Philadelphia University	PHILADELPHIA UNIVERSITY THE WAY TO THE FUTURE	Approved Date: 10/2022
Faculty: Pharmacy		Issue:
Department: Pharmacy		Credit Hours: 3
Academic Year: 2022-2023	Course Syllabus	Bachler:

Course Information

Course No.	Course Title	Prerequisite
0520524	**Community Pharmacy**	Pharmacology II (0510335)- (Study plan 2011) Pharmacology III (0520432)- (Study plan 2018)

Course Type	Class Time	Room No.
☐ University Requirement ☐ Faculty Requirement ☐ Major Requirement ■ Elective ☐ Compulsory	Sun,Tues 8:15-9:45	606

Instructure Information

Name	Office No.	Phone No.	Office Hours	E-mail
Ms.Enas Abu-Qudais	529	2118		eabuqudais@philadelphia.edu.jo

Course Delivery Method

☐ Blended	☐ Online	■ Physical
Learning Model		

Percentage	Synchronous	Asynchronous	Physical
			100%

Course Description

This course provides well-structured guide to making differential diagnosis for different body system carried out by the community pharmacist. And the accordingly the medicine to be used which are suitable to different patient category and age group.

Course Learning Outcomes

Number	Outcome	Corresponding Program Outcomes	Corresponding Competencies
Knowledge			
K1	Know the responsibilities of community pharmacist and his relationship with the other health care professionals (physician, nurse, …).	**Kp2, Kp4**	**C2, C4**
K2	To be able to recognize signs and symptoms, and use an evidence-based approach to treatment.	**Kp3**	**C3**
Skills			
S1	Arriving to differential diagnosis in order to treat the patient with suitable OTC drugs; or make referral for the physician when needed.	**Sp1**	**C7**
S2	Take the responsibility of patient education about the disease to be treated and medication used (like adverse drug reaction, special patient group, drug-drug interaction, drug food interaction, use for paediatrics and toxicity).	**Sp1**	**C7**

Learning Resources

Course Textbook	**Community Pharmacy, symptoms diagnosis and treatment**, Rutter, P., 4th ed. Elsevier, Edinburgh; 2017. ISBN 978-0-7020-6997-0
Supporting References	- **Clinical Pharmacy and Therapeutics**, Walker, R., Whittlesea, C. 5th ed. Elsevier, Edinburgh; 2012. - **Applied Therapeutics The Clinical Use of Drugs**, Zeind, C.S., Carvalho, M. G. 11th ed. Philadelphia : Wolters Kluwer Health, 2018
Supporting Websites	- Google for images - https://www.jpa.org.jo/ - https://www.pharmacist.com/ - https://www.fip.org/ - https://www.nhs.uk/nhs-services/prescriptions-and-pharmacies/pharmacies/how-your-pharmacy-can-help/ - https://www.beaconmedical.nhs.uk/minor-ailments-scheme
Teaching Environment	■ **Classroom** ☐ **laboratory** ☐ **Learning Platform** ☐ **Other**

Meetings and Subjects Time Table

Week	Topic	Learning Method*	Task	Learning Material
1	**Vision and Mission of Faculty of Pharmacy** **Course Syllabus** **Introduction**	Lecture		Provided in the Learning Resources table
2	Introduction, general community pharmacy: Community pharmacy performance when dealing with patients' signs and symptoms, Clinical reasoning, Consultation and communication skills	Lecture		
3				
4	Respiratory system: Symptom, diagnosis, treatment case study: Cough, Common cold, Sore throat, and Rhinitis	Lecture Problem solving based learning	Case study	
5				
6				
7	Ear condition: Symptom, diagnosis, treatment case study: Ear wax impaction and Otitis externa.	Lecture Problem solving based learning	Case study	
8 Mid exam	The central nervous system: Symptom, diagnosis, treatment case study: Headache, Insomnia, Nausea and vomiting.	Lecture Problem solving based learning	Case study	
9				
10				
11	Women's health: Symptom, diagnosis, treatment case study: Cystitis, primary dysmenorrhea, vaginal discharge, premenstrual syndrome and heavy menstrual bleeding	Lecture Problem solving based learning	Case study	
12				
13	Pediatrics	Lecture Problem solving based learning	Cases Study	
14				
15	Nicotine replacement and extra topics	Lecture Problem solving based learning	Case Study	
16	**Final Exam**			

*Includes: lecture, flipped Class, project based learning, problem solving based learning, collaboration learning.

Course Contributing to Learner Skill Development

Using Technology
• Using powerpoint or any relevant program for preparing presentations
Communication Skills
• Interaction in class while solving a case-study
Application of Concept Learnt
• Apply the knowledge obtained from this course to state how to arrive at a differential diagnosis and to communicate effectively with patients.

Assessment Methods and Grade Distribution

Assessment Methods	Grade	Assessment Time (Week No.)	Course Outcomes to be Assessed
Mid Term Exam	**30%**	**11th Week**	**K1, K2, S1, S2**
Term Works*	**30%**	**Continous**	**K1, K2, S1, S2**
Final Exam	**40%**	**16th Week**	**K1, K2, S1, S2**
Total	**100%**		

* Include: quizzes, in-class and out of class assignment, 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**
Knowledge				
K1	Know the responsibilities of community pharmacist and his relationship with the other health care professionals (physician, nurse, …).	**C2, C4**	Lectures Collaboration learning	Subjective quiz Exam/Objective questions
K2	To be able to recognize signs and symptoms, and use an evidence-based approach to treatment.	**C3**	Lectures Collaboration learning	Subjective quiz Exam/Objective questions
Skills				
S1	Arriving to differential diagnosis in order to treat the patient with suitable OTC drugs; or make referral for the physician when needed.	**C7**	Lecture Problem solving based learning	Case Study Subjective quiz Exam/Objective questions
S2	Take the responsibility of patient education about the disease to be treated and medication used (like adverse drug reaction,	**C7**	Lecture	Case Study Subjective quiz

| | special patient group, drug-drug interaction, drug food interaction, use for paediatrics and toxicity). | | Problem solving based learning | Exam/Objective questions |

*Include: lecture, flipped class, project based learning, problem solving based learning, collaboration learning.
** Include: quizzes, in-class and out of class assignments, presentations, reports, videotaped assignments, group or individual projects.

Course Polices

Policy	Policy Requirements
Passing Grade	The minimum pass for the course is (50%) and the minimum final mark is (35%).
Missing Exams	• 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. • 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. • 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.
Attendance	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.
Academic Integrity	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, intellectual property rights.

Program Learning Outcomes to be Assessed in this Course

Number	Learning Outcome	Course Title	Assessment Method	Targeted Performance level

Description of Program learning Outcomes Assessment Method

Number	Detailed Description of Assessment

Assessment Rubric of the Program Learning Outcomes