	Interpret evidence and patient data.	**MK3**
Skills		
The student should be able to:		
S1	Identify the health problem in order to find appropriate solutions.	**MS2**
S2	Construct evidence-based care plans, assessments, and recommendations.	**MS2**
S3	Explain evidence –based care plans to the patients.	**MS3**
Competencies		
The student should be able to:		
C1	Create an effective and enduring ways to impart information and assess understanding.	**MC2**

Mechanisms for Direct Evaluation of Learning Outcomes

Type of Assessment / Learning Style	Fully Electronic Learning	Blended Learning	Traditional Learning (Theory Learning)	Traditional Learning (Practical Learning)
Midterm Exam	30%	30%	30%	**0%**
Participation / Practical Applications	0%	0%	20%	**50%**
Asynchronous Interactive Activities	20%	20%	0%	**0%**
Final Exam	50%	50%	50%	**50%**

Note 1: Asynchronous interactive activities are activities, tasks, projects, assignments, research, studies, projects, and work within student groups ... etc, which the student carries out on his own, through the virtual platform without a direct encounter with the subject teacher.

Note 2: According to the Regulations of granting Master's degree at Al-Zaytoonah University of Jordan, 40% of final evaluation goes for the final exam, and 60% for the semester work (examinations, reports, research or any scientific activity assigned to the student).

Schedule of Simultaneous / Face-to-Face Encounters and their Topics

Week	Subject	Learning Style*	Reference **
1	**Introduction to pharmaceutical care practice and patient care process**	**Lecture**	**Chapter 1**
2	**Basic communication skills in pharmacy practice and the interview**	**Lecture**	**Chapter 1**

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		process		
3		**Drug therapy problems**	**Lecture**	**Chapter 1**
4		**Cardiovascular diseases**	**Problem-based learning, participatory learning**	**Chapter 2**
5		**Cardiovascular diseases**	**Problem-based learning, participatory learning**	**Chapter 2**
6		**Cardiovascular diseases**	**Problem-based learning, participatory learning**	**Chapter 2**
7		**Cardiovascular diseases**	**Problem-based learning, participatory learning**	**Chapter 2**
8		**Endocrinologic disorder**	**Problem-based learning, participatory learning**	**Chapter 8**
9		**Endocrinologic disorder**	**Problem-based learning, participatory learning**	**Chapter 8**
10		**Endocrinologic disorder**	**Problem-based learning, participatory learning**	**Chapter 8**
11		**Endocrinologic disorder**	**Problem-based learning, participatory learning**	**Chapter 8**
12		**Respiratory diseases**	**Problem-based learning, participatory learning**	**Chapter 3**
13		**Respiratory diseases**	**Problem-based learning, participatory learning**	**Chapter 3**
14		**Respiratory diseases**	**Problem-based learning, participatory learning**	**Chapter 3**

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15	**OSCE exam**	**Problem-based learning**	**-**
16	**Final Exam**		

* Learning styles: Lecture, flipped learning, learning through projects, learning through problem solving, participatory learning ... etc.

** Reference: Pages in a book, database, recorded lecture, content on the e-learning platform, video, website ... etc.

Schedule of Asynchronous Interactive Activities *(in the case of e-learning and blended learning)*

Week	Task / Activity	Reference	Expected Results
-	-	-	-