



Course Specification of Psychology for Pharmacy

I. Course Identification and General Information:						
1	Course Title:	Psychology for Pharmacy				
2	Course Number & Code:	Ph811				
3	Credit hours: 1hrs	C.H				Total
		Theoretic al	Practic al	Train ing	Semin ar	
		1				
4	Study level/ semester at which this course is offered:	First year/First semester				
5	Pre –requisite (if any):					
6	Co –requisite (if any):					
7	Program (s) in which the course is offered:	Bachelor of Pharmacy				
8	Language of teaching the course:	English				
9	The department in which the course is offered:					
10	Location of teaching the course:	Faculty of Pharmacy-Sana'a University				
11	Prepared by:	Prof Dr/				
12	Date of approval:					

II. Course description:

The aim of the course is to provide students with the scientific interpretations of behavior, improvement communication skills in work and life situations, self-control, self-adjustment skills and some applications of psychology in pharmacy.



III. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to:

1. Identify the conditions that affect memory and intelligence.
2. Determine the role of pharmacists in public health education.
3. Recognize the social and behavioral sciences related to pharmacy.
4. Recognize skills of thinking and decision making.
5. Predict" How to improve your mood and money".
6. utilize knowledge and critical understanding of essential facts, concepts, principles and theories relating to the subject area
7. Demonstrate the role of the pharmacist in public health education, regarding vaccination, drug abuse and misuse.
8. Apply negotiation skills.
9. Adopt the principles of patient communication to gain trust from the patient.
10. Develop problem-solving skills.
11. Demonstrate self-protection skills.
12. Developing skills of good selling, finance, stock management and negotiation

IV. Intended learning outcomes (ILOs) of the course:

(A) Knowledge and Understanding:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in:
Knowledge and Understanding.

Program Intended Learning Outcomes (Sub- PILOs) in: Knowledge and Understanding		Course Intended Learning Outcomes (CILOs) in: Knowledge and Understanding	
After completing this program, students will be able to:		After completing this course, students will be able to:	
A1-	Recognize the principles of physical, clinical, social, behavioral, health and pharmaceutical sciences.	a1-	Identify the conditions that affect memory and intelligence.
A3-	Understand the general cellular, biochemical and physiological aspects of human body and recognize the pharmacokinetics, pharmacodynamics, disease pathophysiology, and	a2-	Determine the role of pharmacists in public health education



	pharmacogenetic of therapeutic agents to provide pharmaceutical care and facilitate management of patient's medication, rationalize drug use and overall health needs.		
A5-	Demonstrate the basic knowledge of pharmacoeconomics, pharmacovigilance, policy, legislation, marketing, administration and distribution of pharmaceutical and cosmetic products as well as ethics of health care.	a3-	Recognize the social and behavioral sciences related to pharmacy.
Teaching And Assessment Methods For Achieving Learning Outcomes:			
Alignment of Learning Outcomes of Knowledge and Understanding to Teaching and Assessment Methods:			
Course Intended Learning Outcomes (CILOs) in Knowledge and Understanding		Teaching strategies/methods to be used	Methods of assessment
completing this course, students will be able to:		<ul style="list-style-type: none"> ▪ Lectures brain storming and discussion 	<ul style="list-style-type: none"> ▪ Attendance, Quiz and project ▪ Written and oral exams
a1-	Identify the conditions that affect memory and intelligence.		
a2-	Determine the role of pharmacists in public health education.		
a3	Recognize social and behavioral sciences related to pharmacy.		

(B) Intellectual Skills:			
Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Intellectual skills			
Program Intended Learning Outcomes (Sub-PILOs) in Intellectual skills		Course Intended Learning Outcomes (CILOs) of Intellectual Skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
B3	Design different types of safe and effective pharmaceutical dosage forms and develop	b1-	Recognize thinking and decision making skills.



	novel methods of qualitative and quantitative analytical and biological analysis for pharmaceutical and biopharmaceutical products that support pharmaceutical research.		
B4	Plan a modern system for administration of medical foundations and merge the ethics to business during the drug marketing	b2-	Predict" How to improve your mood and money".
B5	Interpret the prescriptions, patient and clinical data, Analysis all the encountered pharmaceutical problems and plan the strategies for their solution, to develop the health care. the prescriptions, patient and clinical data, to develop the health care.	b3-	Utilize knowledge and critical understanding of essential facts, concepts, principles and theories relating to the subject area.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Intellectual Skills to Teaching Methods and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Intellectual Skills.		Teaching strategies/methods to be used	Methods of assessment
After completing this course, students will be able to:		Lectures, solving problem, discussion and brain storm	Report, Written and oral exams
b1-	Recognize thinking and decision making skills.		
b2-	Predict" How to improve your mood and money".		
b3	utilize knowledge and critical understanding of essential facts, concepts, principles and theories relating to the subject area		

