

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.	0201538	Course Name	Pharmacy Practice Lab (2)
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	☒ 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	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)	Pharmacotherapy: A Pathophysiologic Approach, 11e Joseph T. DiPiro, Gary C. Yee, L. Michael Posey, Stuart T. Haines, Thomas D. Nolin, Vicki Ellingrod (2020)
Supportive Learning Resources (Books, databases, periodicals, software, applications, others)	1. Pharmacotherapy Casebook: A Patient-Focused Approach, 10e, Terry L. Schwinghammer, Julia M. Koehler, Jill S. Borchert, Douglas Slain, Sharon K. Park. 2. Pharmacotherapy Principles and Practice, 5e, Marie A. Chisholm-Burns, Terry L. Schwinghammer, Patrick M. Malone, Jill M. Kolesar, Kelly C. Lee, P. Brandon Bookstaver. 3. Basic and clinical pharmacology, Katzung et al, 2017, 14th Edition. 4. Pharmacotherapy Handbook, 11e, Terry L. Schwinghammer, Joseph T. DiPiro, Vicki L. Ellingrod, Cecily V. DiPiro.
Supporting Websites	www.Uptodate.com
The Physical Environment for Teaching	☐ Classroom ☐ Labs ☒ Virtual Educational Platform ☒ Others (Hospital)
Necessary Equipment and Software	Moodle Lexicomp
Supporting People with Special Needs	

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For Technical Support	E-Learning & Open Educational Resources Center. Email: ellearning@zu.edu.jo ; Phone: +962 6 429 1511 ext. 425/362.
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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 subjective and objective patient data from charts, laboratory tests, and pharmacy records.	MK3
Skills		
The student should be able to:		
S1	Interpret patient data and relevant clinical evidence to support problem identification and therapeutic decision-making.	MS2
S2	Apply patient-centered care in a legal, ethical, and compassionate manner, guided by the latest treatment guidelines.	MS2
Competencies		
The student should be able to:		
C1	Collaborate with other health care providers to solve patient health problems and develop evidence-based solutions.	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%

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 (T2DM) + patient	Problem-based learning,	Chapter 91 -

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	interviewing - Short case discussion	participatory learning	Dipiro
4	- Oral discussion and comprehensive case analysis (T2DM) - Filling the manual	Problem-based learning, participatory learning	-
5	- Hospital round (T1DM) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 91 - Dipiro
6	- Oral discussion and comprehensive case analysis (T1DM) - Filling the manual	Problem-based learning, participatory learning	-
7	- Hospital round (COPD) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 44 - Dipiro
8	- Oral discussion and comprehensive case analysis (COPD) - Filling the manual	Problem-based learning, participatory learning	-
9	Midterm exam	-	-
10	- Hospital round (Asthma) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 43 - Dipiro
11	- Oral discussion and comprehensive case analysis (Asthma) - Filling the manual	Problem-based learning, participatory learning	-
12	- Hospital round (Lower Respiratory Tract Infections: Pneumonia) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 74 - Dipiro
13	- Oral discussion and comprehensive case analysis (Lower Respiratory Tract Infections: Pneumonia) - Filling the manual	Problem-based learning, participatory learning	-
14	- Hospital round (Urinary Tract Infections) + patient interviewing - Short case discussion	Problem-based learning, participatory learning	Chapter 82 - Dipiro
15	- Oral discussion and comprehensive case analysis (Urinary Tract Infections) - 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
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