

Course Plan for Bachelor Program - Study Plan Development and Updating Procedures/ Pharmacy Department	QF02/0408-4.0E
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Study Plan No.	2021/2022	University Specialization	Bachelor of Pharmacy
Course No.	0201436	Course Name	Community Pharmacy Training (1)
Credit Hours	3	Prerequisite *Co-requisite	Over the Counter Medicines + Pharmacy Practice Lab (1)
Course Type	<input type="checkbox"/> Mandatory University Requirement <input type="checkbox"/> University Elective Requirement	<input type="checkbox"/> Faculty Mandatory Requirement <input type="checkbox"/> Support course family requirements	<input checked="" type="checkbox"/> Mandatory Requirement <input type="checkbox"/> Elective Requirement
Teaching Style	<input type="checkbox"/> Full Online Learning	<input type="checkbox"/> Blended Learning	<input checked="" type="checkbox"/> Traditional Learning
Teaching Model	<input type="checkbox"/> 1 Synchronous: 1 Asynchronous	<input type="checkbox"/> 1 Face to Face: 1 Asynchronous	<input checked="" type="checkbox"/> 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
				Traditional Learning
				Approved Model
				3 Traditional

### Brief Description

This course offers a platform for the students to acquire the necessary skills needed to provide a complete pharmaceutical care to patients within a community pharmacy setting. The concepts and philosophy of patient-oriented pharmaceutical care and pharmaceutical communication in real-life cases within a field setting are hallmarks of this course.

### Learning Resources

Course Book Information (Title, author, date of issue, publisher ... etc)	<ol style="list-style-type: none"> <li>Community Pharmacy Training Manual.</li> <li>Jordan National Drug Formulary. 2<sup>nd</sup> revision, 2011. Jordanian Food and drug administration (JFDA).</li> <li>Step Up Pharmacy. 2<sup>nd</sup> edition, 2019, Ayesha L.</li> <li>Pharmaceutical Training Guide 3<sup>rd</sup> edition, 2021 Hamad, F.</li> <li>RBCs Skin Care, 1<sup>st</sup> edition, 2021. Dwikat, S., Al-omran, A., Al-aqbani, H., Bandar, B., Badinjki, M.</li> </ol>
Supportive Learning Resources (Books, databases, periodicals, software,	<ul style="list-style-type: none"> <li>Patients Centered Pharmacology: Learning System for the Conscientious Prescriber, 1<sup>st</sup> edition, Tindall, W.N., Sedrak, M.M., and Boltri, J.</li> <li>Mosby's Drug Guide for Nursing Students, 11<sup>th</sup> edition, Skidmore-Roth, L.</li> </ul>

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applications, others)	- List of 100 Most Sold Drugs in Jordan			
Supporting Websites	<a href="http://www.JFDA.gov.jo">www.JFDA.gov.jo</a>			
The Physical Environment for Teaching	<input type="checkbox"/> Classroom	<input type="checkbox"/> Labs	<input checked="" type="checkbox"/> Virtual Educational Platform	<input checked="" type="checkbox"/> Others: (Community pharmacy)
Necessary Equipment and Software	Moodle			
Supporting People with Special Needs				
For Technical Support	E-Learning & Open Educational Resources Center. Email: <a href="mailto:elarning@zuj.edu.jo">elarning@zuj.edu.jo</a> ; 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
<b>Knowledge</b>		
<b>The student should be able to:</b>		
<b>K1</b>	Identify the commercial names and generic equivalents of prescription and non-prescription drugs.	<b>MK3</b>
<b>Skills</b>		
<b>The student should be able to:</b>		
<b>S1</b>	Recognize medication purchasing, inventory control, and quality assurance processes in a community pharmacy setting.	<b>MS2</b>
<b>S2</b>	Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.	<b>MS2</b>
<b>S3</b>	Deliver patient-centered care in a manner that is legal, ethical, culturally sensitive, and compassionate.	<b>MS3</b>
<b>S4</b>	Interpret medication prescriptions and leaflets in a community pharmacy settings.	<b>MS2</b>
<b>Competencies</b>		
<b>The student should be able to:</b>		
<b>C1</b>	Formulate prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.	<b>MC2</b>
<b>C2</b>	Integrate educational efforts with other healthcare providers to ensure a consistent, comprehensive, and team-based encounter.	<b>MC2</b>

