



Course Specification

— (Bachelor)

Course Title: **Pharmacotherapy-II**

Course Code: **PHCP 558**

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+1)

2. Course type

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

3. Level/year at which this course is offered: (Level 9 th / 5 th year)

4. Course general Description:

This course deals with the pharmacotherapy of major diseases of endocrine, musculo-skeletal, nervous systems and common eye disease. The potential changes in drug safety and efficacy that may occur in the presence of impaired function in any of these systems will be highlighted in order to ensure usage of the most appropriate drug at individual level the rational use of antimicrobial agents. The expanded professional role of clinical pharmacist will be highlighted as will potential area of future development.

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

Pharmacotherapy-I (PHCP 457)

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

None

7. Course Main Objective(s):

- Basic concept of the diseases of major organs (nervous, hormonal systems, basics of oncology, blood disorders etc)
- Students can choose the best therapy according to the condition of the patients.
- Able to do the differential diagnosis between some common diseases.

2. Teaching mode (mark all that apply)

No	Mode of Instruction	Contact Hours	Percentage
1	Traditional classroom	60	100
2	E-learning		
3	Hybrid <ul style="list-style-type: none"> • Traditional classroom 		





No	Mode of Instruction	Contact Hours	Percentage
	• E-learning		
4	Distance learning		

3. Contact Hours (based on the academic semester)

No	Activity	Contact Hours
1.	Lectures	30
2.	Laboratory/Studio	30
3.	Field	0
4.	Tutorial	0
5.	Others (specify)	0
Total		60

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	K1	<input type="checkbox"/> Lectures <input type="checkbox"/> Laboratory work <input type="checkbox"/> Problem-based learning <input type="checkbox"/> Group discussion <input type="checkbox"/> Case studies or multimedia instruction	<input type="checkbox"/> 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)





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	therapies for prevention and treatment			
1.2	Demonstrate an in-depth knowledge of 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	<input type="checkbox"/> Lectures <input type="checkbox"/> Laboratory work <input type="checkbox"/> Problem-based learning <input type="checkbox"/> Group discussion <input type="checkbox"/> Case studies or multimedia instruction	<input type="checkbox"/> 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	<input type="checkbox"/> Lectures <input type="checkbox"/> Data interpretation exercises <input type="checkbox"/> Group discussion <input type="checkbox"/> Active learning <input type="checkbox"/> Problem-based learning <input type="checkbox"/> Case studies or multimedia instruction	<input type="checkbox"/> 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"/> Presentations (using rubrics) <input type="checkbox"/> Practical exam
2.2	Evaluate scientific and professional literature critically to be utilized in evidence-based practice and conducting research	S2	<input type="checkbox"/> Lectures <input type="checkbox"/> Data interpretation exercises <input type="checkbox"/> Group discussion <input type="checkbox"/> Active learning <input type="checkbox"/> Problem-based learning <input type="checkbox"/> Case studies or multimedia instruction	<input type="checkbox"/> 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"/> Presentations (using rubrics) <input type="checkbox"/> Practical exam





