



# NURS12154 Pharmacology for Nursing Practice

## Term 1 - 2017

Profile information current as at 01/05/2024 12:40 am

All details in this unit profile for NURS12154 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

This unit provides you with information based on evidence and best practice principles in the safe use of medications across the lifespan. Knowledge of pharmacodynamics and pharmacokinetics as well as biochemical and microbial considerations are included to ensure safe nursing practice and quality use of medicines. You will also become familiar with the Australian legal requirements and ethical issues as they relate to the administration of medications. The content of this unit will be applied in the clinical nursing practice units.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites NURS11161 Clinical Nursing Practice 1 or NURS11154 Foundations of Nursing Practice 2 BIOH11005

Introduction to Anatomy and Physiology Co-requisite BIOH11006 Advanced Anatomy and Physiology

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Bundaberg
- Distance
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Online Quiz(zes)**

Weighting: 20%

#### 2. **Written Assessment**

Weighting: 30%

#### 3. **Written Assessment**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Moodle course evaluation

**Feedback**

"I really would have liked a video explaining the assignments." "A more thorough explanation and direction for the assessment tasks would have been helpful." "I believe that there should have been clearer expectations and explanations for the written assignments."

**Recommendation**

Video created that explains assessments.

**Action**

Video had been developed and placed on Moodle site.

#### Feedback from Moodle course evaluation

**Feedback**

"I do wish the weekly collaborate sessions continued up until end of term as they were so helpful"

**Recommendation**

Collaborate session to continue to end of course. Initially they were designed to be an alternative for distance students to have face-to-face time as the internal students had on-campus classes.

**Action**

This was introduced and students liked the face-to-face with the lecturer.

## Unit Learning Outcomes

**On successful completion of this unit, you will be able to:**

1. Examine the principles of quality use of medicines (QUM), as related to nursing practise
2. Consider the pharmacokinetic, pharmacodynamics, biochemical and microbial influences medications can have upon individuals across the lifespan
3. Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practise
4. Explore the use and implications of non-traditional and complementary pharmacological therapies.

The learning outcomes are linked to the Australian Nursing and Midwifery Accreditation (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse standards for practice.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Online Quiz(zes) - 20%</b>	•	•	•	•
<b>2 - Written Assessment - 30%</b>	•	•	•	•



## Textbooks and Resources

### Textbooks

NURS12154

#### Supplementary

#### **Pharmacology in Nursing: Australian & New Zealand Edition with Student Resource Access 12 Months**

Edition: 2nd edn (2017)

Authors: Broyles, B, Reiss, B, McKenzie, G, Pleunik, S & Page, R

Cengage Learning Australia

South Melbourne, Vic, Australia

ISBN: 9780170362030

Binding: Paperback

#### **Additional Textbook Information**

All readings are supplied as CROs (unit resource online) accessed on Unit Moodle page. If requiring a textbook, see the above recommended text.

[View textbooks at the CQUniversity Bookshop](#)

### IT Resources

#### **You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Nicole Blunt** Unit Coordinator  
[n.blunt@cqu.edu.au](mailto:n.blunt@cqu.edu.au)

## Schedule

### **Week 1 - 06 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Pharmacology	View On-line Lectures - Part a & b Refer Readings Library CRO - see Moodle unit site	All students view on line introduction/welcome message in Moodle. Review assignment tasks - especially due dates for Assessment 1.

### **Week 2 - 13 Mar 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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QUM and safety in medication administration	View On-line Lectures - Part A & B Refer Readings Library CRO - see Moodle unit site	Enrol in the NPS Medicationwise Learning website and commence modules/courses: 1. 'Quality Use of Medications for Health Professional Students' - <b>excluding</b> case studies <b>and</b> 2. 'Get it Right! Taking a Best Possible Medication History'
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### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Legal and ethical considerations in medication administration	View On-line Lecture Refer Readings Library CRO - see Moodle unit site	Complete both modules/courses from NPS Medicinewise Learning website to obtain certificates for Part 1 of Assessment 1.

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Medication across the lifespan: The Elderly, Paediatrics and Pregnant women	View On-line Lecture Refer Readings Library CROs - see Moodle unit site	Part 1 of Assessment 1 due Tuesday. Part 2 of Assessment 1 - Quiz 1 opened Friday.

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to treat Endocrine Imbalance	View On-line Lecture Refer Readings Library CRO & Article from Medicinewise website - see Moodle unit site	Complete Part 2 of assessment 1 - Quiz 1 closed Friday

### Vacation Week - 10 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

### Week 6 - 17 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to treat Cardiovascular Disorders	View On-line Lectures Refer Readings Library CRO - see Moodle unit site	Assessment 2 due Friday  <b>Written Assessment - Short Answer Questions</b> Due: Week 6 Friday (21 Apr 2017) 11:45 pm AEST

### Week 7 - 24 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
Anticoagulant agents	View On-line Lecture Refer Readings Library CRO & videos - see Moodle unit site	Part 3 of Assessment 1 - Quiz 2 opened Friday.

