

Winter Semester

**Academic Year 2023 – 2024**

2<sup>nd</sup> semester 2<sup>nd</sup> graders

### A COURSE MODULE DESCRIPTOR FORM

Module Information			
Course Module Title	Clinical pharmacy		
ناوی کۆرس مۆدیول	پیشهسازی دهرمان		
عنوان الوحدة	دەقمانسازیا کلینیکی		
Course Module Type	Core	Module Code	PH403
ECTSs	4		
Department	Pharmacy		
Department Code	PH		
Module Website (CMW)	<a href="#">List of Modules (noble.edu.krd)</a> / <a href="#">Noble Insitute – Noble Institute</a>		
Module Leader (ML)	Narmin Mahmoud		
NTI - E - mail	Narmin.Ismail@noble.edu.krd		
ML Acad. Title	Assistant Lecture		
ML ORCID	<a href="https://orcid.org/0000-0003-3174-1066">https://orcid.org/0000-0003-3174-1066</a>		
ML Google Scholar Acc	Narmin.kurdneth@gmail.com		

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Relation with Other Modules	
<b>Pre-requisites</b>	None
Module Aims, Learning Outcomes and Indicative Contents	
<b>Module Introductory Description</b>	<p>Clinical pharmacy is a subject of growing importance for pharmacists in all areas of practice. Although originally more closely associated with hospital and pharmacy care work. The Goals of clinical pharmacy is to ensure the optimal use of medications for the best outcomes through the provision of drug information and monitoring for drug safety and efficacy, and preventing adverse reactions of medications.</p> <p>The pharmacist acts as adviser to all members of the health care team and most importantly to patients themselves. The student will study the following subjects: life stages disorders of the different physiological systems.</p>
<b>Module Aims</b>	<p>The Pharmacist Should be more integral part of the primary care team and become fully utilized as a source of advice to all members of the health care team and patients, Gives the required information to the student about therapeutics and the rational use of medicines and cases study.</p>
<b>Module Learning Outcome</b>	<p>Upon completion of the course, the student shall have</p> <ol style="list-style-type: none"> <li>1. An understanding of the role of clinical pharmacist</li> <li>2. Provide innovative, experiences to develop students as integral members of the health care team.</li> <li>3. Educate students and pharmacists to apply evidence-based approaches to practice.</li> <li>4. Provide evidence-based care that optimizes medication use across all health care settings.</li> <li>5. Ensure precise, safe, and effective therapy through secure and reliable medication prescribing, supply, and delivery systems</li> </ol>
Learning and Teaching Strategies	
<b>Strategies</b>	

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The teaching consists of Lectures, discussion groups, tutorials, problem solving and seminars. The instructions are partially or completely in English. Emphasis is placed on the student's ability to collect and process material as well as the student's ability to write and make oral presentation on the efficacy and safety of pharmaceutical drugs.

### Required texts and References

1. *Statement of principles and standards of good practice for hospital pharmacy in the United Kingdom*. Royal Pharmaceutical Society of Great Britain; 1995. [[Google Scholar](#)]
2. Heppler CD, Strand LM. Opportunities and responsibilities in pharmaceutical care. *Am J Hosp Pharm*. 1990;**47**:533–543. [[PubMed](#)] [[Google Scholar](#)]
3. Cotter SM, Barber ND, McKee M. Survey of clinical pharmacy services in United Kingdom National Health Service hospitals. *Am J Hosp Pharm*. 1994;**51**:2676–2684. [[PubMed](#)] [[Google Scholar](#)]
4. Calder G, Barnett JW. The pharmacist in the ward. *Pharm J*. 1967;**198**:584–586. [[Google Scholar](#)]
5. Baker J. Seventeen years experience of a voluntary based drug rationalisation programme in hospital. *Br Med J*. 1988;**297**:465–469. [[PMC free article](#)] [[PubMed](#)] [[Google Scholar](#)]
6. Cousins HD, Luscombe D. Re-engineering pharmacy practice (1). Forces for change and the evolution of clinical pharmacy practice. *Pharm J*. 1995;**255**:771–776. [[Google Scholar](#)]
7. Swallow RD, Remington H, Standing VF. Ward pharmacy a positive contribution to control costs. *Pharm J*. 1985;**235**:722–723. [[Google Scholar](#)]

