



**Jordan University of Science and Technology**  
**Faculty of Pharmacy**  
**Pharmacy Department**

PHAR762 Patient-Reported Outcomes - JNQF Level: 9
First Semester 2024-2025

Course Catalog
3 Credit Hours. This 3-credit hour course is designed to provide the students with measures used to assess a patient's health status in areas such as quality of life, functionality, and behaviors using several validated survey tools. PRHO provided by patients before, during, or after an illness plays a significant tool in assessing the outcomes from a patient's perspective and the impact of the intervention.
<b>Teaching Method:</b> On Campus

Text Book	
<b>Title</b>	Week 1
<b>Author(s)</b>	Book
<b>Edition</b>	1st Edition
<b>Short Name</b>	Ref 1
<b>Other Information</b>	eBook is Available: file:///Users/user/Downloads/Tim%20Benson%20-%20Patient-Reported%20Outcomes%20and%20Experience_%20Measuring%20What%20We%20Want%20From%20PROMs%20and%20PREMs-Springer%20(2022).pdf

**Course References**

Short name	Book name	Author(s)	Edition	Other Information
Ref_2	Week 2	Online Resource	1st Edition	Patient-reported outcome measures and the evaluation of services <a href="https://www.ncbi.nlm.nih.gov/books/NBK361255/">https://www.ncbi.nlm.nih.gov/books/NBK361255/</a> ; <a href="https://www.fda.gov/science-research/focus-areas-regulatory-science-report/focus-area-patient-reported-outcomes-and-other-clinical-outcome-assessments">https://www.fda.gov/science-research/focus-areas-regulatory-science-report/focus-area-patient-reported-outcomes-and-other-clinical-outcome-assessments</a> <a href="https://toolkit.ncats.nih.gov/glossary/observer-reported-outcomes/">https://toolkit.ncats.nih.gov/glossary/observer-reported-outcomes/</a> <a href="https://minesparis-psl.hal.science/hal-03040858/document">https://minesparis-psl.hal.science/hal-03040858/document</a>
Ref_3	Week 3	Online Resource	1st Edition	Types of Patient-Reported Outcomes: <a href="https://www.ncbi.nlm.nih.gov/books/NBK424381/">https://www.ncbi.nlm.nih.gov/books/NBK424381/</a>
Ref_4	Week 4	Online Resource	1st Edition	<a href="https://training.cochrane.org/handbook/current/chapter-18">https://training.cochrane.org/handbook/current/chapter-18</a> ; <a href="https://minesparis-psl.hal.science/hal-03040858/document">https://minesparis-psl.hal.science/hal-03040858/document</a>
Ref_5	Week 5	Online Resource	1st Edition	<a href="https://training.cochrane.org/handbook/current/chapter-18">https://training.cochrane.org/handbook/current/chapter-18</a>
Ref_6	Week 6	Book	1st Edition	Ref #1
Ref_7	Week 7	Online Resource	1st Edition	<a href="https://usq.pressbooks.pub/socialscienceresearch/chapter/chapter-9-survey-research/">https://usq.pressbooks.pub/socialscienceresearch/chapter/chapter-9-survey-research/</a>
Ref_8	Week 8	Online Resource	1st Edition	Grove, Birgith Engelst, Annette de Thurah, Per Ivarsen, Ann Katrine Kvisgaard, Niels Henrik Hjollund, Regine Grytnes, and Liv Marit Valen Schougaard. "Remote Symptom Monitoring Using Patient-Reported Outcomes in Patients With Chronic Kidney Disease: Process Evaluation of a Randomized Controlled Trial." JMIR formative research 8, no. 1 (2024): e48173.
Ref_10	Week 10	Online Resource	1st Edition	<a href="https://socialsci.libretxts.org/Bookshelves/Social_Work_and_Human_Services/Social_Science_Research_-_Principles_Methods_and_Practices_(Bhattacharjee)/09%3A_Survey_Research/9.04%3A_Biases_in_Survey_Research">https://socialsci.libretxts.org/Bookshelves/Social_Work_and_Human_Services/Social_Science_Research_-_Principles_Methods_and_Practices_(Bhattacharjee)/09%3A_Survey_Research/9.04%3A_Biases_in_Survey_Research</a>
Ref_11	Week 11	Book	1st Edition	Ref #1
Ref_12	Week 12	Book	1st Edition	Ref #1
Ref_13	Week 13	Book	1st Edition	Ref #1
Ref_14	Week 14	Book	1st Edition	Ref #1
Ref_15	Week 15	Online Resource	1st Edition	Grove, Birgith Engelst, Annette de Thurah, Per Ivarsen, Ann Katrine Kvisgaard, Niels Henrik Hjollund, Regine Grytnes, and Liv Marit Valen Schougaard. "Remote Symptom Monitoring Using Patient-Reported Outcomes in Patients With Chronic Kidney Disease: Process Evaluation of a Randomized Controlled Trial." JMIR formative research 8, no. 1 (2024): e48173.