### Week 8 - 01 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to treat Respiratory Disorders	View On-line Lecture Refer Readings Library CRO - see Moodle unit site	Complete Part 3 of Assessment 1 - Quiz 2 - closed Friday

### Week 9 - 08 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Antimicrobial Agents Module 10: Agents used to control Pain and Inflammation	View On-line Lectures for Modules 9 & 10 Refer Readings Library CRO for each Module - see Moodle unit site	

### Week 10 - 15 May 2017

Module/Topic	Chapter	Events and Submissions/Topic

Agents used treat Mental Health Disorders	View On-line Lecture Refer Readings Library CRO - see Moodle unit site	Part 4 of Assessment 1 - Quiz 3 - opened Friday.
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### Week 11 - 22 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Non-traditional and Complementary Pharmacological Therapies	View On-line Lectures - Pats 1 & 2 Refer Readings Library CROs - see Moodle unit site	Complete Part 4 of assessment 1 - Quiz 3 - closed Friday

### Week 12 - 29 May 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review Week	View On-line Lecture - Unit Review	Assessment 3 due Monday  <b>Written Assessment - Development of Drug Protocol</b> Due: Week 12 Monday (29 May 2017) 11:45 pm AEST

### Review/Exam Week - 05 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 12 Jun 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Return Assessment 3 Monday 19th June (3 weeks after submission)

## Assessment Tasks

### 1 Modules and Online Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

## Assessment 1

Assessment 1 is spread out over the 12 week unit. This means that each part of assessment 1 will be opened at **different times** throughout the unit. Please ensure you note the due dates for each part of this assessment piece as there is no option to complete the quizzes once they are closed (see 'Essential Information' below).

#### **Assessment 1 consists of 4 parts:**

**Part 1 - NPS Medicinewise Modules:** consists of completion of 2 modules (5%). Due: Tues 28<sup>th</sup> March

- This part of the assessment is completed by accessing the NPS Medicinewise Learning website. The link to this is available under the 'Assessment for this unit' tab on the Moodle site. Once modules are completed, certificates need to be saved and then uploaded to the Moodle site - see Assessment tab left hand side of the Moodle page or the link under the 'Assessment for this unit' tab.

- The 2 modules to be completed are:

- 'Quality Use of Medicine for Health Professional Students'** (2.5% for uploading certificate confirming completion of module and submitted by due date). **NB: Do not compete the case studies**
- 'Get it Right! Taking a Best Possible Medication History'** (2.5% for uploading certificate confirming completion of module and submitted by due date)

**NB:** please ensure the **modules completed are 2017** and are the ones stated above. No other certificates will be accepted.

**Part 2. Quiz 1** - 10 multiple choice questions - opened Friday 31<sup>st</sup> March 2017 (wk 4). Closed

Friday 7<sup>th</sup> April 2017 (wk 5). (5%)

· Content of the unit modules 1, 3 and 4 are examined here.

**Part 3. Quiz 2** - 10 multiple choice questions - opened Friday 28<sup>th</sup> April 2017 (wk 7). Closed Friday 5<sup>th</sup> May 2017 (wk 8). (5%)

· Content of the unit modules 5, 6 and 7 are examined here.

**Part 4. Quiz 3** - 10 multiple choice questions - opened Friday 19<sup>th</sup> May 2017 (wk 10). Closed Friday 26<sup>th</sup> May 2017 (wk 11). (5%)

· Content of the unit modules 8, 9, 10 & 11 are examined here.

Access to quizzes are available via the links under the 'Assessment for this unit' tab on the Moodle site and are titled Quiz 1, Quiz 2 and Quiz 3, completed on the Moodle site - no uploads required.

### **Essential Information**

· Each online quiz is opened for 7 (seven) days (1 week - Friday to Friday) and a time limit of 1(one) hour to complete. There will be 2 (two) attempts available for each quiz.

· For online quizzes, there is no option for late completion. Once the quiz is closed as per the stipulated date, no further accesses to quizzes are available. Each quiz must be completed within the stipulated time-frame unless an approved extension has been granted. In the absence of an approved extension, there will be no opportunity to complete tasks after the stipulated closing date for each quiz and there will be no opportunity to apply a late penalty of 5% per day.

#### **Number of Quizzes**

4

#### **Frequency of Quizzes**

Other

#### **Assessment Due Date**

Part 1 Certificates: Tuesday 28<sup>th</sup> March 2017; Part 2 Quiz 1: Opened Friday 31<sup>st</sup> March 2017 (wk 4)/Closed Friday 7<sup>th</sup> April 2017 (wk 5); Part 3 Quiz 2: Opened Friday 28<sup>th</sup> April 2017 (wk 7)/Closed Friday 5<sup>th</sup> May 2017; Part 4 Quiz 3: Opened Friday 19<sup>th</sup> May 2017 (wk 10)/Closed Friday 26<sup>th</sup> May 2017.

