



## Course Specification of Pharmaceutical Care (II)

| I. Course Identification and General Information: |  |  |           |          |         |       |
|---|--|--|-----------|----------|---------|-------|
| 1   | Course Title:  | Pharmaceutical Care (II)                       |           |          |         |       |
| 2   | Course Number & Code:                                  | Ph268  |           |          |         |       |
| 3   | Credit hours: 2hrs                                     | C.H  |           |          |         | Total |
|   |  | Theoretical                                    | Practical | Training | Seminar |       |
|   |  | 1  | 2         | -        | -       | 2     |
| 4   | Study level/ semester at which this course is offered: | 3 <sup>rd</sup> year, 2 <sup>nd</sup> Semester |           |          |         |       |
| 5   | Pre –requisite (if any):                               | Pharmaceutical Care I                          |           |          |         |       |
| 6   | Co –requisite (if any):                                |  |           |          |         |       |
| 7   | Program (s) in which the course is offered:            | Bachelor of Pharmacy                           |           |          |         |       |
| 7   | Department (s) in which the course is offered:         | Pharmaceutics and Industrial Pharmacy          |           |          |         |       |
| 8   | Language of teaching the course:                       | English  |           |          |         |       |
| 9   | Location of teaching the course:                       | Faculty of pharmacy – Sana'a University        |           |          |         |       |
| 10  | Prepared by:   | Prof. Dr. Ahmed Mohamed Sabati                 |           |          |         |       |
| 11  | Date of approval:                                      |  |           |          |         |       |

### I. Course Description:

This course aims to provide the students with the implementation strategies of pharmaceutical care in different settings to improve health promotion and prevent diseases. It covers polices of High Alert Medication (HAM), medication errors as well as the protocol for delivering pharmaceutical care.

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## II. Intended learning outcomes (ILOs) of the course:

|                           |  |                               |                              |  |                                       |
|---------------------------|--|-------------------------------|------------------------------|--|---------------------------------------|
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|---------------------------|--|-------------------------------|------------------------------|--|---------------------------------------|



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

1. Describe the implementation strategies of pharmaceutical care in different settings to improve health promotion and prevent diseases.
2. Recognize the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication in different setting.
3. Describe the polices of High Alert Medication (HAM), medication errors and their prevention
4. Discuss the general and specific issues, challenges, pitfalls, helpful tools, and some illustrative examples of best pharmaceutical care practice for specific patient groups
5. Explore the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.
6. Differentiate specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for specific patient groups
7. Focus on polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases.
8. Perform pharmaceutical care activities such as writing reports, documentation and presentation skills.
9. Apply different specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for specific patient groups
10. Implement writing and presentation skills and demonstrate creativity and time management.x
11. Implement the pharmaceutical care in different settings.
12. Implement the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.
13. Employ polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases.
14. Communicate and cooperate effectively with his colleagues and other practitioners in different settings when incorporating pharmaceutical care in their practice.
15. Explore and use internet resources to search for up-to-date information in the areas of pharmaceutical care researches to solve emerging problems.

**III. 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:

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| Knowledge and Understanding.  |   |  |   |
|---|---|--|---|
| Program Intended Learning Outcomes (Sub-PILOs) in:<br>Knowledge and Understanding                 |   | Course Intended Learning Outcomes (CILOs) in:<br>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 social, behavioral, health and, pharmaceutical sciences.  | a1-  | Describe the implementation strategies of pharmaceutical care in different settings to improve health promotion and prevent diseases.   |
| A3-   | Describe the general cellular, biochemical and physiological aspects of human body and recognize the pharmacokinetics, pharmacodynamics, disease pathophysiology, and pharmacogenetic of therapeutic agents to provide pharmaceutical care and facilitate management of patient's medication, rationalize drug use and overall health needs | a2-  | Recognize the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.   |
| A5  | Demonstrate the basic knowledge of pharmacoecnomics, pharmacovigilance, policy, legislation, marketing, administration and distribution of pharmaceutical and cosmetic products as well as ethics of health care.   | a3-  | Describe the polices of High Alert Medication (HAM), medication errors and their prevention   |
|   |   | a4-  | Discuss the general and specific issues, challenges, pitfalls, helpful tools, and some illustrative examples of best pharmaceutical care practice for specific patient groups |
| 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<br>Knowledge and Understanding                       |   | Teaching<br>strategies/methods to be<br>used                                 | Methods of<br>assessment  |
| completing this course, students will be able to:   |   |  | Oral Exam,  |