### 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)
<b>Midterm Exam</b>	30%	30%	30%	0%
<b>Participation / Practical Applications</b>	0%	0%	20%	50%
<b>Asynchronous Interactive</b>	20%	20%	0%	0%

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Activities				
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	- Pharmaceutical care/definition and applications. - Patient care process: assessment, care plan, evaluation. - The language of patient counseling. -Selecting a suitable community pharmacy.	Training in community pharmacy setting by spending ten-eleven hours	--
2	<b>Adrenoceptor antagonists:</b> 1. $\alpha$ -Receptor antagonists 2. $\beta$ - Receptor antagonists 3. $\beta$ - Receptor antagonists and drugs Affecting Neurotransmitter Release or Uptake	Training in community pharmacy setting by spending ten-eleven hours	--
3	<b>Diuretic drugs:</b> 1. Thiazide and Related Agents 2. Loop and Potassium-Sparing Diuretics 3. Carbonic anhydrase inhibitor and osmotic diuretics	Training in community pharmacy setting by spending ten-eleven hours	--
4	<b>Antihypertensive drugs:</b> 1. Renin–angiotensin–aldosterone system (RAAS) Inhibitors 2. Calcium Channel Blockers (CCBs) and centrally acting adrenergic drugs 3. Vasodilators 4. 3. Organic nitrates and sodium channel blocker)	Training in community pharmacy setting by spending ten-eleven hours	--
5	<b>Antihyperlipidemia medications:</b> 1.HMG CoA reductase inhibitors (Statins)) 2. Niacin (nicotinic acid), fibrates and bile acid-binding resins) 3. Cholesterol absorption inhibitors and omega-3 fatty acids.	Training in community pharmacy setting by spending ten-eleven hours	--
6	<b>GI medication:</b> <b>Proton pumps inhibitors (PPIs).</b>	Training in community pharmacy	--

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	<b>H2 antagonists.</b> <b>Antiacids</b> <b>Constipation and diarrhea</b>	<b>setting by spending ten-eleven hours</b>	
7	<b>Anticoagulants</b> <b>Antiplatelet</b> <b>Fibrinolytic drugs</b>	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
8	<b>Anti-parkinsonian drugs</b> <b>Anti-Alzheimer drugs (Cholinergic)</b> <b>Anti-Alzheimer drugs (Glutamate receptor antagonists)</b>	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
9	<b>Anxiolytic and hypnotic drugs:</b> Benzodiazepines Barbiturates Other Anxiolytic and hypnotic drugs Inhaled Anesthetic drugs Local Anesthetic drugs	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
10	<b>Antidepressants:</b> 1. Selective serotonin re-uptake inhibitors, Serotonin and norepinephrine reuptake inhibitors. 2. Tricyclic antidepressants. 3. MAOI and atypical Antidepressants <b>Antipsychotic drugs:</b> Typical antipsychotic drugs Atypical antipsychotic drugs	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
11	<b>Antiepileptic drugs:</b> First generation antiepileptic drugs Second generation antiepileptic drugs. <b>Opioid analgesics:</b> Strong Opioid analgesics Moderate Opioid analgesics and anti-diarrhea Mixed agonist and antagonist opioids	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
12	<b>Endocrine medication</b> 1. Hypothyroidism Antithyroid drugs. 2. Glucocorticoids Mineralocorticoids 3. Estrogen hormone drugs Progestin hormone drugs Androgenic drugs.	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
13	<b>Antidiabetic drugs</b> 1. Insulin analogs	<b>Training in community pharmacy</b>	--

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	<b>2. Oral hypoglycemic drugs</b>	<b>setting by spending ten-eleven hours</b>	
<b>14</b>	<b>Symptom Control:</b> Oral pain and discomfort <b>including</b> <b>Non-steroidal anti-inflammatory drugs</b> COX non-selective inhibitors COX2 selective inhibitors	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
<b>15</b>	<b>Drugs acting on the respiratory system</b> 1. Bronchodilators 2. LOX inhibitors	<b>Training in community pharmacy setting by spending ten-eleven hours</b>	--
<b>16</b>	<b>Final Exam</b>		--

\* 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
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