

## Higher Education Institution Performance Review (Academic Program Review)

This course description provides a summary of the main characteristics of the course and the learning outcomes expected of the student, demonstrating whether he has made the most of the learning opportunities available and must be linked to the program description.

1. Educational Institution	Al-Zahrawi University
2. University Department / Center	Pharmacy College
3. Course Name / Code	Pharmacoeconomics – Theory PCPC 56
4. Programs in which it is included	Bachelor's in Pharmacy
5. Available Forms of Attendance	Daily Attendance
6. Semester / Year	Second Semester - 5th year
7. Total Number of Study Hours	2 hours weekly
8. Date of preparing this description	2025-2026
<b>9. Course Objectives : Knowing the relationship between Pharmacoeconomics and Clinical Pharmacology, explaining how to obtain the best medicine at the most appropriate price, scientific methods for analyzing the cost of medicine, and how to make decisions to purchase medicines and medical supplies in a scientific manner.</b>	
<b>10. Learning Outcomes, Teaching and Learning Methods, and Evaluation</b>	

#### **A. Knowledge and Understanding**

- 1 The student should be familiar with the relationship between pharmaceutical economics and clinical pharmacy.
- 2 The student should be familiar with the statement on how to obtain the best medicine at the most appropriate price.
- 3 The student should be familiar with how to conduct an economic feasibility study.
- 4 The student should be familiar with the scientific methods for analyzing the cost of medicine.
- 5 The student should be familiar with how to make decisions to purchase medicines and medical supplies scientifically.
6. Preparing trained and qualified pharmacists to work in pharmaceutical institutions.

#### **B. Subject-Specific Skills**

1. Teaching skills in the subject of pharmaceutical economics.
2. The student should have the ability to infer and link clinical and economic information together.
3. The student should have the ability to link medicines to the practical economic reality in pharmacies and hospitals.

#### **Teaching and Learning Methods**

1. Thinking and discussion method.
2. Scientific tests.
3. Learning by exploration lecture.

#### **C. Evaluation Methods**

1. Submit weekly reports.
2. Exam grades.
3. Graduation research

#### **D. Thinking Skills**

1. Student-teacher dialogue method.
2. Preparing weekly reports.
3. Conducting discussions of the results.
4. Exploratory thinking.

#### **Teaching and Learning Methods**

1. Grades.
2. Discussion and dialogue.
3. Tests.

#### **Evaluation Methods**

Grades, research, reports, tests

#### **E. General and Transferable Skills**

1. The student can employ the knowledge he has received.
2. The student can master the teaching and learning profession.
3. The student is able to embody what he has acquired in professional development.

<b>11. Course Structure</b>					
<b>Evaluation Method</b>	<b>Learning Method</b>	<b>Unit Name / Course or Topic</b>	<b>Required Learning Outcome</b>	<b>Hour</b>	<b>Week</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Course overview, Changes in health care delivery	Knowledge	2	<b>1</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	overview of Pharmacoeconomics	Knowledge	2	<b>2</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Cost determination. Evaluation of outcomes and effectiveness	Knowledge	2	<b>3</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Cost effectiveness analyses (CEA), CMA	Knowledge	2	<b>4</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Methods of data collection and analyses	Knowledge	2	<b>5</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Incremental analyses; Evaluation outcomes	Knowledge	2	<b>6</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Utility and quality of life; types of pharmacoeconomic analyses, cost utility analyses (CUA)	Knowledge	2	<b>7</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Evaluation outcomes: Net benefit, cost utility analyses (CBA), compare and contrast CEA, CUA and CBA	Knowledge	2	<b>8</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Methods of data collection and analyses: Statistical/Econometric modeling	Knowledge	2	<b>9</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Drug-focused versus disease-focused frame work for conducting pharmacoeconomic analyses	Knowledge	2	<b>10</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Critical review of pharmacoeconomic and quality of life literature	Knowledge	2	<b>11</b>
Daily Quiz and Verbal Questions	Using the whiteboard and the projector screen	Decision Making	Knowledge	2	<b>12</b>

<b>11. Infrastructure</b>	
<b>Required Readings:</b>	<b>References:</b> <b>Essentials of Pharmacoeconomics 3rd Edition 2021</b>
<b>Special Requirements (Workshops, Journals, Software, Websites):</b>	<b>Electronic Websites:</b> <a href="https://link.springer.com/journal/40273">https://link.springer.com/journal/40273</a> <a href="https://www.ispor.org/heor-resources">https://www.ispor.org/heor-resources</a>
<b>Social Services (Guest Lectures, Professional Training, Field Studies, Others)</b>	<b>Organizing workshops and courses for graduates:</b>

<b>12. Admission:</b>	
<b>Prerequisites</b>	Admission according to the central plan
<b>Minimum Number of Students</b>	/
<b>Maximum Number of Students</b>	Admission exceeds the capacity plan

**Name of the Instructor:**

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