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|            |   |  |   |
|------------|---|--|---|
| <b>a1-</b> | Describe the implementation strategies of pharmaceutical care in different settings to improve health promotion and prevent diseases.   | Lectures methods , Computer based teaching and learning, group discussion and tutorial | Quizzes, Attendance, Participation,                 |
| <b>a2-</b> | Recognize the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.   |  | Short answers, reports, homework, and Written exam. |
| <b>a3-</b> | Describe the polices of High Alert Medication (HAM), medication errors and their prevention   |  |   |
| <b>a4-</b> | Discuss the general and specific issues, challenges, pitfalls, helpful tools, and some illustrative examples of best pharmaceutical care practice for specific patient groups |  |   |

### (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:          |  |
| <b>B5-</b>  | 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. | <b>b1-</b>   | Explore the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication in different setting. |
|   |  | <b>b2-</b>   | Differentiate specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for specific patient groups  |
|   |  | <b>b3-</b>   | Focus on polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases.            |

### Teaching And Assessment Methods For Achieving Learning Outcomes:

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

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| 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 methods, Group Discussion, Problem solving sessions, brainstorming and Computer based teaching and learning | Oral Exam, Quizzes, Attendance, Participation, Short answers, reports, homework, and Written exam. |
| <b>b1-</b>  | Explore the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication in different setting. |  |  |
| <b>b2-</b>  | Differentiate specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for specific patient groups  |  |  |
| <b>b3-</b>  | Focus on polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases.            |  |  |

| <b>(C) Professional and Practical Skills:</b>  |  |  |  |
|--|--|--|--|
| 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:                        |  |
| <b>C4-</b>   | Provide patient-oriented pharmaceutical care by collaboration with other health care professionals to optimize therapeutic outcomes. | <b>c1-</b>   | Perform pharmaceutical care activities such as writing reports, documentation and presentation skills. |
| <b>C5-</b>   | Conduct research studies and utilize the results in different pharmaceutical fields.   | <b>c2-</b>   | Implement the pharmaceutical care in different settings.   |

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|  |  |     |   |
|--|--|-----|---|
|  |  | c3- | Implement the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.       |
|  |  | c4- | Employ polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases. |
|  |  | c5- | Apply different specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for           |
|  |  |     | specific patient groups   |

### 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   |
|--|---|---|---|
| <b>After completing this course, students will be able to:</b>                 |   | Lectures methods<br>Practical session,<br>brainstorming and<br>group discussion | Practical works,<br>homework, practical<br>exam and practical<br>reports. |
| c1-  | Perform pharmaceutical care activities such as writing reports, documentation and presentation skills.                |   |   |
| c2-  | Implement the pharmaceutical care in different settings.  |   |   |
| c3-  | Implement the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.       |   |   |
| c4-  | Employ polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases. |   |   |



|     |  |  |  |
|-----|--|--|--|
| c5- | Apply different specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for specific patient groups. |  |  |
|-----|--|--|--|

### (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-  | Implement writing and presentation skills and demonstrate creativity and time management.   |
|   |   | d2   | Communicate and cooperate effectively with his colleagues and other practitioners in different settings when incorporating pharmaceutical care in their practice. |
| D4  | Take responsibility for adaptation to change needs in pharmacy practice.          |  |   |
| D5-   | Apply information and communication technology and working effectively in a team. | d3   | Explore and use internet resources to search for up-to-date information in the areas of pharmaceutical care researches to solve emerging problems.                |

### 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 |
|--|--|-----------------------|
|  |  |                       |

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| After completing this course, students will be able to: |   | Small group discussions,<br>Tutorials and Practical<br>session | Homework and<br>reports. |
| d1-   | Implement writing and presentation skills and demonstrate creativity and time management.   |  |                          |
| d2  | Communicate and cooperate effectively with his colleagues and other practitioners in different settings when incorporating pharmaceutical care in their practice. |  |                          |
| d3  | Explore and use internet resources to search for up-to-date information in the areas of pharmaceutical care researches to solve emerging problems.                |  |                          |

## II. Course Content:

### 1 – Course Topics/Items:

#### a – Theoretical Aspect

| Order | Topic List / Units   | CILOs (symbols) | No. of /week | No. of Hours |
|-------|--|-----------------|--------------|--------------|
| 1     | Implementing Pharmaceutical Care in Different Settings , and Some Medical Terminologies                        | a1, b1,d1-3     | 1            | 1            |
| 2     | Implementation of Pharmaceutical Care in Nursing Homes   | a1,b1, d1-3     | 1            | 1            |
| 3     | Implementation of Pharmaceutical Care in Hospitals and Clinics   | a1, b1, d1-3    | 1            | 1            |
| 4     | Delivering Pharmaceutical Care in Practice, and Laboratory Error, Pharmaceutical Care and Dispensing Medicines | a2, b1, d1-3    | 1            | 1            |