(C) Professional and Practical Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: Professional and Practical Skills

Program Intended Learning Outcomes (Sub-PILOs) in Professional and Practical Skills	Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills
After completing this program, students will be able to:	After completing this course, students will be able to:

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وحدة ضمان الجودة

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إ.د. خالد الشوبه

رئيس الجامعة

إ.د. محمود البريهي

القاسم محمد عباس



C4-	Provide patient-oriented pharmaceutical care by collaboration with other health care professionals to optimize therapeutic outcomes.	c1-	Demonstrate the role of the pharmacist in public health education, regarding vaccination, drug abuse and misuse.
C5-	Conduct research studies and utilize the results in different pharmaceutical fields	c2-	Apply negotiation skills.
		c3-	Adopt the principles of patient communication to gain trust from the patient.

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of Professional and Practical Skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in Professional and Practical Skills		Teaching strategies/methods to be used	Methods of assessment
After completing this course, students will be able to:		- Lectures, discussion and brain storm	- Written and oral exams
c1-	Demonstrate the role of the pharmacist in public health education, regarding vaccination, drug abuse and misuse.		
c2-	Apply negotiation skills.		
c3-	Adopt the principles of patient communication to gain trust from the patient.		

(D) General / Transferable Skills:

Alignment of Course Intended Learning Outcomes (CILOs) to Program Intended Learning Outcomes (PILOs) in: General and Transferable skills

Program Intended Learning Outcomes (PILOs) in General / Transferable skills		Course Intended Learning Outcomes (CILOs) in General / Transferable skills	
After completing this program, students will be able to:		After completing this course, students will be able to:	
D1	Practice independent learning needed for continuous professional development	d1-	Develop problem-solving skills.
		d2	Demonstrate self-protection skills.



D3	Develop financial, market management, writing, presentation and time management skills as well as creativity, critical thinking, problem solving and decision making abilities.	d3	Developing good selling, financial, stock management and negotiation skills
D4	Take responsibility for adaptation to change needs in pharmacy practice.		

Teaching And Assessment Methods For Achieving Learning Outcomes:

Alignment of Learning Outcomes of General and Transferable skills to Teaching and Assessment Methods:

Course Intended Learning Outcomes (CILOs) in General and Transferable Skills		Teaching strategies/methods to be used	Methods of assessment
After completing this course, students will be able to:		Lectures, discussion and brain storm	Written and oral exams
d1-	Develop problem-solving skills.		
d2	Demonstrate self-protection skills.		
d3	Developing skills of good selling, finance, stock management and negotiation.		

V. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Number of weeks	Contact hours
1	Introduction and terminology Psychology of learning	a1 , a2 , b1,d1-3	1	1
2	Memory and intelligence	a1 , a2 , b1	1	1
3	Emotions in normal and pathological cases	a1,d2,c1	1	1
4	Psychology of communication skills	a3, c3	1	1

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5	Psychological bases of crisis management	a3 , b3 , d1	1	1
6	Psychology of personality	a3 , b2 ,d2	1	1
7	Mid-term exam	a1-3, b1-3, c1	1	1
8	Psycho-therapy	a3 , c1,d1 ,d2	1	1
9	Interests, attitudes and values	a1 , a3 , d2	1	1
10	Group dynamics	a1 , a3	1	1
11	Thinking skills	a1 , b3	1	1
12	An introduction to pharmacological psychology	a3,c1	1	1
13	Consciousness in normal and pathological cases	d1 , d2	1	1
14	Psychological causes of drug abuse and addiction	a3,b3,c1,d2	1	1
15	Psychology of negotiation skill	a1 ,a3,c2, d3	1	1
16	Final-term exam	a1-3, b1-3, c1	1	1
Number of Weeks /and Units Per Semester			16	16

I. a- Teaching strategies of the course:
Lecture method, Group Discussion, Problem solving sessions, tutorials and brainstorming.
b-Assessment Methods:
Oral Exam, Quizzes, Attendance, Participation, Short answers, reports, project, and Written exam

I. Schedule of Assessment Tasks for Students During the Semester:					
No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)

