

Philadelphia University	 <b>PHILADELPHIA UNIVERSITY</b> THE WAY TO THE FUTURE	Approved Date:
Faculty: Pharmacy		Issue:
Department:		Credit Hours: 2
Academic Year: 2021-2022		<b>Course Syllabus</b>

### Course Information

Course No.	Course Title	Prerequisite
0520522	Toxicology	0520432 Pharmacology 3
Course Type		Class Time
<input type="checkbox"/> University Requirement <input type="checkbox"/> Faculty Requirement <input type="checkbox"/> Major Requirement <input type="checkbox"/> Elective <input checked="" type="checkbox"/> Compulsory		Room No.

### Instructure Information

Name	Office No.	Phone No.	Office Hours	E-mail

### Course Delivery Method

<input type="checkbox"/> Blended	<input type="checkbox"/> Online	<input checked="" type="checkbox"/> Physical
Learning Model		
Percentage	Synchronous	Asynchronous
		100%

### Course Description

This course focuses on aspects of toxicology. Students will receive basic background information about important areas in toxicology, which includes the principles of toxicology, Dose-response relationships, and mechanisms of toxic action. Discuss the appropriate detoxification methods for general toxicology, the toxicological effect of heavy metals, products like pesticides and household and different groups of medications and compounds on human health, and common types of antidotes and their mechanism of action.

## Course Learning Outcomes

Number	Outcome	Corresponding Program Outcomes	Corresponding Competencies
<b>Knowledge</b>			
<b>K1</b>	To be familiar with the main terminology and definitions in toxicology.	<b>Kp1,</b>	<b>C1</b>
<b>K2</b>	Understand the basic principles of toxicokinetics and toxicodynamics	<b>Kp1</b>	<b>C1</b>
<b>K3</b>	Know different types of toxicants (household/industrial, medical, and drugs of abuse) and their mechanism of toxicity	<b>Kp1</b>	<b>C1</b>
<b>K4</b>	Provide knowledge of the most commonly encountered antidotes, their mechanisms of action, routes of administration	<b>Kp1, Kp2</b>	<b>C1, C2</b>
<b>K5</b>	To be familiar with the clinical presentation of intoxicated patients	<b>Kp1, Kp2</b>	<b>C1, C2</b>
<b>K6</b>	To be familiar with general principles for the management of poisoned patients.	<b>Kp1, Kp2</b>	<b>C1, C2</b>
<b>Skills</b>			
<b>S1</b>	Apply the knowledge obtained from this course to evaluate exposure associated with toxicants.	<b>Sp1, Sp2</b>	<b>C7. C8</b>
<b>S2</b>	Apply the knowledge obtained from this course to solve problems associated with toxicants.	<b>Sp1, Sp2</b>	<b>C7. C8</b>

## Learning Resources

<b>Course Textbook</b>	Toxicology: the basic science of poisons, Casarett and Doull's, 8 <sup>ed</sup> , 2013 -Clinical toxicology, principles and mechanisms, 2 <sup>ed</sup> , Frank A. Barile, 2010
<b>Supporting References</b>	Casarett & Doull's: Essentials of Toxicology, 3 <sup>ed</sup> Ed. 2015 by Curtis Klaassen and John Watkins III
<b>Supporting Websites</b>	- American College of Toxicology, <a href="http://www.actox.org/">www.actox.org/</a> - International journal of toxicology, <a href="http://ijt.sagepub.com/">ijt.sagepub.com/</a> - British National Formulary (BNF), <a href="https://www.bnf.org/">https://www.bnf.org/</a>
<b>Teaching Environment</b>	<input checked="" type="checkbox"/> Classroom <input type="checkbox"/> laboratory <input type="checkbox"/> Learning Platform <input type="checkbox"/> Other

## Meetings and Subjects TimeTable

Week	Topic	Learning Method*	Task	Learning Material
1	<b>Vision and Mission of Faculty of Pharmacy</b> <b>Course Syllabus</b> <b>Introduction</b>	Lecture		Provided in the Learning Resources table
2	Principles of Toxicology	Lecture		
3	Toxicokinetics and Toxicodynamics of toxicants	Lecture		
4	Toxicokinetics and Toxicodynamics of toxicants	Lecture		
5	Toxicokinetics and Toxicodynamics of toxicants	Lecture		
6	Toxicokinetics and Toxicodynamics of toxicants	Lecture		
7	General approaches to the management of poisoned patients	Lecture  Problem-solving-based learning	Case study	
8 <b>Mid exam</b>	General approaches to the management of poisoned patients	Lecture  Problem-solving-based learning		
9	Toxicology of heavy metals	Lecture		
10	Toxicology of heavy metals	Lecture  Collaborative learning		
11	Toxicology of heavy metals	Lecture		
12	Pesticides and household toxicology			
13	Pesticides and household toxicology	Lecture  Problem-solving-based learning	Case study	
14	Pesticides and household toxicology	Lecture		
15	Animal toxins	Lecture		
16	<b>Final Exam</b>			

\*Includes lectures, flipped Classes, project-based learning, problem-solving-based learning, and collaborative learning.

