

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	☐ 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)

Faculty of Education (to be signed at each semester by the faculty members)					
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 provides the students with the essential skills needed to deliver complete pharmaceutical care to patients within a community pharmacy setting. It focuses on patient-centered care principles, with an emphasis on real-life case applications and effective pharmaceutical communication in practical field environments.

Learning Resources

Course Book Information (Title, author, date of issue, publisher ... etc)	1. Community Pharmacy Training Manual. 2. Jordan National Drug Formulary. 2 nd revision, 2011. Jordanian Food and drug administration (JFDA). 3. Step Up Pharmacy. 2 nd edition, 2019, Ayesh L. 4. Pharmaceutical Training Guide 3 rd edition, 2021 Hamad, F. 5. RBCs Skin Care, 1 st edition, 2021. Dwikat, S., Al-omran, A., Al-aqbani, H., Bandar, B., Badinji, M.
Supportive Learning Resources (Books, databases, periodicals, software, applications, others)	-Patients Centered Pharmacology: Learning System for the Conscientious Prescriber, 1 st edition, Tindall, W.N., Sedrak, M.M., and Boltri, J. -Mosby's Drug Guide for Nursing Students, 11 th edition, Skidmore-Roth, L. -List of 100 Most Sold Drugs in Jordan -Cambridge Pharmacology Short Notes: Essential Guide for Doctors and Medical Students, 1 st edition, 2025, Dr.Rish T
Supporting Websites	www.JFDA.gov.jo
The Physical Environment for Teaching	☐ Classroom ☐ Labs ☒ Virtual Educational Platform ☒ Others: (Community pharmacy)

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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	List commercial names and generic equivalents of prescription and non-prescription drugs available in the Jordanian market.	MK3
Skills		
The student should be able to:		
S1	Apply standards, guidelines and best pharmacy practices to ensure safe and effective medication use.	MS1
S2	Provide patient-centered care that is legal, ethical, culturally sensitive, and compassionate.	MS3
S3	Interpret medication prescriptions and leaflets accurately to the patients in a community pharmacy.	MS3
Competencies		
The student should be able to:		
C1	Demonstrate effective patient counselling, education, and professional communication skills.	MC2
C2	Evaluate prevention, intervention, and educational strategies to improve health and wellness at individual and community levels.	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.

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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	Supplements: Vitamins	Training in community pharmacy setting by spending ten-eleven hours	--
2	Supplements: Minerals	Training in community pharmacy setting by spending ten-eleven hours	--
3	Infectious Diseases: <u>Bacterial Infection</u> Cell Wall Inhibitor Protein Synthesis Inhibitor Nucleic Acid Synthesis Inhibitor	Training in community pharmacy setting by spending ten-eleven hours	--
4	Infectious Diseases: Viral Infection Fungal Infection Parasitic Infection	Training in community pharmacy setting by spending ten-eleven hours	--
5	Diabetes: Insulin	Training in community pharmacy setting by spending ten-eleven hours	--
6	Diabetes: Oral Hypoglycemic Agents	Training in community pharmacy setting by spending ten-eleven hours	--
7	Respiratory: Asthma and COPD	Training in community pharmacy setting by spending ten-eleven hours	--
8	Respiratory: Cough and Allergic Rhinitis	Training in community pharmacy setting by spending ten-eleven hours	--
9	Respiratory: Common Cold	Training in community pharmacy setting by spending ten-eleven hours	--
10	Skin: Topical steroids	Training in community pharmacy setting by spending ten-eleven hours	--
11	Skin: Antiacne	Training in community pharmacy setting by spending ten-eleven hours	--
12	Skin: Moisturizers and Anti-burn	Training in community pharmacy setting by spending ten-eleven hours	--
13	Presentations and Roleplay	Training in community pharmacy setting by spending ten-eleven hours	--
14	Presentations and Roleplay	Training in community pharmacy setting by spending ten-eleven hours	--
15	OSCE	Training in community pharmacy setting by spending ten-eleven hours	--

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16	Final Exam	--	--
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* 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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