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|  |  |                 |           |           |
|--|--|-----------------|-----------|-----------|
| 5  | OTC Medication and Pharmaceutical Care   | a2, b1, d1-3    | 1         | 1         |
| 6  | Pharmaceutical Care, Health Promotion and Disease Prevention, List various sources of medication errors. | a1, a3,b1, d1-3 | 1         | 1         |
| 7  | Mid Term Exam  | a1-3, b1        | 1         | 1         |
| 8  | The Polices of medication errors and their prevention  | a3, b3,d1-3     | 1         | 1         |
| 9  | The Polices of High Alert Medication (HAM)   | a3,b3, d1-3     | 1         | 1         |
| 10   | Pharmaceutical Care for Patients Receiving Anticoagulation   | a4, b2,d1-3     | 1         | 1         |
| 11   | Pharmaceutical Care in Pediatrics  | a4,b2, d1-3     | 1         | 1         |
| 12   | Pharmaceutical Care in Geriatric   | a4,b2, d1-3     | 1         | 1         |
| 13   | Pharmaceutical Care in Type-2 Diabetes   | a4,b2, d1-3     | 1         | 1         |
| 14   | Pharmaceutical Care in Viral Diseases  | a4,b2, d1-3     | 1         | 1         |
| 15   | Pharmaceutical Care for Cancer Outpatients   | a4,b2, d1-3     | 1         | 1         |
| 16   | Final Term Exam  | a1-4, b1-b3     | 1         | 1         |
| <b>Number of Weeks /and Units Per Semester</b> |  |                 | <b>16</b> | <b>16</b> |

**1 – Course Topics/Items:**

**b – Practical Aspect**

| Order | Practical Task | CILOs (symbols) | No. of week | No. of Hours |
|-------|----------------|-----------------|-------------|--------------|
|-------|----------------|-----------------|-------------|--------------|

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|    |  |               |   |   |
|----|--|---------------|---|---|
| 1  | Report: Care planning, observation, discussion, and reflection on Implementing Pharmaceutical Care in Different Settings                                   | c1, c2, d1-d3 | 1 | 2 |
| 2  | Report: Care planning, observation, discussion, and reflection on Implementation of Pharmaceutical Care in Nursing Homes                                   | c1-c2,d1-d3   | 1 | 2 |
| 3  | Report : Care planning, observation, discussion, and reflection on Implementation of Pharmaceutical Care in Hospitals and Clinics                          | c1-c2,d1-d3   | 1 | 2 |
| 4  | Report : Care planning, observation, discussion, and reflection on Delivering Pharmaceutical Care in Practice Pharmaceutical Care and Dispensing Medicines | c1, c3, d1-d3 | 1 | 2 |
| 5  | Report : Care planning, observation, discussion, and reflection on pharmaceutical care practice – and OTC Medication                                       | c1, c3, d1-d3 | 1 | 2 |
| 6  | Report : Care planning, observation, discussion, and reflection on Care Around Medical Devices: Infusion Sets and Devices                                  | c1-c2,d1-d3   | 1 | 2 |
| 7  | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care, Health Promotion and Disease Prevention                             | c1,c4,d1-d3   | 1 | 2 |
| 8  | Mid Term Exam  | c1-c3         | 1 | 2 |
| 9  | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in the Aged, Asthma and Chronic                                      | c1,c5,d1-d3   | 1 | 2 |
|    | Obstructive Pulmonary Disease  |               |   |   |
| 10 | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in Type-2 Diabetes   | c1,c5,d1-d3   | 1 | 2 |

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|--|--|-------------|-----------|-----------|
| 11   | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care and Cardiovascular Diseases            | c1,c5,d1-d3 | 1         | 2         |
| 12   | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care for Patients Receiving Anticoagulation | c1,c5,d1-d3 | 1         | 2         |
| 13   | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in Pediatrics                          | c1,c5,d1-d3 | 1         | 2         |
| 14   | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care for Cancer Outpatients                 | c1,c5,d1-d3 | 1         | 2         |
| 15   | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in Viral Diseases                      | c1,c5,d1-d3 | 1         | 2         |
| 16   | Final Term Exam  | c1-5        | 1         | 2         |
| <b>Number of Weeks /and Units Per Semester</b> |  |             | <b>16</b> | <b>32</b> |