#### **Return Date to Students**

Part 1: available 2 weeks after submission - 11<sup>th</sup> April 2017. Each online quiz will be marked online and results returned on completion.

#### **Weighting**

20%

#### **Minimum mark or grade**

You need to obtain at least 25% of the total overall marks to pass the unit and satisfy the learning outcomes.

#### **Assessment Criteria**

Part 1 must be submitted by uploading 2 certificates to the assessment site on the Moodle page.

Online quizzes are marked online.

#### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

#### **Submission**

Online

#### **Submission Instructions**

Certificates from completed Modules are to be uploaded via the submission site on the Moodle unit page. On-line quizzes are completed via the Moodle site.

#### **Learning Outcomes Assessed**

- Examine the principles of quality use of medicines (QUM), as related to nursing practise
- Consider the pharmacokinetic, pharmacodynamics, biochemical and microbial influences medications can have upon individuals across the lifespan
- Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practise
- Explore the use and implications of non-traditional and complementary pharmacological therapies.



## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Written Assessment - Short Answer Questions

### Assessment Type

Written Assessment

### Task Description

## Assignment 2 - Short Answer Questions (Topics)

Weighting: 30%

### Instructions

- Choose **3 (three)** topics from the list of topics below. **All students must complete topic 1** and choose another 2 (two) topics to answer from the remaining list.
- For each topic, you are required to write 500 – 600 words (+/- 10%). **Each topic is an individual topic** and needs to adhere to the stipulated word count (500-600 words). The total word count for all three topics: 1500-1800 words (+/- 10%).
- In-text referencing **is excluded** in the word count.
- Academic essay format is required which includes an introduction and conclusion for each topic you select **which is included** in the word count. As each topic is 500 - 600 words, a general rule of no more than 10% of the total word count should apply to these (50-60 words). For help with writing an academic essay please click the link 'Writing an Academic Essay' on the Moodle site (under the 'Assessment' tab) or see the ALC (Academic Learning Centre) for assistance.
- [APA referencing](#) is required (please click this link to access the APA abridged guide available via this link or on the course Moodle site under the 'Assessment' tab). Please note that referencing is worth 15% of your overall mark for this assessment.
- The study guide, course profile, and power-points supplied in the course Moodle site are **NOT** to be used as reference sources but are good resources to guide your answers. **NB:** journal articles less than 5 years old and textbooks less than 10 years old should only be used.

### List of Topics

#### Topic 1: Compulsory (All students must complete)

Read the clinical summary found on the Moodle site under Assessment 1 regarding the case study originating from a coronal inquest. Write 500-600 words addressing the following questions:

- a) Discuss and describe the type of medication error that occurred in this scenario.
- b) The Director of Medical Services gave evidence that a number of measures had been implemented following an investigation using a root cause analysis of this incident.

Discuss 1 (one) or 2 (two) safety measures that you feel would have been implemented to minimise the risk of such an error in drug administration occurring again.

#### Topic 2.

'Nurses are regularly confronted with ethical dilemmas in day to day practice and are regularly required to make ethical decisions, despite not always being aware of this fact (Oh & Gastmans, 2015)'.

You are required to identify an ethical principle and how this relates to clinical practice with reference to medications.

**Instructions:** To answer this topic, you are required to **watch a short vignette** involving Stanley and a nurse. In your response, in 500-600 words, address the following:

- Describe what is happening (the situation/scenario)
- Identify at least one **ethical principle** that could apply to this scenario, and describe what that principle/s mean in relation to this situation/scenario
- Discuss the ethical issues and or outcomes in applying that principle to the specific situation you described.

The vignette is supplied on the course Moodle site under the Assessment tab – Assessment 2.

It is expected that you write in third person (no 'I' or 'we' statements).

#### Topic 3.

Understanding pharmacokinetics (PK) is important for safety administering medications to patients. However the PK of drugs are altered by age i.e. in the elderly population group, when compared to adults.

Discuss PK i.e. absorption, distribution, metabolism and excretion that includes one aspect (for each part) that differs in

the elderly in comparison to adults. Include in your discussion at least 2 (two) to 3 nursing implications/interventions to ensure safety in administering medications to this population group.

**Topic 4.**

After reading the case study below, discuss in your answer, the questions that follow.

Case Study:

Mr. Benjamin Brown is a 16 year old male who has been admitted to hospital with a diagnosis of new-onset diabetes. His initial symptoms prior to his admission included a 10kg weight loss over the past few weeks, nausea, increased thirst and urination. He is stabilized, then placed initially on regular insulin – Humulin R.