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1	Quizzes, Attendance, Participation,	All weeks	5	10%	a1-3, b1-3, c1
2	Written Mid exam, Oral exam, reports, projects	2-14	10	20%	a1-3, b1-3, c1
3	Written Final exam	16 th	35	70%	a1-3, b1-3, c1
Total			100	100%	

VI. Students' Support:	
Office Hours/week	Other Procedures (if any)
1 hours per week	

VII. Learning Resource (MLA style or APA style)S:	
1- Required Textbook(s) (maximum two)	
	1. Irving B. Weiner. (2003). Handbook of psychology. Personality and social psychology, volume 5, 1 st edition, John Wiley & Sons, Inc, Canada. 1. Susan Ayers, Andrew baum. (2007). Cambridge Handbook of Psychology, Health and Medicine, 2 nd edition, Cambridge University press, Cambridge, UK.
2- Recommended Readings and Reference Materials	
	Notes in psychology approved by the department
3- Electronic Materials and Web Sites etc.	
4- Other Learning Material:	



I. Facilities Required:	
1 - Accommodation:	<ul style="list-style-type: none"> - Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
2 - Computing resources:	<ul style="list-style-type: none"> - Computer laboratory with internet facilities.
II. Course Improvement Processes:	
1- Strategies for obtaining student feedback on effectiveness of teaching	
	<ul style="list-style-type: none"> ▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester. ▪ Meeting with students and faculty (once per semester).
2- Other strategies for evaluation of teaching by the instructor or by the department.	
	<ul style="list-style-type: none"> ▪ Assessment of the course syllabus and contents by the teachers using a questionnaire designed by the Quality Assurance Unit of the university at the end of the semester. ▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).
3- Processes for improvement of teaching.	
	<ul style="list-style-type: none"> ▪ Revision of the course specification and its teaching strategies every three academic years after consideration of all issues raised by the teachers and/or students during regular meetings and discussions. ▪ Exploring any possible defects in the course that might be encountered by the teaching staff and their mitigation in subsequent improved versions of course specification.
4- Processes for Verifying Standards of Students' Achievement	
	<ul style="list-style-type: none"> ▪ Checking of a sample of students' work by an independent faculty member.



	<ul style="list-style-type: none"> Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution. Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments). Regular follow-up of laboratory logbooks to assess the practical achievement of students.
5- Procedures for Periodically Reviewing of Course Effectiveness and Planning for Improvement	
	<ul style="list-style-type: none"> Student rating and feedback Peer rating and feedback Regular meeting of the Curriculum Committee of the faculty.
6- Course Development Plans	
	<ul style="list-style-type: none"> Conducting regular workshops for the staff for improving their course specification skills. Regular revision of course specification and syllabus items.

VIII. Course Policies: (including plagiarism, academic honesty, attendance etc)

The University Regulations on academic misconduct will be strictly enforced. Please refer to -----

1	Class Attendance: <ul style="list-style-type: none"> Attendance of all lectures and practical sessions is required. Unexcused absence exceeding 25% of the lectures or practical sessions will disqualify the student from entering the final exam.
2	Tardy: <p>- Roll will be called in the very beginning of each lecture and practical class. Retardation for more than three weeks without a reasonable excursion, the student involved shall not be allowed to attend the class any longer and consequently they shall be considered to be absent.</p>
3	Exam Attendance/Punctuality: <ul style="list-style-type: none"> Exam attendance is obligatory unless being excused by the department and faculty. Absence from assignments or exams will be dealt with according to the general policy of the university.

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4	Assignments & Projects: <ul style="list-style-type: none"> Assignments: Written and oral; Laboratory logbook signed by the responsible demonstrator. Projects: Not applicable.
5	Cheating: <ul style="list-style-type: none"> Punishment of cheating will be according to the general policy of the university in this respect.
6	Plagiarism: <ul style="list-style-type: none"> Plagiarism in written essays, reports, etc. is not accepted, and students who plagiarize the works of others will be punished according to the general policy of the university.
7	Other policies: <ul style="list-style-type: none"> General policies of the Students' Affairs of the University and the Quality Assurance Unit.