### I- Teaching strategies of the course:

Lectures using data show video animation, brainstorming, case study, Practice session, Discussions, Small group discussions, Tutorials and Practical classes

### II- Assignments:

- Homework
- Reports

### III- Schedule of Assessment Tasks for Students During the Semester:

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| No. | Assessment Method   | Week Due                      | Mark       | Proportion of Final Assessment | Aligned Course Learning Outcomes (CILOs symbols) |
|-----|---|-------------------------------|------------|--------------------------------|--|
| 1   | Attendance, Participation, reports and quizzes                | All Weeks                     | 5          | 5%                             | a1,a3, b1,b2, d1-3                               |
|     | Oral Tests and Homework assignments                           | Sporadic through the semester | 5          | 5%                             | a2, a4, b2-3, d1-3                               |
| 2   | Attendance, Practical Reports and Practical mid-semester exam | 8 <sup>th</sup>               | 30         | 30%                            | c1-3   |
| 3   | Theoretical mid-semester exam                                 | 7 <sup>th</sup>               | 20         | 20%                            | a1-3, b1   |
| 5   | Final Exam (theoretical)                                      | 16 <sup>th</sup>              | 30         | 30%                            | a1-4, b1-b3                                      |
| 6   | Final Exam (practical)  | 16 <sup>th</sup>              | 20         | 20%                            | c1-5, d1-3                                       |
|     | <b>Total</b>  |                               | <b>100</b> | <b>100%</b>                    |  |

### I. Students' Support:

| Office Hours/week | Other Procedures (if any) |
|-------------------|---------------------------|
| 2 hours           | -                         |

### II. Learning Resource (MLA style or APA style)S:

1- Required Textbook(s) ( maximum two )

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|--|---|
|  | Filipa Alves da Costa, J. W. Foppe Van Mil and Aldo Alvarez-Risco, (2019), The Pharmacist Guide to Implementing Pharmaceutical Care, Springer, Switzerland. |
| <b>2- Recommended Readings and Reference Materials</b> |   |
|  | Cipolle RJ, Strand LM, Morley PC (2007), Pharmaceutical care practice: the clinician`s guide, 2 <sup>nd</sup> edition, McGraw-Hill, New York.               |
| <b>3- Essential References</b>                         |   |
|  | Course notes (lecture notes and practical notes) prepared by teacher of the subject.  |
| <b>4- Electronic Materials and Web Sites etc.</b>      |   |
|  | Websites in international network (internet)  |
| <b>5- Other Learning Material:</b>                     |   |

|  |  |
|--|--|
| <b>IV- Facilities Required:</b>  |  |
| <b>1 - Accommodation:</b>  | <ul style="list-style-type: none"> <li>- Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc.</li> <li>- Well-equipped laboratories with all required equipment and reagents.</li> </ul>   |
| <b>2 - Computing resources:</b>  | <ul style="list-style-type: none"> <li>- Computer laboratory with internet facilities.</li> </ul>  |
| <b>V- Course Improvement Processes:</b>  |  |
| <b>1- Strategies for obtaining student feedback on effectiveness of teaching</b> |  |
|  | <ul style="list-style-type: none"> <li>▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.</li> <li>▪ Meeting with students and faculty (once per semester).</li> </ul> |



| 2- Other strategies for evaluation of teaching by the instructor or by the department.        |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).</li> </ul>  |
| 3- Processes for improvement of teaching.   |   |
|   | <ul style="list-style-type: none"> <li>▪ 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.</li> <li>▪ 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.</li> </ul>                                       |
| 4- Processes for verifying standards of students' achievement                                 |   |
|   | <ul style="list-style-type: none"> <li>▪ Checking of a sample of students' work by an independent faculty member.</li> <li>▪ Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.</li> <li>▪ Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).</li> <li>▪ Regular follow-up of laboratory logbooks to assess the practical achievement of students.</li> </ul> |
| 5- Procedures for periodically reviewing of course effectiveness and planning for improvement |   |
|   | <ul style="list-style-type: none"> <li>▪ Student rating and feedback</li> <li>▪ Peer rating and feedback</li> <li>▪ Regular meeting of the Curriculum Committee of the faculty.</li> </ul>  |
| 6- Course development plans   |   |
|   | <ul style="list-style-type: none"> <li>▪ Conducting regular workshops for the staff for improving their course specification skills.</li> <li>▪ Regular revision of course specification and syllabus items.</li> </ul>   |

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## VI- Course Policies: (including plagiarism, academic honesty, attendance etc)

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

1

### Class Attendance:

- Attendance in all lectures and practical classes are required, except in very emergency circumstances,

such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.

