

Course Syllabus typical Format (CSTF)

First: Course Information

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| 1 | College: Pharmacy | 2 | Department: Natural Products and Alternative Medicine |
| 3 | Academic Semester: Semester One | 4 | Academic year: 1443 |
| 5 | Course Name: Evidence-based Herbal Medicine | 6 | Course code and number: PDNP0321 |
| 7 | Number of credit hours: 3 Units (3 theoretical/lecture) | | |
| 8 | Course requirement in program: <input checked="" type="checkbox"/> Required (obligatory) <input type="checkbox"/> Optional (Elective) | | |
| 9 | Course type: <input type="checkbox"/> University Requirement <input checked="" type="checkbox"/> College Requirement <input type="checkbox"/> Departmental Requirement | | |
| 10 | Pre-requisite (code and number) (if applicable): | | |

Second: Instructor Information

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| 1 | Instructor's name: Dr. Nizar Sirag | | |
| 2 | Sections of the course that I teach (All) | | |
| 3 | Office phone number: | 4 | Mobile number (optional): |
| 5 | Office location and number: | | |
| 6 | Office hours: Monday and Thursday (9:00-11:00 am) | | |
| 7 | Website: | | |
| 8 | E-mail: nmona@ut.edu.sa | | |

Third: Lecture and tutorial timetables

| Section | Days | Time | Place (Building/Room) |
|---------|----------|-------------------------|-----------------------------|
| Theory | Thursday | 11:00-12:00/ 1:30:00 pm | Faculty of Pharmacy/ Male |
| | Monday | 9:00-12:00 pm | Faculty of Pharmacy/ Female |

Fourth: Course description

Course description as found in the University Catalogue in both Arabic and English
 his course is designed to provide student with sufficient knowledge on evidence-based herbal medicines for different pathological conditions. Also to make students be aware about phytochemical techniques used in isolation, separation and fractionation of plant secondary metabolites.
 تم تصميم المقرر لتزويد الطلاب بالمعرفة الكافية عن الأدوية المستخدمة طبيا المبنيّة علي البراهين العلمية . كذلك لتزويد الطالب ببعض التقنيات مثل طرق فصل وتجزئة المواد النباتية الفعالة.

Fifth: General Objectives and Teaching Strategies

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| General course objectives (designate the sections and goals that are related to the course content) <ul style="list-style-type: none"> State therapeutic uses, proposed mechanism of action, recommended dosage, potential side effects, common drug-herb interactions, and contraindications of herbal medicines.. | Teaching strategies and instructional aids Lectures and discussions. |
| Cognitive Domain: <ul style="list-style-type: none"> Estimate the key concepts and principles relating to Herbal Medicine | Lectures and discussions. |
| Psychomotor Domain: <ul style="list-style-type: none"> Plan effective time management schedules for delivering of duties and activities. | Lectures, seminars and discussions. |

Sixth: Course or Curriculum units, subjects, specific objectives, and time schedule in the academic semester (first, second, or third semester (summer))

(Example)

| Week number | Units | | Instructional Objectives (Actions that prove the students adoption of specified behavior and achievement, learning | Readings | | Keywords |
|-------------|-------------|----------------------------|--|------------------|-------|----------|
| | Unit Number | Unit/Chapter/Subject title | | Reference Number | Pages | |
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| | | | outcomes, content) | | | |
| 1 | 1 | Evidence-based herbal medicine: Concepts and practices | Describe the scope of phytotherapy . | | | Phytotherapy . |
| 2 | 2 | Evidence-based herbal medicine: Gastrointestinal and biliary system. | Discuss Evidence-based herbal medicines used for Gastrointestinal and biliary disorders. | | | Phytotherapy of GIT |
| 3 | 3 | Evidence-based herbal medicine: Cardiovascular system. | Discuss Evidence-based herbal medicines used for Cardiovascular disorders. | | | Phytotherapy of CVS |
| 4 | 4 | Evidence-based herbal medicine: Respiratory system. | Discuss Evidence-based herbal medicines used for respiratory disorders. | | | Phytotherapy of Respiratory system. |
| 5 | 5 | Evidence-based herbal medicine: Endocrine and reproductive systems. | Discuss Evidence-based herbal medicines used for Central Nervous System disorders. | | | Phytotherapy of Endocrine and reproductive systems |
| 6 | 6. | Herbs used CNS disorders. | Discuss Evidence-based herbal medicines used endocrine, reproductive and gynecological disorders. | | | Phytotherapy of CNS |
| 7 | 7 | Antimicrobial and antioxidant natural drugs | Discuss Evidence-based herbal medicines used for Antimicrobial and antioxidant natural drugs | | | Antimicrobial and antioxidant natural drugs. |
| 8 | 8 | Herbal anticancer drugs | Discuss Evidence-based herbal medicines used for Herbal anticancer drugs | | | Herbal anticancer drugs. |
| 9 | 9 | Evidence-based herbal medicine: Analgesics and anti-inflammatory herbal medicines. | Discuss Evidence-based Analgesics and anti-inflammatory | | | Herbal Analgesics and anti-inflammatory. |
| 10 | 10 | Evidence-based herbal medicine: Renal, urinary disorders, weight loss and immune system | Discuss Evidence-based herbal medicines for Herbs used for renal, urinary and weight loss. | | | Herbal medicines for renal, urinary and weight loss. |

