

REVIEW

of the syllabus for the discipline “Clinical Pharmacology”

The syllabus for the discipline “Clinical Pharmacology” is designed for students of clinical and pharmaceutical programs and reflects modern approaches to teaching one of the key disciplines responsible for the development of clinical reasoning and rational pharmacotherapy skills.

The document complies with the requirements for educational and methodological support of the academic process and takes into account international recommendations, including WHO principles and Good Prescribing Practice (GPP) standards. The structure of the syllabus is logically organized, presenting the course aim, objectives, expected learning outcomes, detailed thematic plan, teaching methodologies, assessment forms, and grading criteria.

The syllabus is aligned with the **Dublin Descriptors**, clearly outlining levels of knowledge, practical skills, and clinical competencies. This highlights the compliance of the program with the **European Qualifications Framework**, contributing to the internationalization of the educational process.

Special attention is given to the incorporation of **modern active learning methods**, such as:

- **CBL (Case-Based Learning)** – promoting individualized therapeutic thinking and critical reasoning through clinical scenarios;
- **PBL (Problem-Based Learning)** – fostering analytical skills and decision-making in uncertain clinical situations;
- **SP (Standardized Patient)** – enhancing communication, clinical diagnosis, and treatment planning skills through simulated patient encounters.

Given the nature of clinical pharmacology, **interdisciplinary integration** with internal medicine, surgery, anesthesiology, and other clinical disciplines is a key component and is well-reflected in the course content.

The syllabus covers major areas such as principles of rational drug prescribing, pharmacotherapy of various diseases, evidence-based medicine, drug safety, adverse effects, and drug interactions. The recommended literature includes current national and international sources, including clinical guidelines and evidence-based references.

The assessment strategies reflect a competency-based approach: testing, clinical case analysis, evaluation of clinical reasoning, mini-OSCEs, and elements of self-assessment are included, ensuring a comprehensive evaluation of students’ progress.

Conclusion:

The syllabus for “Clinical Pharmacology” is a modern and methodologically sound document that meets the standards of contemporary medical education and international best practices. The use of active learning strategies, the focus on developing clinical thinking, and therapeutic responsibility indicate a high-quality educational design. The syllabus is recommended for approval and implementation into the academic curriculum.

Reviewer:

Name, academic degree, position, department,
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REVIEW of the syllabus for the course "Clinical Pharmacology"

The syllabus for the course "Clinical Pharmacology" is intended for students in the medical/pharmaceutical fields and reflects the key goals and objectives of teaching this fundamental discipline.

The document has been developed in accordance with the requirements for educational and methodological support of the learning process and is aligned with international standards of medical education. The structure of the syllabus is logical and clearly organized: it includes the course objectives, learning outcomes, teaching plan, instructional methods, forms of assessment, and evaluation criteria.

The syllabus is based on the Dublin Descriptors, which clearly outline the levels of knowledge acquisition, skills, and competencies. This emphasizes the alignment of the course content with the European Qualifications Framework and contributes to the internationalization of the educational process.

Particular attention should be paid to the integration of modern active learning methods, such as:

- TBL (Team-Based Learning) – team-based learning that develops collaboration and responsibility skills;
- CBL (Case-Based Learning) – case-based learning that fosters practical and clinical thinking;
- PBL (Problem-Based Learning) – problem-oriented learning that stimulates analytical and research abilities.

The use of these approaches makes the learning process more interactive, enhances student engagement, and ensures the development of **clinical decision-making skills and therapeutic competencies** at the early stages of professional medical training.

The course content covers the core areas of clinical pharmacology, including **principles of rational prescribing, pharmacokinetics and pharmacodynamics in clinical contexts, drug classifications, mechanisms of action, adverse effects, drug interactions, and pharmacovigilance**. The thematic plan is organized in a logical sequence and aligns with the structure required for developing applied pharmacological knowledge in real-world clinical practice.

The recommended literature includes up-to-date national and international sources, including **clinical guidelines, WHO recommendations, and evidence-based pharmacotherapy resources**, allowing students to build a strong theoretical and practical foundation for safe and effective drug use.

The forms of knowledge assessment are diverse and competency-focused, including **clinical case analyses, MCQs, OSCE components, and reflective assessments**, providing a comprehensive evaluation of students' clinical pharmacology proficiency.

Conclusion:

The syllabus for the course "*Clinical Pharmacology*" is a modern and methodologically robust document that meets the requirements of the **competency-based approach** and international medical education standards. The inclusion of **CBL, PBL, and SP** methods, as well as alignment with the **Dublin Descriptors**, highlights the high quality of course design and its strong focus on the development of professional clinical competencies.

External Expert:

MD, Pharmacology expert

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