-In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.

2

### Tardy:

- 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 shall be considered to be absent.

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|   |   |
|---|---|
| 3 | <p><b>Exam Attendance/Punctuality:</b></p> <p>- It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination.</p> <p>-A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination).</p> <p>-A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course.</p> <p>When a student misses the final examination due to a legitimate medical problems or death in the family, an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.</p> |
| 4 | <p><b>Assignments &amp; Projects:</b></p> <p>- Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course.</p> <p>-The submission date extension will not be granted only by the consent of the faculty member concerned.</p> <p>In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.</p>   |
| 5 | <p><b>Cheating:</b></p> <p>-If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.</p> <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>   |



|   |   |
|---|---|
| 6 | <p><b>Plagiarism:</b></p> <ul style="list-style-type: none"> <li>▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source.</li> <li>▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment.</li> </ul> <p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p> |
| 7 | <p><b>Other policies:</b></p> <ul style="list-style-type: none"> <li>▪ - Students must switch off their mobile phones, labtops, electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent.</li> </ul> <p>Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.</p>  |

## Course Plan of Pharmaceutical Care (II)

| I- Information about Faculty Member Responsible for the Course: |                                |                     |
|---|--------------------------------|---------------------|
| <b>Name of Faculty Member</b>                                   | Prof. Dr. Ahmed Mohamed Sabati | <b>Office Hours</b> |

|                 |                 |               |                                 |                       |                          |
|-----------------|-----------------|---------------|---------------------------------|-----------------------|--------------------------|
| الموصف          | رئيس القسم      | عميد الكلية   | عميدة مركز التطوير وضمان الجودة | رئيس الجامعة          | نائب العميد لشؤون الجودة |
| إ.د. احمد سباتي | إ.د. ماجد علوان | د.خالد الشوية | إ.م.د. هدى العماد               | إ.د. القاسم محمد عباس | إ.د. محمود البريهي       |



|                          |  |     |     |     |     |     |     |
|--------------------------|--|-----|-----|-----|-----|-----|-----|
| Location & Telephone No. |  | SAT | SUN | MON | TUE | WED | THU |
| E-mail                   |  |     |     |     |     |     |     |

## II- Course Identification and General Information:

|     |   |  |         |     |        |       |
|-----|---|--|---------|-----|--------|-------|
| 1-  | Course Title:                                     | Pharmaceutical Care (II)                       |         |     |        |       |
| 2-  | Course Number & Code:                             | Ph268  |         |     |        |       |
| 3-  | Credit hours:                                     | C.H  |         |     |        | Total |
|     |   | Th.  | Seminar | Pr. | F. Tr. |       |
|     |   | 1  | -       | 2   |        | 2     |
| 4-  | Study level/year at which this course is offered: | 3 <sup>rd</sup> year, 2 <sup>nd</sup> 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:

This course aims to provide the students with the implementation strategies of pharmaceutical care in different settings to improve health promotion and prevent diseases. It covers polices of High Alert Medication (HAM), medication errors

as well as the protocol for delivering pharmaceutical care.

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#### IV- Intended learning outcomes (ILOs) of the course:

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

1. Describe the implementation strategies of pharmaceutical care in different settings to improve health promotion and prevent diseases.
2. Recognize the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication in different setting.
3. Describe the polices of High Alert Medication (HAM), medication errors and their prevention
4. Discuss the general and specific issues, challenges, pitfalls, helpful tools, and some illustrative examples of best pharmaceutical care practice for specific patient groups
5. Explore the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.
6. Differentiate specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for specific patient groups
7. Focus on polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases.
8. Perform pharmaceutical care activities such as writing reports, documentation and presentation skills.
9. Apply different specific issues, challenges, pitfalls and helpful tools in pharmaceutical care practice for specific patient groups
10. Implement writing and presentation skills and demonstrate creativity and time management.x
11. Implement the pharmaceutical care in different settings.
12. Implement the protocol for delivering pharmaceutical care in dispensing of medicines as well as OTC medication.
13. Employ polices of High Alert Medication (HAM) and medication errors to improve health promotion and prevent diseases.
14. Communicate and cooperate effectively with his colleagues and other practitioners in different settings when incorporating pharmaceutical care in their practice.
15. Explore and use internet resources to search for up-to-date information in the areas of pharmaceutical care researches to solve emerging problems.