## Course Contributing to Learner Skill Development

Using Technology
<ul style="list-style-type: none"> <li>Using PowerPoint or any relevant program for preparing presentations</li> </ul>
Communication Skills
<ul style="list-style-type: none"> <li>Interaction in class while solving case-study</li> </ul>
Application of Concept Learnt
<ul style="list-style-type: none"> <li>Apply the knowledge obtained from this course to evaluate exposure associated with toxicants.</li> <li>Apply the knowledge obtained from this course to solve problems associated with toxicants.</li> </ul>

### Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Mid Term Exam	30%	11 <sup>th</sup> Week	K1, K2, K3, K4, K5, K6
Term Works*	30%	Continuous	K1, K6, S1, S2
Final Exam	40%	16 <sup>th</sup> Week	K3, K4, K5, K6
<b>Total</b>	<b>100%</b>		

\* Include quizzes, in-class and out-of-class assignments, presentations, reports, videotaped assignment, group, or individual project.

### Alignment of Course Outcomes with Learning and Assessment Methods

Number	Learning Outcomes	Corresponding Competencies	Learning Method*	Assessment Method**
<b>Knowledge</b>				
<b>K1</b>	To be familiar with the main terminology and definitions in toxicology.	<b>C1</b>	Lectures	Subjective quiz Exam/Objective questions
<b>K2</b>	Understand the basic principles of toxicokinetics and toxicodynamics	<b>C1</b>	Lectures	Subjective quiz Exam/Objective questions
<b>K3</b>	Know different types of toxicants (household/industrial, medical, and drugs of abuse) and their mechanism of toxicity	<b>C1</b>	Lecture  Problem-solving-based learning  Collaborative learning	Case Study  Exam/Objective questions
<b>K4</b>	Provide knowledge of the most commonly	<b>C1, C2</b>	Lecture	Case Study

	encountered antidotes, their mechanisms of action, routes of administration		Problem-solving-based learning	Subjective quiz Exam/Objective questions
<b>K5</b>	To be familiar with the clinical presentation of intoxicated patients	<b>C1, C2</b>	Lecture  Problem-solving-based learning	Case Study  Subjective quiz Exam/Objective questions
<b>K6</b>	To be familiar with general principles for the management of poisoned patients.	<b>C1, C2</b>	Lecture  Problem-solving-based learning	Case Study  Subjective quiz Exam/Objective questions
<b>Skills</b>				
<b>S1</b>	Apply the knowledge obtained from this course to evaluate exposure associated with toxicants.	<b>C7. C8</b>	Lecture  Problem-solving-based learning	Case Study  Subjective quiz Exam/Objective questions
<b>S2</b>	Apply the knowledge obtained from this course to solve problems associated with toxicants.	<b>C7. C8</b>	Lecture  Problem-solving-based learning	Case Study  Subjective quiz Exam/Objective questions

\*Include lecture, flipped class, project-based learning, problem-solving-based learning, and collaborative learning.

\*\* Include quizzes, in-class and out-of-class assignments, presentations, reports, videotaped assignments, and group or individual projects.

### Course Policies

Policy	Policy Requirements
<b>Passing Grade</b>	The minimum pass for the course is (50%) and the minimum final mark is (35%).
<b>Missing Exams</b>	<ul style="list-style-type: none"> <li>• Anyone absent from a declared semester exam without a sick or compulsive excuse accepted by the dean of the college that proposes the course, a zero mark shall be placed on that exam and calculated in his final mark.</li> <li>• Anyone absent from a declared semester exam with a sick or compulsive excuse accepted by the dean of the college that proposes the course must submit proof of his excuse within a week from the date of the excuse's disappearance, and in this case, the subject teacher must hold a compensation exam for the student.</li> <li>• Anyone absent from a final exam with a sick excuse or a compulsive excuse accepted by the dean of the college that proposes the material must submit proof of his excuse within three days from the date of holding that exam.</li> </ul>
<b>Attendance</b>	The student is not allowed to be absent more than (15%) of the total hours

