

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.	0201538	Course Name	Pharmacy Practice Lab (2)
Credit Hours	1	Prerequisite *Co-requisite	Therapeutics (2) + *Therapeutics (3)
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 Staff 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 through clinical training in a hospital setting.

### Learning Resources

Course Book Information (Title, author, date of issue, publisher ... etc)	<b>Pharmacotherapy: A Pathophysiologic Approach, 11e</b> Joseph T. DiPiro, Gary C. Yee, L. Michael Posey, Stuart T. Haines, Thomas D. Nolin, Vicki Ellingrod			
Supportive Learning Resources (Books, databases, periodicals, software, applications, others)	1. <b>Pharmacotherapy Casebook: A Patient-Focused Approach, 10e</b> , Terry L. Schwinghammer, Julia M. Koehler, Jill S. Borchert, Douglas Slain, Sharon K. Park. 2. <b>Pharmacotherapy Principles and Practice, 5e</b> , Marie A. Chisholm-Burns, Terry L. Schwinghammer, Patrick M. Malone, Jill M. Kolesar, Kelly C. Lee, P. Brandon Bookstaver. 3. <b>Basic and clinical pharmacology</b> , Katzung et al, 2017, 14th Edition. 4. <b>Pharmacotherapy Handbook, 11e</b> , Terry L. Schwinghammer, Joseph T. DiPiro, Vicki L. Ellingrod, Cecily V. DiPiro.			
Supporting Websites	<a href="http://www.Uptodate.com">www.Uptodate.com</a>			
The Physical Environment	<input type="checkbox"/> Classroom	<input type="checkbox"/> Labs	<input checked="" type="checkbox"/> Virtual	<input checked="" type="checkbox"/> Others

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

for Teaching			Educational Platform	(Hospital)
Necessary Equipment and Software	Moodle Lexicomp			
Supporting People with Special Needs				
For Technical Support	E-Learning & Open Educational Resources Center. Email: <a href="mailto:clearning@zu.edu.jo">clearning@zu.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>		
K1	Identify subjective and objective evidence related to patients' health by assessing their room charts, laboratory tests, pharmacy records, and patient/family interviews.	MK3
K2	Interpret evidence and patient data.	MK3
<b>Skills</b>		
<b>The student should be able to:</b>		
S1	Apply patient-centered care in a manner that is legal, ethical, and compassionate, based on the latest treatment guidelines.	MS2
S2	Solve health problem to find the appropriate solutions in collaboration with other health care providers.	MS2
S3	Apply effective communication verbally and nonverbally when interacting with an individuals, groups, or organizations.	MS3
<b>Competencies</b>		
<b>The student should be able to:</b>		
C1	Create an effective and enduring ways to impart information and assess understanding.	MC2
C2	Develop professional relationships to promote teamwork.	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%

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

**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	Care planning: A component of the patient care process	Lecture	Chapter 1 - Dipiro
2	Care planning: A component of the patient care process	Lecture	Chapter 1 - Dipiro
3	- Hospital round (HTN) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 30 - Dipiro
4	- Oral discussion and comprehensive case analysis (HTN) - Filling the manual	Problem-based learning, participatory learning	-
5	- Hospital round (T2DM) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 91 - Dipiro
6	- Oral discussion and comprehensive case analysis (T2DM) - Filling the manual	Problem-based learning, participatory learning	-
7	- Hospital round (T1DM) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 91 - Dipiro
8	- Oral discussion and comprehensive case analysis (T1DM) - Filling the manual	Problem-based learning, participatory learning	-
9	Midterm exam		
10	- Hospital round (IHD) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter (32+33) - Dipiro
11	- Oral discussion and comprehensive case analysis (IHD) - Filling the manual	Problem-based learning, participatory learning	-

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

		learning	
12	- Hospital round (COPD) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 44 - Dipiro
13	- Oral discussion and comprehensive case analysis (COPD) - Filling the manual	Problem-based learning, participatory learning	-
14	- Hospital round (Asthma) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 43 - Dipiro
15	- Oral discussion and comprehensive case analysis (Asthma) - Filling the manual	Problem-based learning, participatory 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
-	-	-	-