### III. Course Content:

#### 1 – Course Topics/Items:

##### a – Theoretical Aspect

| Order | Topic List / Units   | CILOs (symbols) | Week Due | No. of Hours |
|-------|--|-----------------|----------|--------------|
| 1     | Implementing Pharmaceutical Care in Different Settings , and Some Medical Terminologies                        | a1, b1,d1-3     | 1        | 1            |
| 2     | Implementation of Pharmaceutical Care in Nursing Homes   | a1,b1, d1-3     | 2        | 1            |
| 3     | Implementation of Pharmaceutical Care in Hospitals and Clinics   | a1, b1, d1-3    | 3        | 1            |
| 4     | Delivering Pharmaceutical Care in Practice, and Laboratory Error, Pharmaceutical Care and Dispensing Medicines | a2, b1, d1-3    | 4        | 1            |
| 5     | OTC Medication and Pharmaceutical Care   | a2, b1, d1-3    | 5        | 1            |
| 6     | Pharmaceutical Care, Health Promotion and Disease Prevention, List various sources of medication errors.       | a1, a3,b1, d1-3 | 6        | 1            |
| 7     | Mid Term Exam  | a1-3, b1        | 7        | 1            |
| 8     | The Polices of medication errors and their prevention  | a3, b3,d1-3     | 8        | 1            |
| 9     | The Polices of High Alert Medication (HAM)   | a3,b3, d1-3     | 9        | 1            |

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|  |  |             |           |           |
|--|--|-------------|-----------|-----------|
| 10   | Pharmaceutical Care for Patients Receiving Anticoagulation | a4, b2,d1-3 | 10        | 1         |
| 11   | Pharmaceutical Care in Pediatrics                          | a4,b2, d1-3 | 11        | 1         |
| 12   | Pharmaceutical Care in Geriatric                           | a4,b2, d1-3 | 12        | 1         |
| 13   | Pharmaceutical Care in Type-2 Diabetes                     | a4,b2, d1-3 | 13        | 1         |
| 14   | Pharmaceutical Care in Viral Diseases                      | a4,b2, d1-3 | 14        | 1         |
| 15   | Pharmaceutical Care for Cancer Outpatients                 | a4,b2, d1-3 | 15        | 1         |
| 16   | Final Term Exam  | a1-4, b1-b3 | 16        | 1         |
| <b>Number of Weeks /and Units Per Semester</b> |  |             | <b>16</b> | <b>16</b> |

**1 – Course Topics/Items:**

**b – Practical Aspect**

| Order | Practical Task  | CILOs (symbols) | Week Due | No. of Hours |
|-------|---|-----------------|----------|--------------|
| 1     | Report: Care planning, observation, discussion, and reflection on Implementing Pharmaceutical Care in Different Settings          | c1, c2, d1-d3   | 1        | 2            |
| 2     | Report: Care planning, observation, discussion, and reflection on Implementation of Pharmaceutical Care in Nursing Homes          | c1-c2,d1-d3     | 2        | 2            |
| 3     | Report : Care planning, observation, discussion, and reflection on Implementation of Pharmaceutical Care in Hospitals and Clinics | c1-c2,d1-d3     | 3        | 2            |

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|    |  |               |    |   |
|----|--|---------------|----|---|
| 4  | Report : Care planning, observation, discussion, and reflection on Delivering Pharmaceutical Care in Practice Pharmaceutical Care and Dispensing Medicines | c1, c3, d1-d3 | 4  | 2 |
| 5  | Report : Care planning, observation, discussion, and reflection on pharmaceutical care practice – and OTC Medication                                       | c1, c3, d1-d3 | 5  | 2 |
| 6  | Report : Care planning, observation, discussion, and reflection on Care Around Medical Devices: Infusion Sets and Devices                                  | c1-c2,d1-d3   | 6  | 2 |
| 7  | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care, Health Promotion and Disease Prevention                             | c1,c4,d1-d3   | 7  | 2 |
| 8  | Mid Term Exam  | c1-c3         | 8  | 2 |
| 9  | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in the Aged, Asthma and Chronic Obstructive Pulmonary Disease        | c1,c5,d1-d3   | 9  | 2 |
| 10 | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in Type-2 Diabetes   | c1,c5,d1-d3   | 10 | 2 |
| 11 | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care and Cardiovascular Diseases  | c1,c5,d1-d3   | 11 | 2 |
| 12 | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care for Patients Receiving Anticoagulation                               | c1,c5,d1-d3   | 12 | 2 |
| 13 | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in Pediatrics  | c1,c5,d1-d3   | 13 | 2 |

