

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.	0201539	Course Name	Global and Public health in Pharmacy
Credit Hours	1	Prerequisite *Co-requisite	Therapeutics (2) + *Therapeutics (3)
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	☐ 2 Traditional

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

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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
				Blended Learning	1 Face to Face: 1 Asynchronous

Brief Description

This course will introduce students to selected foundational competencies in global and public health education and discuss cases where pharmacists can contribute to this area such as opioid abuse, smoking cessation, weight management, malnutrition, sexual transmitted diseases, etc.

Learning Resources

Course Book Information (Title, author, date of issue, publisher ... etc)	1. Levin BL, Hanson A, Hurd PD, editors. <i>Introduction to Public Health in Pharmacy</i> . 2nd ed. New York: Oxford University Press; 2018. ISBN: 9780190238308. Published online: March 2018. DOI: https://doi.org/10.1093/med/9780190238308.001.0001 2. Talaro K, Chess B. <i>Burton's Microbiology for Health Sciences</i> . 11th ed. Philadelphia: Wolters Kluwer; 2021. Chapter 11: Epidemiology and Public Health. ISBN: 9781975152510.
Supportive Learning Resources (Books, databases, periodicals, software, applications, others)	- PC/laptop with headphones and camera - Microsoft Office - Moodle
Supporting Websites	- World Health Organization (WHO). Geneva: World Health Organization; © 2024. Available from: https://www.who.int - United Nations Population Fund (UNFPA). New York: UNFPA; © 2024. Available from: https://www.unfpa.org - United Nations High Commissioner for Refugees (UNHCR). Geneva: UNHCR; © 2024. Available from: https://www.unhcr.org

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The Physical Environment for Teaching	☒ Classroom	☐ Labs	☒ Virtual Educational Platform	☐ Others
Necessary Equipment and Software	Moodle			
Supporting People with Special Needs	-			
For Technical Support	E-Learning & Open Educational Resources Center Email: elarning@zuji.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	Explain key concepts of public and global health, including opportunities and barriers for pharmacists.	MK3
K2	Analyze the roles of pharmacists in addressing diverse public and global health challenges.	MK3
Skills		
The student should be able to:		
S1	Assess health risks and diseases using an epidemiological perspective, including basic disease surveillance.	MS1
S2	Evaluate health care delivery systems for pharmaceutical services and their effectiveness in different contexts.	MS1
S3	Appraise literature on global health issues (e.g., smoking cessation, nutrition, sexually transmitted diseases) to support evidence-based pharmacy practice.	MS1
Competencies		
The student should be able to:		
C1	Plan resources within a multidisciplinary health team for health care or humanitarian action.	MC1

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%	30%	60%
Asynchronous Interactive Activities	30%	30%	0%	0%
Final Exam	40%	40%	40%	40%

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Note 1: Asynchronous interactive activities are activities, tasks, projects, assignments, research, studies, projects, 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	Global public health: introduction; scope and definitions	Lecture (F:F)	Ref 1
2	Opportunities and barriers for pharmacists in public health	Lecture + participatory discussion	Ref 1
3	Epidemiology and public health	Lecture + small group problem-solving	Ref 1, 2
4	Public health surveillance: disease tracking and reporting	Lecture (F:F)	
5	Infectious diseases: pharmacists' role in respiratory and diarrheal diseases	Lecture (F:F)	Ref 1, 2
6	Infectious diseases: pharmacists' role in HIV, malaria, and tuberculosis	Lecture (F:F)	
7	Smoking cessation: pharmacist counseling and pharmacotherapy	Lecture + role-play	Ref 1
8	Global nutrition: pharmacists' contribution to malnutrition prevention & management	Lecture (F:F)	Ref 1
9	Midterm Exam	-	-
10	Antibiotic stewardship: principles of rational antibiotic use	Lecture (F:F)	Ref 1, 2
11	Antibiotic stewardship: case analysis and pharmacist role	Case-based learning	Ref 1, 2
12	Mental health: pharmacists in depression, anxiety, PTSD, sleep disorders	Lecture (F:F)	Ref 1
13	Sexual & reproductive health: family planning, STD prevention, safe practices	Lecture (F:F)	Ref 1, UNFPA
14	Humanitarian pharmacy: pharmacists in conflict, disasters, and refugee health	Lecture + participatory discussion	Ref1, WHO, UNHCR

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15	Informatics in public health: data systems, disease tracking, digital health tools	Lecture F:F	Ref 1
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
1	Watch recorded lecture: Introduction to Global Public Health	Video (E-learning platform)	Submit short reflection: role of pharmacists (K1).
2	Design a public health awareness flyer using CANVA (or similar tool)	E-learning tutorial	Submit a flyer demonstrating effective health communication (C1).
3	Online quiz: Epidemiological terms and methods	E-learning platform	Demonstrate understanding of risk measurement (S1).
4	Database exploration: WHO Global Health Observatory	WHO website	Upload table of key indicators for one disease (S1).
5	Mini-assignment: Compare indicators from two different countries	WHO website	Submit 1–2 paragraph comparison linking to public health challenges (S1).
6	Discussion forum: “Pharmacists and smoking cessation challenges”	Video (E-learning platform)	Post evidence-based response citing one study (S3).
7	Watch recorded lecture: Pharmacotherapy for smoking cessation	Video (E-learning platform)	Answer embedded questions about pharmacist counseling strategies (S3).
8	Self-study reading: nutrition case study	WHO report	Submit 1-page summary linking to pharmacist’s role (S2).
9	Midterm Exam	-	-
10	Watch recorded case video: antibiotic misuse	Video (E-learning platform)	Submit answers to embedded case questions (S2, C1).
11	Guided reading: Global Mental Health policy brief	Selected article	Post 3 key takeaways in forum (S3).
12	Interactive activity: UNFPA resources on reproductive health	UNFPA website	Complete short quiz on best practices (S2).

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13	Self-study: choose one global health issue (student-selected)	Assignment	Submit 1-page reflection on pharmacist's role (K2, S2).
14	Virtual simulation: humanitarian crisis response scenario	Online platform	Submit reflection on pharmacist's responsibilities (C1).
15	Self-study: tutorial on public health informatics tool (e.g., DHIS2)	E-learning resource	Submit screenshot and summary of data query (S1, C1).
16	Final Exam	-	-