

Syllabus* : :
Pharmacotherapy (1)
(#131702464)
Second Semester
2022 /2023

The Hashemite University



Deanship of Academic Development
and International Outreach



الجامعة الهاشمية



عمادة التطوير الأكاديمي
والتواصل الدولي

COURSE INFORMATION	
<p>Course Title : Pharmacotherapy case study (1) (face-to-face education)</p> <p>Semester: Second</p> <p>Department: Clinical Pharmacy & Pharmacy Practice</p> <p>Faculty: Pharmaceutical Sciences</p>	<p>Course Code: 131702465</p> <p>Section: according to the semester</p> <p>Core Curriculum: 2013 Plan</p>
<p>Day(s) and Time(s): according to the course time table</p> <p>Classroom: according to the course time table</p>	<p>Credit Hours: 1</p> <p>Prerequisites: 131702464 or concurrent</p>
COURSE DESCRIPTION	
<p>This course discusses patient case studies related to the topics covered in pharmacotherapy 1. It aims to help pharmacy students develop their critical thinking and problem-solving skills to identify and resolve drug therapy problems. By practicing case studies, students are actively engaged in the learning developing patients' pharmacotherapeutic care plans for the patient self-study and learning, decision-making process, oral communication and process, and developing their self-confidence, teamwork skills.</p>	

DELIVERY METHODS

The course will be delivered through a combination of active learning strategies.

These will include:

- Seminars in Groups (oral presentation power point) and a ctive classroom-based discussion of clinical cases. These seminars are designed to provide the student with the opportunity to apply his/her knowledge to a specific case, develop problem-solving skills and to further his/her comprehension on the topic. The seminars require the student to think about what he/she has learned and to discover how to apply his/her knowledge in solving drug-therapy problems. The primary role of the Small Group Seminar Facilitator is to coordinate this discussion, provide leadership to the students in the seminar, encourage the students to express themselves and ask questions, and ensure that any misconceptions are clarified.
- Care plan sheets, problem based learning (PBL) group work, team-based learning, and assignments.
- Practical training on Medical devices tools relevant to the topic to be discussed, e.g: sphygmomanometer digital and manual, blood glucose meter, nebulizer, inhalers..ect.
- Relevant videos and documents.
- Brochures and cards for patients and staff education including patients education and counselling
- E-learning resources: e-reading assignments and practice quizzes through Model and Microsoft Team

FACULTY INFORMATION

Name	Eman A. Al Harahsheh
Academic Title:	Assistant teacher
Office Location:	3rd Floor
Telephone Number:	Ex. 3427

Email Address:	emana_su@hu.edu.jo
Office Hours:	Sunday 1-2 Monday 1-2 Wednesday 1-2

REFERENCES AND LEARNING RESOURCES

Required Textbook(s):

1. Pharmacotherapy Handbook 10th Edition (2017)
Barbara G. Wells, Joseph T. DiPiro, Terry L. Schwinghammer, et al .
11)th Ed will be published in December 2020(
2. Pharmacotherapy Casebook: A Patient-Focused Approach, 10th Edition(2017)
Terry L. Schwinghammer, Julia M. Koehler, Jill S. Borchert, et al .
3. Guidelines and articles as specified by the instructor
4. Pharmacotherapy: A Pathophysiologic Approach, 11th Edition(2020)
Joseph T. DiPiro, Gary C. Yee, L. et al.

Useful Web Resources:

Additional online resources may be useful in preparing for the therapeutic discussions such as:

1. Lexicomp
<http://www.lexi.com>
2. UpToDate
<http://www.uptodate.com>

STUDENT LEARNING OUTCOMES MATRIX*

Core Curriculum LOs	B.Sc. Pharmacy Program LOs	Course Objectives (1-6 as below)						Course Student LOs (A-D as below)				Assessment Method(s)
		1	2	3	4	5	6	A	B	C	D	
	Main Domain											

Foundational Knowledge	Learner	Describe and explain the pathophysiology, etiology, diagnosis, risk factors, clinical presentations and complications of the disease processes occurring in the patient.	Recognise drugs of choice, alternative therapies, nonpharmacologic and pharmacologic therapy, usual doses and dosage forms, common and serious side effects, clinically significant drug-drug, -food, -disease or -laboratory test interactions, therapeutic and safety monitoring parameters, therapeutic goals and, integration of multiple disease conditions into therapeutic decisions.					A.1 A.2 A.3 A.4 A.5 A.6				Exams seminars Quizzes Care plan sheet
Essentials for Practice and Care	Caregiver			Integrate and apply knowledge from the basic and clinical sciences courses in the curriculum into the therapeutic decision-making process.	Develop appropriate and cost-effective pharmaceutical care plan for their provision of patient-centred care.	Identify, analyse, interpret, integrate and evaluate clinical findings to solve patient therapeutic problems.		B.1 B.2 B.3				Exams seminars Quizzes Care plan sheet