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|  |  |             |           |           |
|--|--|-------------|-----------|-----------|
| 14   | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care for Cancer Outpatients | c1,c5,d1-d3 | 14        | 2         |
| 15   | Report: Care planning, observation, discussion, and reflection on Pharmaceutical Care in Viral Diseases      | c1,c5,d1-d3 | 15        | 2         |
| 16   | Final Term Exam  | c1-5        | 16        | 2         |
| <b>Number of Weeks /and Units Per Semester</b> |  |             | <b>16</b> | <b>32</b> |

### VII- Teaching strategies of the course:

Lectures using data show video animation, brainstorming, case study, Practice session, Discussions, Small group discussions, Tutorials and Practical classes

### VIII- Assignments:

- Homework
- Reports

### IX- 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   | Attendance, Participation, reports and quizzes | All Weeks | 5    | 5%                             | a1,a3, b1,b2, d1-3                               |

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|   |   |                               |            |             |                    |
|---|---|-------------------------------|------------|-------------|--------------------|
|   | Oral Tests and Homework assignments                           | Sporadic through the semester | 5          | 5%          | a2, a4, b2-3, d1-3 |
| 2 | Attendance, Practical Reports and Practical mid-semester exam | 8 <sup>th</sup>               | 30         | 30%         | c1-3               |
| 3 | Theoretical mid-semester exam                                 | 7 <sup>th</sup>               | 20         | 20%         | a1-3, b1           |
| 5 | Final Exam (theoretical)                                      | 16 <sup>th</sup>              | 30         | 30%         | a1-4, b1-b3        |
| 6 | Final Exam (practical)  | 16 <sup>th</sup>              | 20         | 20%         | c1-5, d1-3         |
|   | <b>Total</b>  |                               | <b>100</b> | <b>100%</b> |                    |

#### IV. Students' Support:

| Office Hours/week | Other Procedures (if any) |
|-------------------|---------------------------|
| 2 hours           | -                         |

#### V. Learning Resource (MLA style or APA style)S:

##### 6- Required Textbook(s) ( maximum two )

Filipa Alves da Costa, J. W. Foppe Van Mil and Aldo Alvarez-Risco, (2019), The Pharmacist Guide to Implementing Pharmaceutical Care, Springer, Switzerland.

##### 7- Recommended Readings and Reference Materials

Cipolle RJ, Strand LM, Morley PC (2007), Pharmaceutical care practice: the clinician`s guide, 2<sup>nd</sup> edition, McGraw-Hill, New York.

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|   |  |
|---|--|
| <b>8- Essential References</b>                    |  |
|   | Course notes (lecture notes and practical notes) prepared by teacher of the subject. |
| <b>9- Electronic Materials and Web Sites etc.</b> |  |
|   | Websites in international network (internet  |
| <b>10- Other Learning Material:</b>               |  |

|   |  |
|---|--|
| <b>X- Facilities Required:</b>  |  |
| <b>1 - Accommodation:</b>   | <ul style="list-style-type: none"> <li>- Well-equipped lecture halls with data show facilities, whiteboards, net connection, etc.</li> <li>- Well-equipped laboratories with all required equipment and reagents.</li> </ul>   |
| <b>3 - Computing resources:</b>   | <ul style="list-style-type: none"> <li>- Computer laboratory with internet facilities.</li> </ul>  |
| <b>XI- Course Improvement Processes:</b>  |  |
| <b>6- Strategies for obtaining student feedback on effectiveness of teaching</b>              |  |
|   | <ul style="list-style-type: none"> <li>▪ Student-based assessment of the effectiveness of teaching using a questionnaire designed by the Quality Assurance Unit at the end of the semester.</li> <li>▪ Meeting with students and faculty (once per semester).</li> </ul> |
| <b>7- Other strategies for evaluation of teaching by the instructor or by the department.</b> |  |



|   |   |
|---|---|
|   | <ul style="list-style-type: none"> <li>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.</li> <li>Regular meeting and discussion of the course content between the Head of Department and the teaching staff of the course (for theory and practice).</li> </ul>  |
| <b>8- Processes for improvement of teaching.</b>  |   |
|   | <ul style="list-style-type: none"> <li>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.</li> <li>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.</li> </ul>                                   |
| <b>9- Processes for verifying standards of students' achievement</b>                                  |   |
|   | <ul style="list-style-type: none"> <li>Checking of a sample of students' work by an independent faculty member.</li> <li>Periodic exchange and check marking of a sample of students' assignments with a faculty member from another institution.</li> <li>Adoption of scoring rubrics to assess the students' achievement (both for ongoing or summative assessments).</li> <li>Regular follow-up of laboratory logbooks to assess the practical achievement of students.</li> </ul> |
| <b>10- Procedures for periodically reviewing of course effectiveness and planning for improvement</b> |   |
|   | <ul style="list-style-type: none"> <li>Student rating and feedback</li> <li>Peer rating and feedback</li> <li>Regular meeting of the Curriculum Committee of the faculty.</li> </ul>  |
| <b>6- Course development plans</b>  |   |
|   | <ul style="list-style-type: none"> <li>Conducting regular workshops for the staff for improving their course specification skills.</li> <li>Regular revision of course specification and syllabus items.</li> </ul>   |