Provide a discussion, with reference to Mr. Brown, that includes the following:

- a) Discuss the pathophysiology of Type 1 Diabetes (T1DM) vs Type 2 Diabetes (T2DM).
- b) State which type of diabetes (T1DM or T2DM) Mr. Brown has most likely been diagnosed with and why. Explain the rationale for why insulin is prescribed as the preferred medication to treat his diabetes.
- c) Describe the mechanism of action of insulin prescribed for Mr Benjamin Brown.
- d) Discuss considerations the nurse may need to be aware of when insulin is ordered and/or administered.

**Assessment Due Date**

Week 6 Friday (21 Apr 2017) 11:45 pm AEST

Use online Moodle assessment link.

**Return Date to Students**

Monday (8 May 2017)

Students who submit by the due date will have their assignments returned on Monday week 9.

**Weighting**

30%

**Minimum mark or grade**

You need to score at least 25% of overall marks for this assessment to pass the unit and satisfy the learning outcomes.

**Assessment Criteria**

**Assessment 2 Marking Criteria: NURS12154 Pharmacology for Nursing Practice Term 2 2016 Short Answer Topics**

Student name: Student Number:

<b>HD 85-100%</b>	<b>D 75-84%</b>	<b>C 65-74%</b>	<b>P 50-64%</b>	<b>F &lt;50%</b>	<b>Marks</b>
<b>Structure -15%</b>					
Excellent presentation of assignment with inclusion of all correct components, double line spaced, and 12 point font. Consistently accurate with spelling, grammar and use of punctuation. <b>5</b>	Well-presented assignment, double line spaced, and 12 point font. Generally accurate (1 or 2 errors) in spelling, grammar or use of punctuation. <b>4</b>	Well-presented assignment, double line spaced, and 12 point font. Occasional inaccuracies (3 or 4 consistent errors) with spelling, grammar or use of punctuation. <b>3</b>	Adequate assignment presentation, double line spaced with 12 point font. Frequent inaccuracies (5 to 7 consistent errors) with spelling, grammar or use of punctuation. <b>2.5</b>	Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or use of punctuation. <b>&lt;2.5</b>	
Clear and succinct introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. <b>5</b>	Clear and appropriate introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. <b>4</b>	Appropriate introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. <b>3</b>	Introduction and conclusion is apparent but there is no clear direction of the topic and topic not summarised as discussed. <b>2.5</b>	No recognisable introduction— the topic is not introduced and/or there is no direction offered as to the topic discussed and/or summarised or concluded as discussed. <b>2.5</b>	<b>/15</b>
Content is clearly relevant, the approach clearly and comprehensively addresses each topic and the discussion proceeds logically for each topic. Well linked to supporting literature. <b>5</b>	Content is relevant, the approach clearly addresses each topic and proceeds logically for each topic. Supporting literature is used appropriately. <b>4</b>	Content is appropriate and addresses each topic and for the most part proceeds logically for each topic. Minimal omissions in links to supporting literature. <b>3</b>	Content addresses each topic but at times is repetitive or lacks cohesion. Supporting literature used but frequent omissions in links identified. <b>2.5</b>	Content is irrelevant and or does not address each topic. There is a lack of cohesion. Little to no links to supporting literature. <b>&lt;2.5</b>	
<b>Approach and Argument -70%</b>					

Comprehensive consideration of all aspects of the assigned assessment task. Thorough understanding of relevance of content to nursing practice is clearly evident. 8.5-10	Broad consideration of most aspects of the assigned assessment task. Clearly demonstrates understanding of how content to nursing practice is relevant. 7.5-8	Adequate consideration of most aspects of the assigned assessment task. Generally demonstrates understanding of how content to nursing practice is relevant. 6.5-7	Content addresses the assigned assessment task. Demonstrates limited understanding of how content to nursing practice is relevant. 5-6	Content does not address the assigned assessment task. Fails to demonstrate understanding of required content. <5
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<b>Topic 1 (Compulsory Topic)</b> Comprehensively includes a detailed discussion of the topic with clear, coherent and convincing critical thought displayed. 17-20	Extensively includes a thorough discussion of the topic with well-developed critical thought evident. 15-16	Generally includes a reasonable discussion of the topic with critical thought developed and presented. 13-14	Demonstrates a limited discussion of the topic. Perceptible critical thought demonstrated. 12-10	Not able to provide a discussion or lacks cohesion in discussion of the topic. Lacks critical thought. <10
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<b>Topic 2 (2<sup>nd</sup> Topic student's paper)</b> Comprehensively includes a detailed discussion and understanding on the various aspects of the selected topic as per the assessment piece. 17-20	Extensively includes a thorough discussion on the various aspects of the selected topic as per the assessment piece. 15-16	Generally includes a reasonable discussion on the various aspects of the selected topic as per the assessment piece. 13-14	Demonstrates a limited discussion of the various aspects on the selected topic as per the assessment piece. 12-10	Not able to provide a discussion of the various aspects on the selected topic as per the assessment piece. Lacks critical thought. <10
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<b>Topic 3 (3<sup>rd</sup> Topic student's paper)</b> Comprehensively includes a detailed discussion and understanding of the various aspects of the selected topic as per the assessment piece. 17-20	Extensively includes a thorough discussion of the various aspects of the selected topic as per the assessment piece. 15-16	Generally includes a reasonable discussion of the various aspects of the selected topic as per the assessment piece. 13-14	Demonstrates a limited discussion of the various aspects of the selected topic as per the assessment piece. 12-10	Not able to provide a discussion of the various aspects of the selected topic as per the assessment piece. Lacks critical thought. <10
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**Referencing - 15%**