	Manager												
	Provider			Integrate and apply knowledge from the basic and clinical sciences courses in the curriculum into the therapeutic decision-making process.	Develop appropriate and cost-effective pharmaceutical care plan for their provision of patient-centred care.	Identify, analyse, interpret, integrate and evaluate clinical findings to solve patient therapeutic problems.			B.1 B.2 B.3			Exams seminars Quizzes Care plan sheet	
Approach to Practice and Care	Creative Thinker and Problem-solver			Integrate and apply knowledge from the basic and clinical sciences courses in the curriculum into the therapeutic decision-making process.	Develop appropriate and cost-effective pharmaceutical care plan for their provision of patient-centred care.	Identify, analyse, interpret, integrate and evaluate clinical findings to solve patient therapeutic problems.			C.1 C.2 C.3 C.4 C.5 C.6			Exams seminars Quizzes Care plan sheet	
	Educator								C.6			Exams seminars Quizzes Care plan sheet	

	Advocate									C.3 C.4 C.5 C.6		Exams seminars Quizzes Care plan sheet
	Communicator											
	Promoter									C.1 C.2 C.3 C.4 C.5 C.6		Exams seminars Quizzes Care plan sheet
Personal and Professional Development	Self-aware						Self-learn how to identify and manage medication-related problems.				D.2	Exams seminars Quizzes Care plan sheet
	Leader										D.3	Exams seminars Quizzes Care plan sheet

	Innovator										D.3	Exams seminars Quizzes Care plan sheet
	Professional						Self-learn how to identify and manage medication-related problems.				D.1 D.2 D.3	Exams seminars Quizzes Care plan sheet
	Collaborator										D.1 D.2	Exams seminars Quizzes Care plan sheet
Pharmaceutical Product Expert	Manufacturer											

ACADEMIC SUPPORT

It is The Hashemite University policy to provide educational opportunities that ensure fair, appropriate and reasonable accommodation to students who have disabilities that may affect their ability to participate in course activities or meet course requirements. Students with disabilities are encouraged to contact their Instructor to ensure that their individual needs are met. The University through its Special Need section will exert all efforts to accommodate for individual's needs.

Special Needs Section:

Tel: 00962-5-3903333 **Extension:** 4209
Location: Students Affairs Deanship/ Department of Student Welfare Services
Email: amalomoush@hu.edu.jo
amalomoush@staff.hu.edu.jo

COURSE REGULATIONS

Participation

Class participation and attendance are important elements of every student's learning experience at The Hashemite University, and the student is expected to attend all classes. A student should not miss more than 15% of the classes during a semester. *Those exceeding this limit of 15% will receive a failing grade regardless of their performance.* It is a student's responsibility to monitor the frequency of their own absences. **Attendance record begins on the first day of class irrespective of the period allotted to drop/add and late registration. It is a student's responsibility to sign-in; failure to do so will result in a non-attendance being recorded.**

In exceptional cases, the student, with the instructor's prior permission, could be exempted from attending a class provided that the number of such occasions does not exceed the limit allowed by the University. The instructor will determine the acceptability of an absence for being absent. A student who misses more than 25% of classes and has a valid excuse for being absent will be allowed to withdraw from the course.

Plagiarism

Plagiarism is considered a serious academic offence and can result in your work losing marks or being failed. HU expects its students to adopt and abide by the highest standards of conduct in their interaction with their professors, peers, and the wider University

community. As such, a student is expected not to engage in behaviours that compromise his/her own integrity as well as that of the Hashemite University.

Plagiarism includes the following examples and it applies to all student assignments or submitted work:

- **Use of the work, ideas, images or words of someone else without his/her permission or reference to them.**
- **Use of someone else's wording, name, phrase, sentence, paragraph or essay without using quotation marks.**
- **Misrepresentation of the sources that were used.**

The instructor has the right to fail the coursework or deduct marks where plagiarism is detected

Late or Missed Assignments

In all cases of assessment, students who fails to attend an exam, class project or deliver a presentation on the scheduled date without prior permission, and/or are unable to provide a medical note, will automatically receive a fail grade for this part of the assessment.

