

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.	0201439	Course Name	Community Pharmacy Training (2)
Credit Hours	3	Prerequisite *Co-requisite	Pharmacology (3) + Community Pharmacy Training (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)

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

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applications, others)	- List of 100 Most Sold Drugs in Jordan			
Supporting Websites	www.JFDA.gov.jo			
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: ellearning@zu.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	Identify the commercial names and generic equivalents of prescription and non-prescription drugs.	MK3
Skills		
The student should be able to:		
S1	Recognize medication purchasing, inventory control, and quality assurance processes in a community pharmacy setting.	MS2
S2	Apply standards, guidelines, best practices, and established processes related to safe and effective medication use.	MS2
S3	Deliver patient-centered care in a manner that is legal, ethical, culturally sensitive, and compassionate.	MS3
S4	Interpret medication prescriptions and leaflets in a community pharmacy settings.	MS2
Competencies		
The student should be able to:		
C1	Formulate prevention, intervention, and educational strategies for individuals and communities to improve health and wellness.	MC2
C2	Integrate educational efforts with other healthcare providers to ensure a consistent, comprehensive, and team-based encounter.	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	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	Anti-microbial: Penicillins Cephalosporins Other cell wall inhibitors	Training in community pharmacy setting by spending ten-eleven hours	--
2	Anti-microbial: Aminoglycosides Macrolides Tetracyclines and other protein synthesis inhibitors Quinolones	Training in community pharmacy setting by spending ten-eleven hours	--
3	Anti-Folates Antifungal Antiviral	Training in community pharmacy setting by spending ten-eleven hours	--
4	Anti-parasites Anti-helminthic Anti-tuberculosis	Training in community pharmacy setting by spending ten-eleven hours	--
5	Pediatric Products, including: Infant Formula Products Pediatric complains: Nappy rash.	Training in community pharmacy setting by spending ten-eleven hours	--
6	1. Management of insect bites and stings 2. Dandruff 3. Anti-lice	Training in community pharmacy setting by spending ten-eleven hours	--
7	1. Burns and Sun burns 2. Medications for Corns and calluses treatment	Training in community pharmacy setting by spending ten-eleven hours	--
8	1. Vitamins and minerals, B12, iron, calcium, Vit D. 2. Benign prostatic hyperplasia	Training in community pharmacy setting by spending	--

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	3. Obesity	ten-eleven hours	
9	Oral contraceptives	Training in community pharmacy setting by spending ten-eleven hours	--
10	1. Vulvovaginal candidiasis 2. Period Pain	Training in community pharmacy setting by spending ten-eleven hours	--
11	1. Atopic dermatitis 2. Acne 3. Corticosteroids	Training in community pharmacy setting by spending ten-eleven hours	--
12	1. Ophthalmic Products 2. Otic Products	Training in community pharmacy setting by spending ten-eleven hours	--
13	1. Smoking cessations products 2. Inhalers	Training in community pharmacy setting by spending ten-eleven hours	--
14	Plant-based products	Training in community pharmacy setting by spending ten-eleven hours	--
15	Modified Release systems	Training in community pharmacy setting by spending ten-eleven hours	--
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
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