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
2.3	Utilize appropriate information technologies to optimize safe medication use and patient Care	S4	<input type="checkbox"/> Lectures <input type="checkbox"/> Data interpretation exercises <input type="checkbox"/> Group discussion <input type="checkbox"/> Active learning <input type="checkbox"/> Problem-based learning <input type="checkbox"/> Case studies or multimedia instruction	<input type="checkbox"/> 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"/> Presentations (using rubrics) <input type="checkbox"/> Practical exam
2.4	Communicate clearly and effectively in a collaborative manner with health care professionals, patients, caregivers, administrative staff, supportive personnel and the public	S5	<input type="checkbox"/> Lectures <input type="checkbox"/> Group discussion <input type="checkbox"/> Problem-based learning <input type="checkbox"/> Case studies or multimedia instruction	<input type="checkbox"/> Oral examination (using rubrics) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics) <input type="checkbox"/> Practical exam
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	<input type="checkbox"/> Problem-based learning <input type="checkbox"/> Lectures or tutorials <input type="checkbox"/> Small group discussion <input type="checkbox"/> Poster presentation and seminars	<input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Observation card (using rubrics) <input type="checkbox"/> Presentations (using rubrics) <input type="checkbox"/> Practical exam
3.2	Advocate patient rights to safe and effective medication use in relevant practice setting	V2	<input type="checkbox"/> Problem-based learning <input type="checkbox"/> Lectures or tutorials <input type="checkbox"/> Small group discussion <input type="checkbox"/> Poster presentation and seminars	<input type="checkbox"/> Observation card (using rubrics) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics) <input type="checkbox"/> Practical exam
3.3	Engage in self-learning practices and inter-professional	V3	<input type="checkbox"/> Problem-based learning <input type="checkbox"/> Lectures or tutorials <input type="checkbox"/> Small group discussion <input type="checkbox"/> Poster presentation and seminars	<input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Observation card (using rubrics) <input type="checkbox"/> Presentations (using rubrics)





Code	Course Learning Outcomes	Code of PLOs aligned with program	Teaching Strategies	Assessment Methods
	healthcare education activities			
3.4	Demonstrate leadership, entrepreneurial and managerial skills, in addition to accountability, confidence, reflective reasoning and independent thinking to respond to routine or unanticipated circumstances	V4	<input type="checkbox"/> Problem-based learning <input type="checkbox"/> Lectures or tutorials <input type="checkbox"/> Small group discussion <input type="checkbox"/> Poster presentation and seminars	<input type="checkbox"/> Observation card (using rubrics) <input type="checkbox"/> Assignments (using rubrics) <input type="checkbox"/> Presentations (using rubrics) <input type="checkbox"/> Practical exam

C. Course Content (Theory)

No	List of Topics	Contact Hours
1.	Thyroid and parathyroid disorders	2
2.	Diabetes mellitus	4
3.	Parkinson's disease	1
4.	Schizophrenia	1
5.	Epilepsy	2
6.	Dementia and Alzheimer's disease	1
7.	Depression	2
8.	Introduction and general principles of cancer	2
9.	Breast cancer	2
10.	Anemia	2
11.	Thalassemia	1
12.	Anticoagulation	2
13.	Osteoporosis	1
14.	Rheumatoid arthritis	2
15.	Gout and hyperuricemia	1
16.	Fluid electrolyte balance	2
17.	Renal failure	2
Total		30



Course Content (Practical)

No	List of Topics	Contact Hours
1	Introduction of case study (How to prepare and present it)	3
2	Case study based on Thyroid and parathyroid gland diseases.	4
3	Case study based on Diabetes	4
4	Case study based on Parkinson's disease, Schizophrenia, Epilepsy,	4
5	Case study based on Rheumatoid arthritis,	4
6	Case study relate to Hematologic Disorders	4
7	Case studies related to renal disease	4
8	Oncology case studies	3
Total		30

D. Students Assessment Activities

No	Assessment Activities *	Assessment timing (in week no)	Percentage of Total Assessment Score
1.	Quiz	Class tests	10%
2.	Midterm exam	7-9	20%
3.	Presentation	7-9	10%
4.	Assignments	15	5%
5.	Observation	15	5%
6.	Fianl Practical	10-14	10%
7.	Final exam	16-18	40%
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	1. Walker, R., 2011. <i>Clinical Pharmacy and Therapeutics E-Book</i> . Elsevier Health Sciences. 2. Wells BG, DiPiro JT, Schwinghammer TL, DiPiro CV. Pharmacotherapy Handbook, 9/E. McGraw Hill Professional; 2014 Aug 22.
Electronic Materials	http://lib.nu.edu.sa/DigitalLibrary.aspx



	http://www.thefreedictionary.com/pharmacotherapies
Other Learning Materials	Micromedex and youtube.com

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)	

F. Assessment of Course Quality

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