Course Plan of Psychology for Pharmacy

I. - Information about Faculty Member Responsible for the Course:							
Name of Faculty Member		Office Hours					
Location & Telephone No.		SAT	SUN	MON	TUE	WED	THU
E-mail							

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II. Course Identification and General Information:						
1-	Course Title:	Psychology for Pharmacy				
2-	Course Number & Code:	Ph811				
3-	Credit hours: 1hrs	C.H				Total
		Th.	Seminar	Pr.	F. Tr.	
		1	-	-	1	
4-	Study level/year at which this course is offered:	First year/ First semester				
5-	Pre –requisite (if any):					
6-	Co –requisite (if any):					
7-	Program (s) in which the course is offered	Bachelor of Pharmacy				
8-	Language of teaching the course:	English				
9-	System of Study:	Semesters				
10-	Mode of delivery:	Regular				
11-	Location of teaching the course:	Faculty of Pharmacy-Sana'a University				

III. Course description:

The aim of the course is to provide students with the scientific interpretations of behavior, improvement communication skills in work and life situations, self-control, self-adjustment skills and some applications of psychology in pharmacy.

IV. Intended learning outcomes (ILOs) of the course:

At the end of this course, the students will be able to:

1. Identify the conditions that affect memory and intelligence.
2. Determine the role of pharmacists in public health education.
3. Recognize the social and behavioral sciences related to pharmacy.
4. Recognize thinking and decision making skills.
5. Predict" How to improve your mood and money".



6. utilize knowledge and critical understanding of essential facts, concepts, principles and theories relating to the subject area
7. Demonstrate the role of the pharmacist in public health education, regarding vaccination, drug abuse and misuse.
8. Apply negotiation skills.
9. Adopt the principle of patient communication to gain trust from the patient.
10. Develop problem-solving skills.
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V. Course Content:

1 – Course Topics/Items:

a – Theoretical Aspect

Order	Topic List / Units	CILOs (symbols)	Week Due	Contact hours
1	Introduction and Terminology Psychology of Learning	a1 , a2 , b1,d1-3	1	1
2	Memory and Intelligence	a1 , a2 , b1	2	1
3	Emotions in Normal and Pathological Cases	a1,d2,c1	3	1
4	Psychology of Communication Skills	a3, c3	4	1
5	Psychological Bases of Crisis Management	a3 , b3 , d1	5	1
6	Psychology of Personality	a3 , b2 ,d2	6	1
7	Mid-term exam	a1-3, b1-3, c1	7	1
8	Psycho-therapy	a3 , c1,d1 ,d2	8	1
9	Interests, Attitudes and Values	a1 , a3 , d2	9	1
10	Group Dynamics	a1 , a3	10	1

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11	Thinking Skills	a1 , b3	11	1
12	An Introduction to Pharmacological Psychology	a3,c1	12	1
13	Consciousness in Normal and Pathological Cases	d1 , d2	13	1
14	Psychological Causes of Drug Abuse and Addiction	a3,b3,c1,d2	14	1
15	Psychology of Negotiation Skill	a1 ,a3,c2, d3	15	1
16	Final-term Exam	a1-3, b1-3, c1	16	1
Number of Weeks /and Units Per Semester			16	16

II. a- Teaching strategies of the course:

Lecture method, Group Discussion, Problem solving sessions, tutorials and brainstorming.

b-Assessment Methods:

Oral Exam, Quizzes, Attendance, Participation, Short answers, reports, project, and Written exam

II. Schedule of Assessment Tasks for Students During the Semester:

No.	Assessment Method	Week Due	Mark	Proportion of Final Assessment	Aligned Course Learning Outcomes (CILOs symbols)
1	Quizzes, Attendance, Participation,	All weeks	5	10%	a1-3, b1-3, c1
2	Written Mid exam, Oral exam, reports, projects	2-14	10	20%	a1-3, b1-3, c1
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VI. Students' Support:

Office Hours/week	Other Procedures (if any)
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VII. Learning Resource (MLA style or APA style)S:

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	Notes in psychology approved by the department
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6. Other Learning Material:	

III. Facilities Required:

1 - Accommodation:	<ul style="list-style-type: none"> - Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc. - Well-equipped laboratories with all required equipment and reagents.
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IV. Course Improvement Processes:

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6- Strategies for obtaining student feedback on effectiveness of teaching	
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	<ul style="list-style-type: none"> ▪ Student rating and feedback ▪ Peer rating and feedback



	<ul style="list-style-type: none"> Regular meeting of the Curriculum Committee of the faculty.
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Republic of Yemen
Ministry of Higher
Education and Scientific
Research
Sana'a University
Faculty of Pharmacy
Quality Assurance Unit



الجمهورية اليمنية
وزارة التعليم العالي والبحث العلمي
جامعة - صنعاء
كلية الصيدلة
وحدة ضمان الجودة

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Other policies:

- General policies of the Students' Affairs of the University and the Quality Assurance Unit.

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