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 5	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 4	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 3	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 2.5	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. <2.5
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A minimum of 10 up-to-date references used including 5 or more up-to-date journal articles as well as relevant books and web sites spread consistently across all topics answered. 5	A minimum of 9 references used including 4-5 journal articles as well as relevant books and web sites spread consistently across all topics answered. 4	A minimum of 8 references used including 3-4 journal articles as well as relevant books and web sites spread consistently across all topics answered. 3	A minimum of 7 references used including 1-2 journal articles as well as relevant books and web sites spread consistently across all topics answered. 2.5	The required number of 7 references not used, required journal articles not sourced, or consistently spread across all topics answered. Relevant web sites not used. <2.5
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Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 4	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. 3	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 2.5	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. <2.5
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/70

/15

Total Marks /100

Grade:

Markers Comments:

Marker

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

## Submission Instructions

Using Moodle assessment link

## Learning Outcomes Assessed

- Examine the principles of quality use of medicines (QUM), as related to nursing practise
- Consider the pharmacokinetic, pharmacodynamics, biochemical and microbial influences medications can have upon individuals across the lifespan
- Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practise
- Explore the use and implications of non-traditional and complementary pharmacological therapies.

## Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 3 Written Assessment - Development of Drug Protocol

### Assessment Type

Written Assessment

### Task Description

## Assignment 3: Developing a Drug Protocol

**Due Date: Monday 29<sup>th</sup> May, 2017**

**Weighting: 50%**

A protocol defines a set of procedures or steps to be followed for the accomplishment of a given task. Your task for this assignment is to develop a drug protocol that covers all the requirements for you and other health personnel to follow in a hospital ward environment to ensure both safety and quality requirements for administering your chosen medication (as per the case studies below) are met.

### General Information

You are working on a ward and are a newly registered nurse to this area. You are required to administer medication to one of the patients assigned to you (which represent one of the supplied case studies below). You are unsure of how to give the medication and seek out the unit's medication protocol for help but are unable to find one. You approach the Nurse Unit Manager who suggests you develop a drug protocol for this medication to be utilised on the ward which includes **consideration of the patient when discharged i.e education.**

### Instructions:

1. You are to choose **ONE** of the following case studies below to write for your assignment.
2. The assignment consists of 2 parts (see point 3).

You are required to **download the [Template](#) (which will form Part A of your assignment)** supplied in a word document format which will allow you to directly add-in the information to each section. Any information supplied in italics in the template is to be deleted and replaced with your information. No section of this template is to be left blank. If no information is available then 'N/A' (indicating 'not applicable') is to be used. Please **do not** submit or convert this template to a PDF. This completed document, along with your discussion (Part B) is to be submitted as **one document** to the assessment

area of the Moodle site (see exemplar on the Moodle site).

3. The assignment has two parts.

**Part A: Development of Drug Protocol (see exemplar on Moodle site)**

Your task for this part of this assignment is to utilise the template supplied (which contains all the headings and additional information [in italics] guiding you as what is required) and develop a drug protocol that is specific medication related to the illness or disease stated in your chosen case study.

This means that if you choose:

Case study 1: You need to develop a drug protocol for the administration of salbutamol for treatment of asthma.

Case study 2: You need to develop a drug protocol for the administration of rivaroxaban for treatment in patients with atrial fibrillation.

Case study 3: You need to develop a drug protocol for the administration of ibuprofen for treatment of a pain and fever in children (birth to 5 years).

You are to only choose **1 (ONE)** case study from the list below.

**Part B: Justification and Critical discussion** (1200 words MAX)

You are required to justify and discuss this medication for treatment of the disease/illness in your chosen case study. Therefore this means if you choose Case Study 1, you need to justify or discuss why salbutamol is drug of choice to be prescribed for treatment of asthma i.e. what is the mechanism of action, what local guidelines exist, what evidence supports the use of this medication etc. that would, or would not, support administering this medication for the treatment of asthma. Suggested word length for this section - 500 to 600 words (max).