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Module Delivery	
Total workload	
Contact Theoretical Hours – Per semester	2h
Contact Practical Hours – Per Semester	1 h Case study –grouping scenario

Module Assessment				
Module Activities	Time /Number	Weight (Marks)	Week Due	Relevant Learning Outcome
Contact hours - Participation		5%	1 to 12	to create an environment in which all students have an opportunity to fully take part in the course and improve
(Science / Lab) (Social science / Critical thinking)	1	5%	7,10	Boost students' knowledge
Presentation / Seminar	1	5%	10	promote students' academic success
Tutorial	1	5%		give you a space to engage more actively with the course content.
Quiz	3	5%	4,6,8	to briefly test a students' level
Self-study		5%	1 to 12	allows students to take learning at their own pace
Projects	4	5%		demonstrate the personal abilities and skills required to produce and present an extended piece of work.
Oral assessment	1	5%	7	Self confidence

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Midterm Exam	1	20%	8	to make a final review of the topics covered and assessment of each student's knowledge of the subject.
Final Exam	1	40%	15	to make a final review of the topics covered and assessment of each student's knowledge of the subject.
<b>Total</b>		<b>100%</b>		

Delivery Plan (Designed Syllabus)	
	Course Module Content/ theory
Week 1	<ol style="list-style-type: none"> <li>1. Explaining the Course module and various activities as well as the requirements.</li> <li>2. Introduction to the concepts of clinical pharmacy and why to study?</li> </ol>
Week 2	<ol style="list-style-type: none"> <li>1. How do clinical pharmacist practice? 2- what do clinical pharmacist need to know about drugs and therapeutics? 3- highlights some of the most important communication skills that can help students to ensure a successful career</li> </ol>
Week 3	<ol style="list-style-type: none"> <li>1. Continue with week 2 + describe hospital and clinical pharmacy</li> <li>2. Cerebrovascular disease</li> </ol>
Week 4	<ol style="list-style-type: none"> <li>1. Infectious diseases, disorders and treatments</li> </ol>
Week 5	<ol style="list-style-type: none"> <li>2. Cardiovascular disorders, Hypertension and treatments</li> </ol>
Week 6	<ol style="list-style-type: none"> <li>3. Continue with week 5 + Diabetes mellitus &amp; treatments</li> </ol>
Week 7	<b>Practical session</b> / Case study –grouping scenario to apply the Communication with physician and patient counseling.
Week 8	<b>Midterm Exam</b>

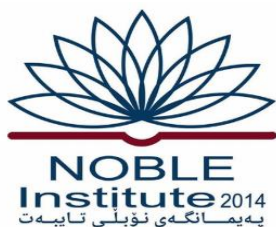
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Week 9	1. GI disorders ( peptic ulcer disease, and inflammatory) and treatments
Week 10	<b>Seminar</b>
Week 11	2. Thyroid Diseases and treatments
Week 12	3. Angina or angina pectoris and treatments
Week 13	4. Bronchitis and treatments
Week 14	5. Alzheimer, dementia diagnoses and treatment
Week 15	6. Continue with week 14 addition to the case study
Week 16	7. What is good pharmacy practice at hospital
Week 17	<b>8. Quick revision</b>
Week 18	<b>9. Final exam session</b>

	<b>Course Module Content/ practical</b>
Week 1	Role of pharmacy at hospitals
Week 2	Role of pharmacy at retail pharmacy
Week 3	applying the scenarios-patients care –drugs for the diseases
Week 4	applying the scenarios-patients care –drugs for the diseases
Week 5	applying the scenarios-patients care –drugs for the diseases
Week 6	applying the scenarios-patients care –during prescription



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Week 7	After prescription/ Patient counselling
Week 8	Mid term
Week 9	Discharge scenario /Patient counselling
Week 10	Seminar /about the role of pharmacy
Week 11	Case study
Week 12	Applications of clinical pharmacist at different location
Week 13	Applications of clinical pharmacist at different location
Week 14	<b>Revision</b>
Week 15	<b>Final exam</b>
<b>Course Keywords</b>	
Clinical pharmacy, patient communication skills, hospital care ,disease and treatments	