Instructor	
Name	Dr. SUHAIB MUFLIH
Office Location	-
Office Hours	
Email	smmuflih@just.edu.jo

Class Schedule & Room	
Section 1: Lecture Time: Tue : 08:30 - 11:30 Room: U	

Tentative List of Topics Covered		
Weeks	Topic	References
Week 1	Introduction: General definition of clinical outcome assessment (COA); types of COAs; Categorizing PROs according to their degree of generality; Observer-reported outcomes (ObsRO)	From Ref 1
Week 2	Patient-related health outcomes (PRHO): Applications and Challenges	From Ref 1, From Ref 2
Week 3	Types of Patient-Reported Outcomes	From Ref 3
Week 4	Appraisal and comparisons of measures	From Ref 4
Week 5	Synthesis and interpretation of evidence based on PRHO	From Ref 5
Week 6	Design and psychometric properties of a questionnaire; items and scale development	From Ref 1, From Ref 6
Week 7	Health-related Survey Research	From Ref 7
Week 8	Remote Symptom Monitoring Using Patient- Reported Outcomes	From Ref 8
Week 9	Mid Term Exam	
Week 10	Patient-reported outcomes: paper versus electronic survey administration	From Ref 10
Weeks 1, 11	Selecting the right PRHO and Basic PRHO Analysis	From Ref 1, From Ref 11
Week 12	Patient-Reported Outcomes in Patients with Chronic diseases	From Ref 1, From Ref 12
Week 13	Quality Adjusted Life-Years (QALY),	From Ref 1, From Ref 13
Weeks 1, 14	Person-Reported Experience Measure	From Ref 14
Week 15	Remote Symptom Monitoring Using Patient- Reported Outcomes	From Ref 15
Week 16	Final Exam	

Mapping of Course Outcomes to Program Outcomes and NQF Outcomes	Course Outcome Weight (Out of 100%)	Assessment method
Define relevant patient-reported health outcomes (PRHO) [1PLO1.1] [1L9K3]	20%	
Identify several PRHO measures. [1PLO2.1] [1L9K2]	20%	
Evaluate the quality of PRHO measures, including validity and reliability [1PLO3.2] [1L9S2]	20%	
Interpret the evidence-based on PRHO [1PLO2.4] [1L9S3]	20%	
Design clinical research based on PRHO [1PLO3.3] [1L9S3]	20%	

PLO1.1	PLO2.1	PLO3.2	PLO3.3	PLO2.2	PLO2.3	PLO2.4	PLO3.1	PLO3.4	PLO3.5	PLO3.6	PLO4.1	PLO4.2	PLO4.3	PLO4.4	PLO5.1	PLO-PT1.1	PLO-PT2.1	PLO-PT2.2	PLO-PT3.1
20	20	20	20			20													