You are also required to critically discuss administering this medication to your patient incorporating the drug protocol in Part A. Basically your task here is to individualise the drug protocol to fit your patient. The drug protocol is a generic protocol and contains general information. **Each case study has questions to assist in addressing this section of the discussion.** You need to consider cultural and teaching aspects e.g: the section of your drug protocol titled 'Patient Advice & Education' may guide your discussion for this section: e.g if your patient education and advice includes a pamphlet, then you need to discuss whether or not this pamphlet would be appropriate taking into account the patient's culture or social background. Is it educationally appropriate for the age of the patient? What additional considerations would you need to consider? In your discussion you may need to consider the laboratory testing and or other medications prescribed that may be supplied in your case study. These are only suggestions to be used as a guide. Suggested word length for this section - 500 to 600 words (max).

**NB:** This section - Part B, needs to adhere to an Academic essay format which includes an introduction and conclusion - the justification and critical discussion are not individual sections so only requires one introduction and one conclusion for the entire discussion.

References are required to be in APA format. For help with writing an academic essay please refer to the articles under the Assessment tab of the Moodle page or see the ALC (Academic Learning Centre) for assistance. Only **one** reference list is required for both the drug protocol and discussion and presented at the end of the assessment.

The study guide, course profile, and power-points supplied in the course Moodle site are NOT to be used as reference sources but are good resources to guide your answers.

Journal articles less than 5 years old and textbooks less than 10 years old should only be

used.

Total word count for Section B = 1000 - 1200 (max) words - excluding in-text referencing.

## **Case Studies**

The following case studies are fiction in both name and any personal information. Any relevance to any person or place is merely co-incidental.

Your requirement for this assignment is to choose **ONE** case study below.

### **Case study 1:**

Miss Shana Bell is an 18 year old who has a history of asthma. She has been admitted to the medical ward after presenting to the emergency department via ambulance with a severe flare-up of her asthma. She presented to the emergency department with a 3 (three) day history of increasing shortness of breath requiring increasing use of her salbutamol puffer (which she had run out of that morning) and unable to talk full sentences on arrival.

Miss Bell has a partner and young child who accompany her to the ward. Miss Bell is a heavy smoker and has been smoking since the age of 14. The acute signs and symptoms of her asthma has passed and Miss Bell is being prepared for discharge in the following days from the medical ward. Both her and her partner are unemployed and live in a 1 bedroom apartment so have very little money for medications.

The doctor has charted Miss Bell 2 (two) puffs every 4 (four) hours of salbutamol (Ventolin) metered dose inhaler (MDI) PRN, and 3 days of high dose prednisolone 50 mgs daily. She is for regular 4th hourly observations. Recent observations are within normal ranges. Miss Bell has had bloods attended and results are unremarkable.

All medications are listed below.

Past medical history is of previous presentations with uncontrolled asthma with no history of admissions to hospital previously.

Medications on admission:

- salbutamol (Ventolin) inhaler 2 puffs 4hrly PRN
- prednisolone 50 mg daily for 5 days

Miss Bell is to be discharged on an inhaled corticosteroid - fluticasone propionate 250mcg (Flixotide) MDI 2 puffs daily.

Questions (to assist in answering the critical discussion section of Part B):

- a) Does this protocol fit, or is it able to be utilised, for Miss Bell?
- b) Discuss the importance of this medication in treatment of Miss Bell's asthma. Are there any perceivable issues relevant to Miss Bell's circumstances?
- c) What potential problems exist for Miss Bell in adhering to her medication regime to control her asthma? What strategies could be suggested to assist her monitoring/reducing flare-ups of her asthma?
- d) What advice and education could be offered to Miss Bell and/or her family to help ensure adherence to her medication regime including the addition of taking the new inhaled medication fluticasone?

### **Case Study 2:**

Mr Lee is a 78 year old gentleman who has recently emigrated to Australia from China and speaks little to no English. He has been admitted to the medical ward for monitoring and commencement of an anticoagulant after presenting to the emergency department with new onset of atrial fibrillation. Mr Lee weighs 75 kgs and is 158cms tall. Mr Lee is



accompanied by his wife, Chen and adult daughter, Xia who are always in attendance. Mr Lee currently resides with his wife at their daughter's residence. His daughter speaks for Mr Lee in all communications with the staff and translates basic information for him including his menu choices. His wife assists with Mr Lee's ADLs. Mr Lee is being prepared for discharge in the next couple of days and his heart rhythm remains in atrial fibrillation. Past medical history is unremarkable other than hypertension and high cholesterol.

The doctor has charted Mr Lee rivaroxaban orally 10mg due 6pm daily on admission to the medical ward. All other medications are listed below.