- Submitting a term paper on time is a key part of the assessment process. Students who fail to submit their work by the deadline specified will automatically receive a 10% penalty. Assignments handed in more than 24 hours late will receive a further 10% penalty. Each subsequent 24 hours will result in a further 10% penalty.
- In cases where a student misses an assessment on account of a medical reason or with prior permission; in line with University regulations an incomplete grade for the specific assessment will be awarded and an alternative assessment or extension can be arranged.

Student Complaints Policy

Students at The Hashemite University have the right to pursue complaints related to faculty, staff, and other students. The nature of the complaints may be either academic or non-academic. For more information about the policy and processes related to this policy, you may refer to the students' handbook.

COURSE ASSESSMENT

Course Calendar and Assessment

Students will be graded through the following means of assessment and their final grade will be calculated from the forms of assessment as listed below with their grade weighting taken into account. The criteria for grading are listed at the end of the syllabus

Assessment	Grade Weighting	Deadline Assessment
Seminar (case study discussion)	20%	Every week
Mid-term examination	30%	The 8 th week
Care plan sheet	10%	The 13 th week
Final exam	40%	The 14 th week

Description of Exams

Test questions will predominately come from material presented in the lectures. Semester exams will be conducted during the regularly scheduled lecture period. Exam will consist of a combination of multiple choice, short answer, match, true and false and/or descriptive questions.

Homework: Will be given for each chapter, while the chapter in progress you are supposed to work on them continuously and submit in next lecture when I finish the chapter.

You are also expected to work on in-chapter examples, self-tests and representative number of end of chapter problems. The answers of self-tests and end of chapter exercises are given at the end of the book.

Quizzes: Unannounced quizzes will be given during or/and at the end of each chapter based upon the previous lectures. It will enforce that you come prepared to the class.

No make-up exams, homework or quizzes will be given. Only documented absences will be considered as per HU guidelines.

Grades are not negotiable and are awarded according to the following criteria*:

Letter Grade	Description	Grade Points
A+	Excellent	4.00
A		3.75
A-		3.50
B+	Very Good	3.25
B		3.00
B-		2.75
C+	Good	2.50
C		2.25
C-		2.00
D+	Pass	1.75
D	Pass	1.50
F	Fail	0.00
I	Incomplete	-

WEEKLY LECTURE SCHEDULE AND CONTENT DISTRIBUTION

"Lecture hours and weeks are approximate and may change as needed"

Note: For pharmacotherapy 1 case study sections with one lecture periods per week (S, M,T, W, T), one lecture period covers one topic -lecture hours (160 minutes). The course content specifies the sections in chapters of the textbook that will be included in quizzes, homework and exams.

All lectures are delivered by face –to-face learning.

<u>Introduction:</u>	<u>course outline discussion, orientation, Groups work</u>	<u>Week 1</u>
<u>Topic 1</u>	<u>Patients care process</u> <u>guidelines for writing soap note</u> <u>Interventions</u>	<u>Week 2</u>
<u>Topic 2</u>	<u>Hypertension</u>	<u>Week 3</u>
<u>Topic 3</u>	<u>Chronic Heart Failure</u>	<u>Week 4</u>
<u>Topic 4</u>	<u>Stable Ischemic Heart Disease</u>	<u>Week 5</u>
<u>Topic 5</u>	<u>Dyslipidemia</u>	<u>Week 6</u>
<u>Topic 6</u>	<u>Diabetes Mellitus type 1</u>	<u>Week 7</u>
<u>Topic 7</u>	<u>Diabetes Mellitus type 2</u>	
<u>Topic 8</u>	<u>Asthma</u>	<u>Week 8</u>
<u>Topic 9</u>	<u>COPD</u>	<u>Week 9</u>
<u>Topic 10</u>	<u>Thyroid Disorders :hypothyroidism</u>	<u>Week 10</u>
<u>Topic 11</u>	<u>Thyroid Disorders :hypothyroidism</u>	<u>Week 11</u>
University Final practical Exams		

ASSESSMENT RUBRICS

Assessment Rubrics to be determined by the department. Add samples below.

