

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.	0201535	Course Name	Therapeutics (2)
Credit Hours	3	Prerequisite *Co-requisite	Therapeutics (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"/> 2 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	2 Traditional

#### Brief Description

This course is the second of a three-part series. Clinical 2 will enable a student to continue to apply knowledge and develop skills needed by a pharmacist to provide patient care, using a systematic patient-care process to define and achieve the goals of optimizing safe, effective pharmacotherapy. Clinical pharmacy 2 serve the needs of all future pharmacists by focusing on core chronic disease states. This Course briefly reviews the pharmacotherapy of various diseases with primary focus on applying therapeutic knowledge to care for patients with such disorders these disorders include:

- Respiratory disorders
- Renal disorders
- Gastrointestinal disorders
- Endocrinologic disorders

#### Learning Resources

Course Book Information (Title, author, date of issue, publisher ... etc)	1. Pharmacotherapy-A Pathophysiologic Approach, by Joseph DiPiro, 11 <sup>th</sup> edition 2. Pharmacotherapy Principles and Practice, Marie A. Chisholm-Burns, 5 <sup>th</sup> edition
Supportive Learning Resources (Books, databases, periodicals, software, applications, others)	1. Clinical Pharmacology by P.N. Bennett and M.J. Brown, 11 <sup>th</sup> edition. 2. Disease management guidelines
Supporting Websites	
The Physical Environment	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> Labs <input checked="" type="checkbox"/> Virtual <input type="checkbox"/> Others

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for Teaching			Educational Platform	
Necessary Equipment and Software	Moodle			
Supporting People with Special Needs				
For Technical Support				

### 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 patients' individual factors that may affect treatment	MK3
K2	Recognize the relationship of the above factors to the disease and drug factors.	MK3
K3	Describe and evaluate therapeutic regimens which are used in the management of the diseases covered in this course	MK3
K4	Recognizing conventional pharmacological approaches to the therapeutic management and/ or prophylaxis of these conditions.	
<b>Skills</b>		
<b>The student should be able to:</b>		
S1	Apply pharmaco-therapeutic principles to real patients' cases	MS1
S2	Determine the most appropriate therapy for patients according to patients', disease, and drug factors in order to maximize benefits and minimize risk of therapy	MS1
S3	Evaluate and interpret evidence from disease management guidelines	MS1
<b>Competencies</b>		
<b>The student should be able to:</b>		
C1	Relate pharmacology, pharmacokinetic and therapeutic principles to come up with best therapeutic plan for a specific patient with specific conditions	MC1, MS1

### 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%

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**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	Fluids and electrolytes	Lecture	Chapter 27 (p. 433-447)
2	Acid-base disorders	Lecture	Chapter 28 (p. 447-457)
3	Acute Renal Injury	Lecture	Chapter 25 (p. 395-407)
4	Renal Failure	Lecture	Chapter 26 (p. 407-433)
5	GERD	Lecture	Chapter 17 (p. 295-305)
6	Peptic Ulcer	Lecture	Chapter 18 (p. 305-315)
7	IBD	Lecture	Chapter 19 (p. 315-329)
8	Acute pancreatitis	Lecture	Chapter 23 (p. 369-377)
9	Portal Hypertension and Cirrhosis Midterm Exam	Lecture	Chapter 22 (p. 357-369)
10	Portal Hypertension and Cirrhosis	Lecture	Chapter 22 (p. 357-369)
11	Asthma	Lecture	Chapter 14 (p. 251-269)
12	Asthma	Lecture	Chapter 14 (p. 251-269)
13	COPD	Lecture	Chapter 15 (p. 269-253)
14	Diabetes Miletus	Lecture	Chapter 43 (p. 655-685)
15	Diabetes Miletus Complications	Lecture	Chapter 43 (p. 655-685)
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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جامعة الزيتونة الأردنية  
Al-Zaytoonah University of Jordan  
كلية الصيدلة  
Faculty of Pharmacy



"عراقة وجودة"  
"Tradition and Quality"

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