**Additional Medications on admission:**

- metoprolol 50mgs daily
- atorvastatin 40 mg nocte
- aspirin 150 mg mane

**Most recent observations and laboratory results:**

- Heart rate: 72 - 87 beats/min and irregular on palpation of radial artery
- Blood pressure: 129/65
- Temperature: afebrile
- ECG: shows atrial fibrillation
- CrCl: 50mL/min

Questions (to assist in answering the critical discussion section of Part B):

- a) Does this protocol fit, or is it able to be utilised, for Mr Lee?
- b) Discuss any potential issues taking rivaroxaban with current medications.
- c) Discuss advice and education/strategies that can be offered to Mr Lee and his daughter/wife to help adhere to the medication regime and safely taking rivaroxaban at home? Consider cultural aspects.

**Case Study 3:**

You are the nurse at a local health centre. Mrs Broome has brought Makayla, her 2 year old daughter for concerns regarding an ongoing earache. Makayla is from an indigenous background and resides with her extended family in a rural and remote area of Australia. Both she and her mother have travelled some distance to see the doctor. Makayla has a temperature of 38.5 and unsettled with bouts of crying. The doctor diagnoses Makayla with acute otitis media (middle ear infection) and has prescribed some antibiotics. Makayla has had 4 (four) previous episodes of otitis media in the last 12 months otherwise has no other health problems and takes no regular medications. The doctor has advised Mrs Broome to administer ibuprofen for pain and fever associated with this infection and calls you to administer a dose of ibuprofen prior to Makayla and her mother leaving the clinic. Makayla weighs 14kgs.

The doctor has prescribed 140mg ibuprofen 6hrly PRN for the pain and fever.

Questions (to assist in answering the critical discussion section of Part B):

- a) Does this protocol fit, or is it able to be utilised, for Makayla Broome?
- b) Discuss if this medication can be safely administered to Makayla.
- c) Discuss education necessary for Makayla's mother to adhere to the safe administration of ibuprofen. Consider cultural aspects.
- d) What education and advice could be suggested to Makayla's mother to assist with preventing further episodes of otitis media as a means of employing preventive measures decreasing medication requirements? Consider cultural aspects.

**Assessment Due Date**

Week 12 Monday (29 May 2017) 11:45 pm AEST

Use online Moodle assessment link.

**Return Date to Students**

Exam Week Friday (16 June 2017)

NB: Return date is 3 weeks after due date which is Monday 19th June 2017 NOT 16th June. Marked assessments will be uploaded into moodle.

**Weighting**

50%

**Minimum mark or grade**

You need to score at least 25% of the overall marks for this assessment to pass the unit and satisfy the learning outcomes.

**Assessment Criteria**

## Assessment 3 Marking Criteria: NURS12154 Pharmacology for Nursing Practice: Drug Protocol

Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Marks
<b>Structure -15%</b>					
Excellent presentation of assignment with inclusion of all correct components. 1.5 line spacing, and 12 point font used in the discussion. Consistently accurate with spelling, grammar and use of punctuation. <b>5</b>	Well-presented assignment with inclusion of correct components - minor discrepancies. 1.5 line spacing and 12 point font used in the discussion. Generally accurate (1 or 2 errors) in spelling, grammar or use of punctuation. <b>4</b>	Well-presented assignment with inclusion of all components. 1.5 line spacing, and 12 point font used in the discussion. Occasional inaccuracies (3 or 4 consistent errors) with spelling, grammar or use of punctuation. <b>3</b>	Adequate assignment presentation. Minor exclusion of components. 1.5 line spacing with 12 point font used in the discussion. Frequent inaccuracies (5 to 7 consistent errors) with spelling, grammar or use of punctuation. <b>2.5</b>	Poorly presented assignment. Absence/major exclusion of important components. 1.5 line spacing not used and 12 point font not used in the discussion. Many inaccuracies in spelling, grammar or use of punctuation. <b>&lt;2.5</b>	<b>/15</b>
Clear and succinct introduction and conclusion that introduces and outlines the direction of the case study discussed and a conclusion that sums up the discussion. <b>5</b>	Clear and appropriate introduction and conclusion that introduces and outlines the direction of the case study discussed and a conclusion that sums up the discussion. <b>4</b>	Appropriate introduction and conclusion that introduces and outlines the direction of the case study discussed and a conclusion that sums up the discussion. <b>3</b>	Introduction and conclusion is apparent but there is no clear direction of the case study discussed and/or a conclusion that sums up the discussion. <b>2.5</b>	No recognisable introduction and/or conclusion — topic is not introduced and/or no direction offered of the case study discussed and/or no conclusion that sums up the discussion. <b>&lt;2.5</b>	
Content is clearly relevant to the topic. The approach clearly and comprehensively addresses the topic and the discussion proceeds logically. Well linked to supporting literature. <b>5</b>	Content is relevant to the topic, the approach clearly addresses the topic and proceeds logically. Supporting literature is used appropriately. <b>4</b>	Content is appropriate and addresses the topic and for the most part proceeds logically. Minimal omissions in links to supporting literature. <b>3</b>	Content addresses the topic but at times is repetitive or lacks cohesion. Supporting literature used but frequent omissions in links identified. <b>2.5</b>	Content is irrelevant and or does not address the topic. There is a lack of cohesion. Little to no links to supporting literature. <b>&lt;2.5</b>	
<b>Approach and Argument (70%)</b>					
Comprehensive consideration of all aspects of the assessment piece. Demonstrated thorough understanding of relevance of content is clearly evident to nursing practice. <b>8.5-10</b>	Broad consideration of most aspects of the assigned assessment task. Clearly demonstrates understanding of how content is relevant to nursing practice. <b>7.5-8</b>	Adequate consideration of most aspects of the assigned assessment task. Generally demonstrates understanding of how content is relevant to nursing practice. <b>6.5-7</b>	Content addresses the assigned assessment task. Demonstrates limited understanding of how content is relevant to nursing practice. <b>5-6</b>	Content does not address all aspects of the assessment task. Inadequate description of required content and no demonstration of understanding of required content relevant to nursing practice. <b>&lt;5</b>	