Relationship to NQF Outcomes (Out of 100%)			
L9K2	L9K3	L9S2	L9S3
20	20	20	40

Evaluation	
Assessment Tool	Weight
MidExam	30%
Active Learning	20%
Final	50%

Policy

Exams	<p>? All exams are closed books and notes.</p> <p>? The final exam is comprehensive (covers all the material).</p> <p>? The first, second, and midterm incomplete exams need approval from the departments? heads.</p> <p>? The final incomplete exams need approval from the dean.</p>
Attendance	<p>? Attendance is mandatory and will be recorded regularly. ? Excellent attendance is expected.</p> <p>? Students who miss more than 20% of the classes will be dropped from the course as per JUST policy. ? If you miss class, it is your responsibility to find out about any announcements or assignments you may have missed.</p>
Cheating	<p>Prohibited; The commitment of the acts of cheating and deceit such as copying during examinations, altering examinations for re-grade, plagiarism of homework assignments, and in any way representing the work of others as your own is dishonest and will not be tolerated. Standard JUST policy will be applied.</p> <p>المادة 7: إذا ضبط الطالب أثناء الامتحان أو الاختبار متنكباً بالغش فتوقع عليه العقوبات التالية مجتمعة: أ- اعتباره راسباً في ذلك الامتحان أو الاختبار. ب- الغاء تسجيله في بقية المساقات المسجل لها في ذلك الفصل. ج- فصله من الجامعة لمدة فصل دراسي واحد، و هو الفصل التالي للفصل الذي ضبط فيه.</p>
Communicating with Instructor	<p>? Students should communicate through their official JUST emails. Communication through personal email accounts (yahoo, Gmail, Hotmail, etc.) or social media will NOT be accepted, and no response will be provided.</p> <p>? Students are required to check their emails and the E-learning page of the course regularly for announcements and notifications</p>
Classroom Etiquette	<p>? Respect o Respect people, places, and things. o Raise your hand to speak. o Listen respectfully. o Food and drink are not permitted in class. o Do not engage in aside conversations.</p> <p>? Participation or Disruption: o Do not hesitate to ask questions at any time, especially if you are unsure of something. o Listen to other students' questions to avoid asking the same question five minutes later. o Allow your classmates to participate in class discussions and refrain from taking advantage of all opportunities for active participation. ? Cell Phones and Electronic Devices:</p> <ul style="list-style-type: none"> <li>- Texting is not permitted in class. o The use of cell phones, smartphones, or other mobile communication devices is disruptive and is therefore prohibited during class without permission. o Your phone should be turned off. If you must keep your phone on, you should set it to vibrate or silent mode and leave class if you receive an emergency call. o Except in emergencies, those using such devices must leave the classroom for the remainder of the class period.</li> <li>- Do not use your laptop in class for browsing the Internet or using social media while in class.</li> </ul> <p>? Missing a Class: Do not miss classes.</p> <ul style="list-style-type: none"> <li>- It is not appropriate to ask the professor if you missed anything important if you miss class. Obviously, something of importance was missed, you missed a whole class! o Whenever you are absent from class, it is your responsibility to make up the work and to get notes, not your professor?s.</li> <li>- If you need to leave early, notify the instructor.</li> </ul> <p>? Be Punctual: Make sure you arrive to class on time.</p>
Email Etiquett	<p>? Type your email in the body of the email NOT in the subject line. ? Provide a clear subject line. Keep it short and to the point, but not vague. Name, class, and what the email is specifically about should be in the subject line. ? Body of the email: Your emails should always start with a formal greeting like you would in a letter, be brief (one screen length), check your spelling/grammar/punctuation, use a professional font (not decorative), and include a salutation aligned with your message (Thank you or Sincerely).</p> <p>? Avoid sending an email to your professor asking about grades or complaining about them. Schedule an appointment to meet in person to discuss areas for improvement if you have inquiries.</p> <p>? Consider the impression your tone will make in the email. It is recommended waiting 24 hours before sending an email or responding to an email if you are emotionally charged.</p> <p>? It is not appropriate to write in ALL CAPS. This conveys the impression that you are shouting at the recipient. ? Make sure you read and reread your email before sending it. Make sure your emails are grammatically correct, have proper titles, and are properly spelled.</p> <p>? If you have multiple questions or the message runs long, you might consider revising the message or scheduling a face-to-face meeting.</p> <p>? You should double-check your ATTACHMENTS. Refer to your attachments within the body of your email. It is advisable to avoid attaching large files and to consider sending the document as a PDF.</p> <p>? Please allow sufficient time for a response. The sender and receiver should both allow sufficient time. As a rule of thumb, 24 work hours should be given. If sending emails after official work hours or during formal vacations, a delay in response is expected. Following that, if no response is received, you can follow up.</p>
Withdraw	<p>- Last day to drop the course is before the twelve (12th) week of the current semester</p>