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| 11 | 11. | Evidence-based herbal medicine: Eye nose, ear and skin disorders. | Discuss Evidence-based herbal medicines for eye, ear, nose and skin disorders. | | | eye, ear, nose and skin disorders |
| 12 | 12 | Evidence-based herbal medicine: The use of herbal medicines in pregnancy and lactation | Discuss use of herbal medicines in pregnancy and lactation | | | pregnancy and lactation |

Seventh: Assessment and evaluation plan

| Assessment tools | Date and duration (day/date/ time) | Subject matter covered in the exam | Type of questions | Grades out of 100 | Guidelines and instructions |
|------------------|------------------------------------|------------------------------------|---|-------------------|--|
| Mid-term exam | Week 8 | Lectures 1-6 | Matching, MCQs, short questions and discuss | 30 marks | Multitask exam measuring all kinds of the students talents with model answer from the lecture notes. |
| First quiz | Week 4 | Lectures 1-3 | Matching, MCQs, short questions | 5 marks | Multitask exam measuring all kinds of the students talents with model answer from the lecture notes |
| Student activity | Weeks (4-12) | Assignments, | Report and | 10 marks | Write a scientific report about a |

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| | | presentations | presentation oral | | topic related to the course |
| Second quiz | Week 4 | Lectures 7-9 | Matching, MCQs, short questions | 5 marks | Multitask exam measuring all kinds of the students talents with model answer from the lecture notes |
| Final exam | Week 16 | Lectures 1-13 | MCQ, Short essays, complete | 50 marks | Multitask exam measuring all kinds of the students talents with model answer from the lecture notes |

Eighth: Readings and further References

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| 1 | <p>Main Reference (Textbook) (correct citation in accordance to APA or other citation standards specific to discipline) From where student can get the textbook?</p> <ol style="list-style-type: none"> 1. Trease and Evans' Pharmacognosy, By W C Evans, 15th Edition (2015). Saunders; ISBN: 0702026182. 2. Fundamentals of Pharmacognosy and Phytotherapy by Michael Heinrich, Joanne Barnes, Simon Gibbons, and Elizabeth M. Williamson (2014). |
| Extra reading references and citations (books, internet cities, research papers) | |
| 2 | Web site dedicated to Medicinal plants and natural products available on the internet |

Ninth: The instructor's policy of dealing with students within the framework of the university laws, regulations, and guidelines (examples and prototypes).

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| 1 | Late attendance |
| 2 | Cheating and plagiarism |
| 3 | Absences |
| 4 | Late work policy |
| 5 | Exiting during the lecture period |
| 6 | Seating and student placement in the classrooms |
| 7 | Absence from an exam |
| 8 | Mobile phone use in the classroom |
| 9 | Eating and drinking |

Tenth: (for the instructor) Final and formative evaluation for the course instruction

- 1) Comments and reflections on students' answers of open ended question in the Course Evaluation Form.
- 2) Comments and reflections on students' statistical or numerical ratings of the items in the Course Evaluation Form(s).
- 3) Instructor's reflections and comments on students' performance and marks/grades statistical distribution in the course
- 4) Obstacles faced by the instructor in implementing the course plan
- 5) Points of strength found in the implementation of the course plan
- 6) Expected changes that need to be adopted into the course plan
- 7) Adopted assumptions by the instructor proven to be false
- 8) Mark/grade optimization in light of possible measurement or assessment (by tests or rubrics) sources of errors