	prescribed for the course, which equates to six lecture days (n t) and seven lectures (days). If the student misses more than (15%) of the total hours prescribed for the course without a satisfactory or compulsive excuse accepted by the dean of the faculty, he is prohibited from taking the final exam and his result in that subject is considered (zero), but if the absence is due to illness or a compulsive excuse accepted by the dean of the college that The article is introduced, it is considered withdrawn from that article, and the provisions of withdrawal shall apply to it.
<b>Academic Integrity</b>	Philadelphia University pays special attention to the issue of academic integrity, and the penalties stipulated in the university's instructions are applied to those who are proven to have committed an act that violates academic integrity, such as cheating, plagiarism (academic theft), collusion, and intellectual property rights.

### Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Targeted Performance Level
Sp4	Assure that patients' best interests are represented.	Toxicology	Oral presentation	75 % of the students should have a minimum score of 7 out of 10

### Description of Program Learning Outcomes Assessment Method

Number	Detailed Description of Assessment
Sp4	Students should prepare reports related to the gist of the outcome, and display them before their colleagues in the classroom. They have total freedom to run the time allocated for each of them and stimulate the reactions of their colleague. They have to try their best to present ideal presentations whose parts will be evaluated according to the rubric shown below.

### Assessment Rubric of the Program Learning Outcomes

Non-verbal skills	4	3	2	1
<b>Eye contact</b>	Holds attention to the entire with the use of direct eye contact, seldom looks at slides or notes.	Consistent use of direct eyes contact but still returns to notes.	Display minimal eye contact with the audience, while reading mostly from notes.	No eye contact with audience, as entire report is read from note.
<b>Body language</b>	Movements seem fluid and help the audience visualize.	Made movements or gestures that enhance articulation.	Very few movements or descriptive gestures.	No movement or gestures.
<b>Poise</b>	Displays relaxed, self-confident nature about self,	Makes minor mistakes, but quickly recovers	Displays mild tension; has trouble recovering	Tension and nervousness are obvious; has

	with no mistakes.	from them; displays little or no tension.	from mistakes.	trouble recovering from mistakes.
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<b>Non-verbal skills</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Enthusiasm</b>	Demonstrates a strong, positive feeling about the topic during the entire presentation.	Occasionally shows positive feelings about the topic.	Shows some negativity toward the topic presented.	Shows absolutely no interest in the topic presented.
<b>Speaking skills</b>	Uses a clear voice and speaks at a good pace so audience members can hear the presentation. Does not read off slides.	The presenter's voice is clear. The pace is a little slow or fast at times. Most audience members can hear the presentation.	The presenter's voice is low. The pace is much too rapid/slow. Audience members have difficulty hearing and understanding.	The presenter mumbles, talks very fast, and speaks too quietly for a majority of students and understand.

<b>Timing</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Length of presentation</b>	Within two minutes of allotted time +/-	Within four minutes of allotted time +/-	Within six minutes of allotted time +/-	Too short or too long; within ten minutes of allotted time +/-

<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Subject knowledge</b>	An abundance of material related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance, and little consistency	There is a great deal of information that is not clearly integrated or connected to the research	The goal of the research is unclear, information included that does not support research claims in any way
<b>Organization</b>	Information is presented in a logical and interesting sequence that which audience can follow. Flows well	Information is presented in a logical sequence that which audience can follow.	The audience has difficulty following the presentation because the presentation jumps around and lacks clear transitions	The audience cannot understand the presentation because there is no sequence of information
<b>Visuals</b>	Excellent visuals that are tied into the overall story of the research	Appropriate visuals are used and explained by the speaker	Visuals are used but not explained or put in context	Little or no visuals, too much text on slides
<b>Mechanics</b>	The presentation has no misspellings or	The presentation had no more than two misspellings	The presentation has three misspellings	The presentation had many spelling and/or

	grammatical errors	and/or grammatical errors	and/or grammatical errors	grammatical errors
<b>Content</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>
<b>Subject knowledge</b>	An abundance of material related to the research is presented. Points are clearly made and evidence is used to support claims	Sufficient information with many good points made, uneven balance, and little consistency	There is a great deal of information that is not clearly integrated or connected to the research	The goal of the research is unclear, information included that does not support research claims in any way