



## Jordan University of Science and Technology

### Faculty of Pharmacy

### Doctor Of Pharmacy (Pharm D.) Department

PHMD684 Clinical Training: Pediatric Oncology - JNQF Level: 7

Second Semester 2024-2025

#### Course Catalog

4 Credit Hours. This course is focused on the approach used to clinically manage pediatric patients with cancer. The course discusses guidelines for selection and implementation of chemotherapeutic protocols and monitoring for adverse effects and response to treatment. The course is also expected to cover advancements in pediatric oncology/hematology management including targeted treatments and bone marrow transplantation. In addition, the course discusses palliative and supportive measures of pharmaceutical care provided to pediatric patients with cancer.

**Teaching Method:** On Campus

#### Text Book

<b>Title</b>	Lanzkowsky's Manual of Pediatric Hematology and Oncology
<b>Author(s)</b>	Philip Lanzkowsky Jeffrey M. Lipton Jonathan D. Fish.
<b>Edition</b>	7th Edition
<b>Short Name</b>	Ref #1
<b>Other Information</b>	

#### Course References

Short name	Book name	Author(s)	Edition	Other Information
Ref #2	Pharmacotherapy: A Pathophysiologic Approach	Joseph DiPiro, Robert L. Talbert, Gary Yee, Barbara Wells, L. Michael Posey.	11th Edition	
Ref #3	The Children's Oncology Group	The Children's Oncology Group	30th Edition	
Ref #4	UpToDate	UpToDate	30th Edition	
Ref #5	Lexi-Comp Online	Lexi-Comp Online	30th Edition	

#### Class Schedule & Room

Section 1:  
Lecture Time: Sun, Mon, Tue, Wed, Thu : 09:00 - 11:00  
Room: HOSPITAL

Section 2:  
Lecture Time: Sun, Mon, Tue, Wed, Thu : 11:00 - 13:00  
Room: HOSPITAL

Section 3:  
Lecture Time: Sun, Mon, Tue, Wed, Thu : 13:00 - 15:00  
Room: HOSPITAL

Section 4:  
Lecture Time: Sun, Mon, Tue, Wed, Thu : 15:00 - 17:00  
Room: HOSPITAL

#### Tentative List of Topics Covered

Weeks	Topic	References
Weeks 1, 2, 3, 4	Neuroblastoma	Chapter 19 From Ref #1
Weeks 1, 2, 3, 4	Wilms tumor	Chapter 25 From Ref #1
Weeks 1, 2, 3, 4	Ewing sarcoma	Chapter 27 From Ref #1
Weeks 1, 2, 3, 4	Osteosarcoma	Chapter 27 From Ref #1
Weeks 1, 2, 3, 4	Rhabdomyosarcoma and other soft tissue sarcomas	Chapter 26 From Ref #1
Weeks 1, 2, 3, 4	Glioma	Chapter 23 From Ref #1
Weeks 1, 2, 3, 4	Retinoblastoma	Chapter 28 From Ref #1
Weeks 1, 2, 3, 4	Leukemias	Chapters 18 and 19 From Ref #1, Chapter 151 From Ref #2
Weeks 1, 2, 3, 4	Lymphomas	Chapters 21 and 22 From Ref #1, Chapter 149 From Ref #2
Weeks 1, 2, 3, 4	Hematopoietic stem cell transplantation (Only Complications)	Chapter 31 From Ref #1, Chapter 157 From Ref #2
Weeks 1, 2, 3, 4	Supportive care of patients with cancer	Chapters 32 From Ref #1
Weeks 1, 2, 3, 4	Evaluation, investigations, and management of late effects of childhood cancer	Chapter 33 From Ref #1

Mapping of Course Outcomes to Program Outcomes and NQF Outcomes	Course Outcome Weight (Out of 100%)	Assessment method
Utilize tools to independently gather medication histories, physical findings, laboratory tests, and pharmacokinetic data to select and recommend optimal drug therapy for individual patients as necessary. [1PLO1.1] [1L7S1, 1L7C2]	25%	
Identify potential drug-related problems through the monitoring of basic pharmacokinetic and pharmacodynamic parameters and assessing past and current patients' histories [1PLO2.1] [1L7S2, 1L7C4]	25%	
Apply current drug therapy information from the literature in formulating recommendations and comprehensive pharmaceutical care plan. [1PLO3.1] [1L7S3, 1L7C3]	30%	
Explain to patients and/or caregivers the appropriate use of medications utilizing medication therapy management principles when possible. [1PLO4.4] [1L7C1, 1L7C4]	20%	

Relationship to Program Student Outcomes (Out of 100%)															
PLO1.1	PLO2.1	PLO2.2	PLO2.3	PLO2.4	PLO3.1	PLO3.2	PLO3.3	PLO3.4	PLO3.5	PLO3.6	PLO4.1	PLO4.2	PLO4.3	PLO4.4	PLO5.1
25	25				30										20

Relationship to NQF Outcomes (Out of 100%)							
L7S1	L7S2	L7S3	L7C1	L7C2	L7C3	L7C4	
12.5	12.5	15	10	12.5	15	22.5	

Evaluation	
Assessment Tool	Weight
Daily evaluation	15%
Attitude	5%
Written quizzes	10%
Active learning/Formal case presentation	20%
Active Learning/In-service	5%
Active Learning/OSCE	5%
Final Exam	40%

Policy
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Exams	The format for exam includes multiple-choice, case scenarios, and short essay questions. Grades will not be given out via e-mail
Makeup Exams	Makeup exam should not be given unless there is a valid excuse. Arrangements to take an exam at a time different than the one scheduled MUST be made prior to the scheduled exam time.
Withdrawal	Withdrawal from the course must meet the university deadline as stated in the current student academic calendar.
Cheating	Prohibited. In case of cheating the student will be subject to punishment according to the standard regulations and protocols of JUST.
Attendance	1. Excellent attendance is expected. 2. JUST policy requires the faculty member to assign a ZERO grade (35%) if a student misses 20% of the classes. 3. If you miss class, it is your responsibility to find out about any announcements or assignments you may have missed.
Workload	Average work-load student should expect to spend is 6 - 12 hours/week
Communication with Instructors	1. Students should communicate through their official JUST emails only. Communication through personal email accounts (Yahoo, Gmail, Hotmail, etc.) or social media will NOT be accepted, and no response will be provided. 2. Students are required to check their JUST email accounts and the E-learning page of the course regularly for announcements and notifications.
Training Site Etiquette	1. Make sure you arrive to training site on time. 2. Respect people, places, and things. 3. Adhere to dress code and training instructions. 4. Food and drink are not permitted in training sites. 5. Do not engage in aside conversations. 6. Cell phones and electronic devices are not allowed during official training time, in medical rounds, discussions, and in the patient rooms.
Email Etiquette	1. Type your email into the body of the email NOT in the subject line. 2. 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. 3. 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). 4. 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. 5. Consider the impression your tone will make in the email. It is recommended to wait 24 hours before sending an email or responding to an email if you are emotionally charged. 6. It is not appropriate to write in ALL CAPS. This conveys the impression that you are shouting at the recipient. 7. 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. 8. If you have multiple questions or the message runs long, you might consider revising the message or scheduling a face-to-face meeting. 9. 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. 10. 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.

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