Classroom Participation: Oral Presentation										
Element	Excellent			Satisfactory			Needs Improvement			P o i n t s
	8	7	6	5	4	3	2	1	0	
Organization	<ul style="list-style-type: none"> There is a logical sequence of information. Title slide and closing slide are included appropriately. 			<ul style="list-style-type: none"> There is some logical sequence of information. Title slide and closing slides are included. 			<ul style="list-style-type: none"> There is little or no logical sequence of information. Title slide and/ or closing slides are not included. 			
Slide Design (text, colors, background, illustrations, size, titles, subtitles)	<ul style="list-style-type: none"> Presentation is attractive and appealing to viewers. 			<ul style="list-style-type: none"> Presentation is somewhat appealing to viewers. 			<ul style="list-style-type: none"> Little to no attempt has been made to make presentation appealing to viewers. 			
Content	<ul style="list-style-type: none"> Presentation covers topic completely and in depth. Information is clear, appropriate, and accurate. 			<ul style="list-style-type: none"> Presentation includes some essential information. Some information is somewhat confusing, incorrect, or flawed. 			<ul style="list-style-type: none"> Presentation includes little essential information. Information is confusing, inaccurate, or flawed. 			
Language	<ul style="list-style-type: none"> Spelling, grammar, usage, and punctuation are accurate Fluent and effective 			<ul style="list-style-type: none"> There are minor problems in spelling, grammar, usage, and/or punctuation. 			<ul style="list-style-type: none"> There are persistent errors in spelling, grammar, usage, and/or punctuation. Less or not fluent and effective. 			
Delivery	<ul style="list-style-type: none"> Ideas were communicated with enthusiasm, proper voice projection and clear delivery. There was sufficient eye contact with audience. There were sufficient use of other non-verbal communication skills. 			<ul style="list-style-type: none"> There was some difficulty communicating ideas due to voice projection, lack of preparation, incomplete work, and/or insufficient eye contact. Insufficient use of non-verbal communication skills. 			<ul style="list-style-type: none"> There was great difficulty communicating ideas due to poor voice projection, lack of preparation, incomplete work, and/or little or no eye contact. No use of non verbal communication skills. 			

	<ul style="list-style-type: none"> ▪ Appropriate delivery pace was used. 	<ul style="list-style-type: none"> ▪ Delivery pace is somewhat appropriate. 	<ul style="list-style-type: none"> ▪ Inappropriate delivery pace was used. 	
Interaction with Audience	<ul style="list-style-type: none"> ▪ Answers to questions are coherent and complete. ▪ Answers demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Most answers to questions are coherent and complete. ▪ Answers somehow demonstrate confidence and extensive knowledge. 	<ul style="list-style-type: none"> ▪ Answers to questions are neither coherent nor complete. ▪ Is tentative or unclear in responses. 	
	Total Score (Y x 5/16) =			

Marking criteria

Points (20)

ASAS

<p>Overall organisation & format (introduction, body of information including guidelines and therapeutic algorithms, references, 10 slides min and 15 slides max each (topic and case), font size 24 min and 28 max, time: 20 minutes topic presentation and 20-30 min case presentation including pharmacotherapy plan)</p>	<p>2 (organisation & format, time) **By gp</p>
<p>Content and questions <u>(CORRECT, CLEAR, COMPREHENSIVE)</u></p> <ul style="list-style-type: none"> - Introduction about the disease/condition being treated (definition, clinical presentaion, risk factors, diagnosis) - Therapeutic guidelines (including goals of therapy,theraputic algorithm, non-pharmacological and pharmacological therapy) - - Case discussion : <ul style="list-style-type: none"> · Goals of therpy · Problem identification ,Drug related problems · Non-pharmacological therapy · Pharmacological therapy (including alternatives, complete drug regimen, interventions, monitoring parameters) · Patient education & counselling - Answering the instructor’s questions correctly and clearly 	<p>Total: 18</p> <p>2</p> <p>3</p> <p>1</p> <p>2</p> <p>1</p> <p>3</p> <p>2</p> <p>2</p>
<p>Presentation skills (confident, engaging, vocal variety: tone, pace, volume reflecting the presenter connection to what they are saying, word spelling, grammar, punctuation.)</p>	<p>2</p>

يمكن إجراء التعديلات المناسبة حسب طبيعة المقرر وبالتنسيق مع الكلية المعنية وتحديد أنواع التعلم بوضوح (الالكتروني، مدمج، وجاهي) ونماذج التعلم (نسبة التعلم الوجيه الى الألكتروني ونسبة التعلم المتزامن الى غير المتزامن) التي سوف يتم اتباعها أثناء تدريس المساقات وبما يتواءم مع نسب الادمج المشار اليها في كتاب مجلس التعليم العالي رقم مع/1427