



Course Specification

— (Bachelor)

Course Title: Pharmacy Practice-I

Course Code: PHCP 454

Program: Pharmaceutical Sciences

Department: Clinical Pharmacy

College: College of Pharmacy

Institution: Najran University

Version: 3

Last Revision Date: 20 August 2024



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A. General information about the course:

1. Course Identification

1. Credit hours: (2+0)

2. Course type

- A. ☐ University ☐ College ☐ Department ☐ Track ☒ Others, (Program)
- B. ☒ Required ☐ Elective

3. Level/year at which this course is offered: (7th Level/ 4th Year)

4. Course general Description:

This course will prepare students for future pharmacy management roles in both hospital and community sector. It will provide students with key skills in, the understanding of prescription, drug dose calculations, drug interactions and Drug compliances.

5. Pre-requirements for this course (if any):

Introduction to Pharmacy Profession (PHCP 251)

6. Co-requisites for this course (if any):

None

7. Course Main Objective(s):

- How you can improve your communication skill and why it is important as a pharmacist.
- How can you Understand the prescription and explain to patient?
- Plan, organize, direct, and control pharmaceutical care systems utilizing management.
- Apply principles of human resources management such as recruiting, training, motivating, and evaluating staff.
- Recognize the decision making process in the selection of drug on the basis of drug interaction and patient compliance.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	30	100%
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom • E-learning 		
4	Distance learning		





3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	0
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
Total		30

B. Course Learning Outcomes (CLOs), Teaching Strategies and Assessment Methods

Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
1.0	Knowledge and understanding			
1.1	Demonstrate specialized knowledge and understanding in biomedical, pharmaceutical, clinical, social, behavioral, administrative sciences and research methodology in relation to the development and use of medications including natural therapies for prevention and treatment	K1	Lectures	Written exams with multiple choice questions (MCQs) and short-answer questions (Quizzes, Mid-term and Final exams) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics)
1.2	Demonstrate an in-depth knowledge of			





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	the concepts of pharmacy practice settings including the role of pharmacists according to legal, ethical and professional standards in promoting health prevention and treatment	K2	Lectures	Written exams with multiple choice questions (MCQs) and short-answer questions (Quizzes, Mid-term and Final exams) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Practical exam <input type="checkbox"/> Presentations (using rubrics)
2.0	Skills			
2.1	Integrate pharmaceutical, administrative and clinical sciences with information obtained from different resources to provide accurate recommendations and creative solutions for complex problems	S1	Lectures Problem-based learning Role plays Case study	* Written exams with multiple choice questions (MCQs) and short-answer questions (Quizzes, Mid-term and Final exams) <input type="checkbox"/> Oral examination (using rubrics) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Reports (using rubrics) <input type="checkbox"/> Presentations (using rubrics)
2.2	Evaluate scientific and professional literature critically to be utilized in evidence-based practice and conducting research	S2	Lectures Problem-based learning Role plays Case study	* Written exams with multiple choice questions (MCQs) and short-answer questions (Quizzes, Mid-term and Final exams) <input type="checkbox"/> Oral examination (using rubrics) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Reports (using rubrics) <input type="checkbox"/> Presentations (using rubrics)
2.3	Utilize appropriate information technologies to optimize safe medication use and patient	S4	Lectures Problem-based learning Role plays Case study	* Written exams with multiple choice questions (MCQs) and short-answer questions (Quizzes, Mid-term and Final exams) <input type="checkbox"/> Oral examination (using rubrics)





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	care			<input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Reports (using rubrics) <input type="checkbox"/> Presentations (using rubrics)
2.4	Communicate clearly and effectively in a collaborative manner with health care professionals, patients, caregivers, administrative staff, supportive personnel and the public	S5	Lectures Problem-based learning Role plays Case study	Oral examination (using rubrics) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Reports (using rubrics) <input type="checkbox"/> Presentations (using rubrics)
3.0	Values, autonomy, and responsibility			
3.1	Demonstrate empathy, professional attitude, ethical and legal behavior, integrity, trustworthiness, social and cultural awareness and self-awareness and proper judgment in relevant practice settings	V1	Lectures Problem-based learning Small group discussion	<input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics) <input type="checkbox"/> Observation card (using rubrics)
3.2	Advocate patient rights to safe and effective medication use in relevant practice setting	V2	Lectures Problem-based learning Small group discussion	<input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics) <input type="checkbox"/> Observation card (using rubrics)
3.3	Engage in self-learning practices and inter-professional healthcare education activities	V3	Lectures Problem-based learning Small group discussion	<input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics) <input type="checkbox"/> Reports (using rubrics) <input type="checkbox"/> Observation card (using rubrics)
3.4	Demonstrate leadership, entrepreneurial and		Lectures Problem-based learning	<input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics)





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	managerial skills, in addition to accountability, confidence, reflective reasoning and independent thinking to respond to routine or unanticipated circumstances	V4	Small group discussion	<input type="checkbox"/> Reports (using rubrics) <input type="checkbox"/> Observation card (using rubrics)

C. Course Content

No	List of Topics	Contact Hours
1.	Introduction of pharmacy practice	2
2.	Communication Skills (How to present)	3
3.	Personnel Management	2
4.	Professional Skills(For Pharmacist)	3
5.	Prescription (review)	4
6.	Dose Calculation	4
7.	Community Pharmacy/ Role of Pharmacy	3
8.	Hospital Pharmacy	3
9.	Drug Interactions	3
10.	Adherence and compliance	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	Regular class test	10%
2.	Midterm exam	6-7	25%
3.	Presentation	9	10%
4.	Assignments	9	10%
5.	Observation card	14	5%





No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
6.	Final exam	16-18	40%
7.	Total		100%

*Assessment Activities (i.e., Written test, oral test, oral presentation, group project, essay, etc.).

E. Learning Resources and Facilities

1. References and Learning Resources

Essential References	Pharmacotherapy a pathophysiologic approach by Joseph T. DiPiro, PharmD, and etal (Accesspharmacy)
Supportive References	Pharmacy Practice. A.J. Winfield. 4 th edition, Churchill Livingstone, 2009. Pharmaceutical Management. Dr. Alka Ahuja, Dr. Javed Ali, Dr. Sanjula Baboota, Dr. Roop k. Khar,
Electronic Materials	http://lib.nu.edu.sa/DigitalLibrary.aspx https://accesspharmacy.mhmedical.com/searchresults.aspx?q=pharmacy+practice
Other Learning Materials	

2. Required Facilities and equipment

Items	Resources
facilities (Classrooms, laboratories, exhibition rooms, simulation rooms, etc.)	A Lecture containing at least 25 seats
Technology equipment (projector, smart board, software)	<ul style="list-style-type: none"> • Computer lab • Internet access
Other equipment (depending on the nature of the specialty)	Virtual Pharmacy

F. Assessment of Course Quality

Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of teaching		
Effectiveness of teaching	Head of departments and students	Direct



Assessment Areas/Issues	Assessor	Assessment Methods
Effectiveness of Students assessment	Head of departments	Direct
Quality of learning resources	Peer consultation	Direct
The extent to which CLOs have been achieved	Student	Direct
Other		

Assessors (Students, Faculty, Program Leaders, Peer Reviewer, Others (specify))

Assessment Methods (Direct, Indirect)

G. Specification Approval

COUNCIL /COMMITTEE	Clinical Pharmacy Department Council
REFERENCE NO.	14460214-1057-00001
DATE	20-08-2024