## XII- Course Policies: (including plagiarism, academic honesty, attendance etc)

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

|   |  |
|---|--|
| 1 | <b>Class Attendance:</b> <ul style="list-style-type: none"><li>- Attendance in all lectures and practical classes are required, except in very emergency circumstances, such as serious illness or death in the family with providing an acceptable documentation approved the university and forwarded by the chairman of the department. Otherwise the absence shall be considered unexcused.</li><li>-In accordance with the university rules, if the percentage of student's absentness exceeds 25 % of the total lectures or practical classes, the student involved shall be disqualified in the final written and practical examination of the course and shall be deemed to have failed in the course.</li></ul>   |
| 2 | <b>Tardy:</b> <ul style="list-style-type: none"><li>- 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 shall be considered to be absent.</li></ul>   |
| 3 | <b>Exam Attendance/Punctuality:</b> <ul style="list-style-type: none"><li>- It is incumbent on student to report at the examination hall for checking in and rolls calling at least 15 minutes before the commencement of examination.</li><li>-A student is not allowed to submit answer booklet and leave the examination hall only on or after the passage of the have examination duration (equivalent to the first one hour after the commencement of the examination).</li><li>-A student who comes late shall not be admitted to the examination hall, only within the first one hour of the examination. Attending after this time, the student will be considered to be missed in the examination and shall be deemed to have failed in the course.</li></ul> <p>When a student misses the final examination due to a legitimate medical problems or death in the family,</p> |



|   |   |
|---|---|
|   | <p>an acceptable documentation approved by the university medical unit for the excused absentness (hospitals medical reports along with discharge summaries or death certificate) must be provided no later than three weeks and consequently the student shall be disqualified in the examination but with the excused absentness.</p>   |
| 4 | <p><b>Assignments &amp; Projects:</b></p> <ul style="list-style-type: none"> <li>- Micro-assignments and practical reports must be submitted for the assessment on or before the due date. If a student does not submit the micro-assignments or practical reports, the student shall be allotted zero marks which will affect the final assessment of the course.</li> <li>-The submission date extension will not be granted only by the consent of the faculty member concerned.</li> </ul> <p>In the case of late submission, the student must provide a reasonable explanation to the faculty member. Otherwise 1% of the obtained marks will be subtracted for each late day, including weekends and holidays.</p>  |
| 5 | <p><b>Cheating:</b></p> <p>-If a student is found cheating in the final and med-term examinations and quizzes(copying from un authorized materials and anther students' work or allowing other students to copy from his/her own work), the student involved shall be disqualified in the examination and shall be deemed to have failed in the course and also suspended from examinations of two more courses.</p> <p>If a student if found engaging in any unauthorized communications (oral,sign,call,etc.), while the examination is in progress or in possessing of any authorized materials or electronic devices before the distribution of examination papers , the student involved shall be disqualified in the examination and shall be deemed to have failed the course.</p>   |
| 6 | <p><b>Plagiarism:</b></p> <ul style="list-style-type: none"> <li>▪ Plagiarism is the presentation of any material (text, data or figures) from any other source in preparation of micro-assignments or practical reports without clear and adequate acknowledgement of the source.</li> <li>▪ Plagiarism is also the use or copy of other students' work (with, or without payment) to prepare all or part of undertaken micro-assignments or practical reports of work submitted for assessment.</li> </ul> <p>All types of plagiarism in are unacceptable and are considered of honest practices. If a student is found using plagiarism in devoted micro-assignments or reports , the student involved shall be subjected to the same penalties as in the case of cheating as already mentioned in the sub-section (5) of the course policies.</p> |



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| 7 | <p><b>Other policies:</b></p> <ul style="list-style-type: none"><li>- Students must switch off their mobile phones, labtops, electronic devices etc. before entering lecture room or laboratory. If a student is found using these devices while the lecture or practical work is in progress, the student involved shall be expelled out of the class and shall be considered to be absent.</li></ul> <p>Note that students can submit their micro-assignments or practical reports through the e-mail address of the faculty member concerned and should be prudent to keep Photostat or electronic copies of submitted works to guard against an accidental loss.</p> |
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