Comprehensively presents a detailed <b>drug protocol</b> that includes the considerations for the appropriate administration of the medication relevant to the diagnosed disease process in the case study with clear, coherent and convincing critical thought displayed. 17-20	Extensively includes a thorough drug protocol including the considerations for the appropriate administration of the medication relevant to the diagnosed disease process in the case study with well-developed critical thought evident. 15-16	Generally includes a reasonable presentation of drug protocol including considerations for the appropriate administration of the medication relevant to the diagnosed disease process in the case study with critical thought developed and presented. 13-14	Basic presentation of drug protocol and discussion with basic consideration for the appropriate administration of the medication relevant to the diagnosed disease process in the case study. Perceptible critical thought. 10-12	Incomplete, inadequate or no presentation of drug protocol with minimal, inadequate inclusion of considerations for the appropriate administration of the medication relevant to the diagnosed disease process in the case study. <10
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Comprehensively includes an extensive <b>detailed discussion justifying</b> the use of the medication relevant to the disease process in the case study with clear, coherent and convincing critical thought displayed. 17-20	Extensively includes a thorough discussion justifying the use of the medication relevant to the disease process in the case study with well-developed critical thought displayed. 15-16	Generally includes a reasonable discussion of justifying the use of the medication relevant to the disease process in the case study with critical thought evident. 13-14	Basic presentation of a discussion justifying the use of the medication relevant to the disease process in the case study. Perceptible critical thought. 10-12	Incomplete, inadequate, minimal, or no discussion of justifying the use of the medication relevant to the diagnosed disease process in the case study. Limited or no critical thought demonstrated. <10
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Comprehensively includes an extensive <b>detailed discussion critically</b> analysing factors involved in utilising the written drug protocol relevant to the individual circumstances in the case study with clear, coherent and convincing critical thought displayed. 17-20	Extensively includes a thorough discussion critically analysing factors involved in utilising the written drug protocol relevant to the individual circumstances in the case study with well-developed critical thought evident. 15-16	Generally includes a reasonable discussion analysing factors involved in utilising the written drug protocol relevant to the individual circumstances in the case study with critical thought evident. 13-14	Basic discussion of factors involved in utilising the written drug protocol relevant to the individual circumstances in the case study. Perceptible critical thought. 10-12	Incomplete, limited or no discussion of factors involved in utilising the written drug protocol relevant to the individual circumstances in the case study. <10
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**Referencing - 15%**

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 5	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 4	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 3	5 or 6 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 2.5	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations. <2.5
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A minimum of 10 up-to-date references used including 5 up-to-date journal articles as well as relevant books and web sites. 5	A minimum of 9 references used including 4 journal articles as well as relevant books and web sites. 4	A minimum of 8 references used including 4 journal articles as well as relevant books and web sites. 3	A minimum of 7 references used including 3 journal articles as well as relevant books and web sites. 2.5	The required number of 7 references not used journal articles not sourced. Relevant web sites not used. <2.5
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Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style. 4	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style. 3	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style. 2.5	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style. <2.5
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Total Marks /100

Grade:

Markers Comments:

Marker:

**Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

Using online Moodle Assessment link.

**Learning Outcomes Assessed**

- Examine the principles of quality use of medicines (QUM), as related to nursing practise
- Consider the pharmacokinetic, pharmacodynamics, biochemical and microbial influences medications can have upon individuals across the lifespan
- Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practise
- Explore the use and implications of non-traditional and complementary pharmacological therapies.

**Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem