



NURS12154 Pharmacology for Nursing Practice

Term 2 - 2017

Profile information current as at 01/05/2024 06:25 pm

All details in this unit profile for NURS12154 have been officially approved by CQU University 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 2 - 2017

- Distance

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 Student Moodle Evaluations

Feedback

Zooms every week and detailed

Recommendation

Continued use of Zoom sessions to end of week 12. Consider preparing lectures in a similar manner instead of pre-recording.

Feedback from Student

Feedback

More clarity around assessment items.

Recommendation

Video on assessments requirements developed and placed on Moodle site. Students encouraged to utilise discussion forums and FAQs to assist with clarification of assignment tasks.

Feedback from Student Moodle Evaluations and in-class student feedback.

Feedback

Exam to test knowledge of medications throughout the unit.

Recommendation

Students have asked for an exam to learn the drugs instead of a written assignment. It would give students more confidence in knowing the medications when in the clinical learning environment of common medications. Consider an on-line quiz covering medications learned in the unit then integrate this with smaller written assignment.

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
1 - Online Quiz(zes) - 20%	•	•	•	•

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

Schedule

Week 1 - 10 Jul 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 - 17 Jul 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' - excluding case studies and 2. 'Get it Right! Taking a Best Possible Medication History'
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Week 3 - 24 Jul 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 - 31 Jul 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 - 07 Aug 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 - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

Week 6 - 21 Aug 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 Wednesday Written Assessment Due: Week 6 Wednesday (23 Aug 2017) 4:00 pm AEST

Week 7 - 28 Aug 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 - 04 Sep 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 - 11 Sep 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 - 18 Sep 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 - 25 Sep 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 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Review Week	View On-line Lecture - Unit Review	Assessment 3 due Tuesday Written Assessment Due: Week 12 Tuesday (3 Oct 2017) 4:00 pm AEST

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
		Return Assessment 3 Tuesday 24th October (3 weeks after submission)

Assessment Tasks

1 Online Quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

NURS12154: Pharmacology for Nursing Practice - Term 2 2017

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 1st August 2017

- 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:

a) **'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.**

b) **'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 4th August 2017 (wk 4). Closed Friday 11th August 2017 (wk 5). (5%)

- Content of the unit modules 1, 3 & 4 are examined here.

Part 3. **Quiz 2** - 10 multiple choice questions - opened Friday 1st September 2017 (wk 7). Closed Friday 8th September 2017 (wk 8). (5%)

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

Part 4. **Quiz 3** - 10 multiple choice questions - opened Friday 22nd September 2017 (wk 10). Closed Friday 29th September 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 to complete these past the closing date. Once the quiz is closed as per the stipulated date, no further access to quizzes is available. Each quiz must be completed within the stipulated time-frame unless an approved extension has been granted prior to the closing date. In the absence of an approved extension, there will be no opportunity to complete quizzes after the stipulated closing date and therefore 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 1st August 2017; Part 2 Quiz 1: Opened Friday 4th August 2017 (wk 4)/Closed Friday 11th August 2017 (wk 5); Part 3 Quiz 2: Opened Friday 1st September 2017 (wk 7)/Closed Friday 8th September 2017; Part 4 Quiz 3: Opened Friday 22nd September 2017 (wk 10)/Closed Friday 29th September 2017.

Return Date to Students

Part 1: available 2 weeks after submission - 15th August 2017. Each online quiz will be marked online and results returned on completion.

Weighting

20%

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

Online 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

Assessment Type

Written Assessment

Task Description

Assignment 2 – Short Answer Topics

Due Date: Wednesday 23rd August 2017 at 4pm

Weighting: 30%

Instructions:

- To complete this assessment, read the Coronial clinical case summary found on the Moodle site under Assessment tab: Assessment 2. All three (3) topics relate to this clinical case summary.
- Three (3) topics with questions are listed below and you are expected to attempt all three topics and questions.
- You are required to write 550 words (+/- 10%) to address and answer the questions contained in each topic.
- **Each topic is an individual essay** and needs to adhere to the stipulated word count. Therefore **academic essay format is required** for each topic which includes an introduction and conclusion for each topic you answer. As each topic is 550 words, a general rule of no more than 10% of the total word count should apply (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 contact 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.
- In-text referencing **is included** in the word count.
- 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.

Topics

Topic 1: Medication Errors

a) What is the medication error that occurred in this Coronial clinical case summary?

- Discuss and describe this medication error.

b) There are a number of systemic failings and poor practices contributed to this medication error that occurred in this Coronial clinical case summary. What are these?

- Identify and discuss at least 2 (two) of these failing and or poor practices that occurred in this clinical case summary.

- How can these failings or poor practices that you have identified, be addressed so that the risk of such a medication error occurring again can be minimised?

Topic 2. Ethical Principles

'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)'. Ethical principles relate to medications just as it does to any other nursing practice.

Instructions: Many ethical principles could apply to the nurse administering medication to alleviate Mr H's pain.

After reading the Coronial clinical case summary, describe and discuss each ethical principle listed below:

- non-maleficence and
- beneficence

- How would each principle listed here, apply in this clinical case summary?

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

Topic 3. Legislation

Mr H is administered medication to control his pain. Many Laws and Acts govern medication and medication administration and therefore the Registered Nurse has a responsibility to be aware of those that are relevant to their practice.

a) What is the significance of drug legislation to nursing? Include a general description of the Australian schedules for medicines and poisons ie: S2, S3, S4 and S8. Provide a least one example of a medication for each of these schedules.

b) What is the legislative schedule of the medication given to Mr H to treat his pain?

c) What are the legal requirements in storage and administering of this scheduled medication to Mr H, which the nurse has a responsibility in abiding by?

Assessment Due Date

Week 6 Wednesday (23 Aug 2017) 4:00 pm AEST

Return Date to Students

Week 9 Wednesday (13 Sept 2017)

Week 9 Wednesday (13-September-2017) Students who submit by the due date will have their assignments returned on Wednesday week 9.

Weighting

30%

Minimum mark or grade

Minimum mark or grade - You need to score at least 20% of overall marks for this assessment to pass the unit and satisfy the learning outcomes.

Assessment Criteria

NURS12154 Pharmacology for Nursing Practice: Assessment 2 Marking Criteria

Short Answer Topics

Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Mark
Structure -15%					
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. 5	Well-presented assignment, double line spaced, and 12 point font. Generally accurate (1 or 2 errors) in spelling, grammar or use of punctuation. 4	Well-presented assignment, double line spaced, and 12 point font. Occasional inaccuracies (3 or 4 consistent errors) with spelling, grammar or use of punctuation. 3	Adequate assignment presentation, double line spaced with 12 point font. Frequent inaccuracies (5 to 7 consistent errors) with spelling, grammar or use of punctuation. 2.5	Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or use of punctuation. <2.5	
Clear and succinct introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. 5	Clear and appropriate introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. 4	Appropriate introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. 3	Introduction and conclusion is apparent but there is no clear direction of the topic and topic not summarised as discussed. 2.5	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. <2.5	/15
The structure of each topic is clearly and comprehensively set out and the discussion proceeds logically. Well linked to supporting literature. 5	The structure of each topic is clearly set out and the discussion proceeds logically. Supporting literature is used appropriately. 4	The structure of each topic is appropriate and the discussion, for the most part, proceeds logically. Minimal omissions in links to supporting literature. 3	The structure of each topic is apparent but at times the discussion is difficult to follow. Supporting literature used but frequent omissions in links identified. 2.5	The structure of each topic is poorly set out and/or the discussion is difficult to follow. There is a lack of cohesion. Little to no links to supporting literature. <2.5	
Approach and Argument -70%					
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	Considers some aspects of the assigned assessment task but the content, at times, is repetitive. Demonstrates limited understanding of how content to nursing practice is relevant. 5-6	Content does not address the assigned assessment task and aspects are minimally considered. Fails to demonstrate understanding of how content to nursing practice is relevant. <5	
Topic 1 (Compulsory Topic) 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 of the various aspects on the selected topic as per the assessment piece. Lacks critical thought. <10	

Topic 2 (2nd Topic student's paper)

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

Topic 3 (3rd Topic student's paper)

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

/70

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

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

/15

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

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

Assessment Type

Written Assessment

Task Description

Assignment 3: Developing a Drug Protocol

Due Date: Tuesday 3rd October, 2017 4pm

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 advice and 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) and references 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. You need to develop the protocol to communicate to other staff what this medication is and how to safely administer it. You are to only choose **1 (ONE)** case study from the list below.

This means that if you choose:

Case study 1: You need to develop a protocol for administering atorvastatin for treatment of hyperlipidaemia

Case study 2: You need to develop a protocol for administering trimethoprim for treatment of urinary tract infection (UTI)

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 atorvastatin is drug of choice to be prescribed for treatment of hyperlipidaemia i.e. what is the mechanism of action, what guidelines exist, what evidence supports the use of this medication etc. that would, or would not, support administering this medication for the treatment of hyperlipidaemia. 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 discuss what you need to consider in applying this drug protocol to fit your patient. **The drug protocol is a generic protocol and contains general information and is not written to fit the case study you have chosen.**

Each case study has questions to assist you with some ideas on how to address this section of the discussion. You may need to consider cultural and teaching aspects. 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 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 the 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 essays so only requires one introduction and one conclusion for this 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 - **including 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** of the case studies below as the focus for your written discussion.

Case study 1:

Lorna is a 56 year old indigenous woman who lives in Perth. She cares for her husband, who has vascular disease that resulted in below-the-knee amputation five years ago. She

also periodically cares for her 12 year old granddaughter. Both her daughter and son live 300km north of Perth.

Lorna is not in good health. She has a 15 year history of type 2 diabetes mellitus. She knows that she should pay more attention to her diet, but she says she does not have the time. She rarely takes her blood sugar level (BSL). She is prescribed metformin 500 mg twice a day but often forgets to take them. Consequently her diabetes is not under control. Lorna has put on some weight over the past few years and is 85kgs and 140 cm in height.

She has come for a visit with her doctor at the clinic as she has a wound on her left foot. She tells the nurse that she knocked it whilst out walking some months ago and it won't heal. The doctor reviews Lorna and thoroughly assesses her and advises she needs to be admitted to hospital for treatment of her wound infection.

On admission her BP is 180/90, afebrile, pulse 94beats/min and orders blood tests for cholesterol, HbA1c and renal function. On return of the test results she is told her serum cholesterol is 8.4mmol/L, triglycerides is more than 5.8mmol/L, and HbA1c is >8. He adds glibenclamide 5mg each morning and atorvastatin to control the high cholesterol.

Allergies: cephalixin - rash many years ago

Medications on Admission:

- metformin 500mg BD
- glibenclamide 5mg daily in the morning
- atorvastatin 40mg at night
- erythromycin 400 mg (oral) every 6 hours

After a short stay in hospital, Lorna is to be discharged home to continue on metformin, glibenclamide and atorvastatin.

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 Lorna? If not discuss what the nursing responsibilities are here.
- b) Discuss the importance of this medication in treatment of hyperlipidaemia. Are there any perceivable issues relevant to Lorna's circumstances?
- c) What potential problems exist for in adhering to her medication regime? What strategies could be suggested to assist?
- d) What advice and education could be offered to ensure safety in administering when discharged? Consider cultural aspects

Case Study 2:

Mrs Gina Carbarello is an 85 year old lady who resides in the local nursing home. She has been admitted to the medical ward after presenting to the emergency department with new history of confusion believed to be related to a urinary tract infection (UTI). She had emigrated to Australia from Italy several years ago with her husband and 4 (four) children. Her husband died 2 (two) years go and as she could no longer care for herself, has been residing at the nursing home. She never learnt English as her family only spoke Italian at home. She only speaks a little English. Two of her children, Antonio and Emidio, live locally and are present when she is admitted to the ward. They speak for Mrs Carbarello in all communications with the staff and translate basic information for her. She has been admitted to the medical ward for treatment of her UTI and for observation due to her confusion. Past medical history includes hypertension.

The doctor has charted Mrs Carbarello medications below on admission to the medical ward.

Allergies: Nil known

Medications on admission:

- Trimethoprim oral 300 mg every 12 hours
- ramipril 5mg mane
- aspirin 150 mg mane

Observations and laboratory results on admission:

- HR: 75 beats/min; BP: 165/65; RR 18/min; Temp: 37.4
- Sodium (Na+) 145mmol/L (134-146); potassium (K+) 5mmol/L (3.5-5)
- CrCl: 30mL/min
- Urine sample sent to lab: result pending

After being in hospital for 4 days, Mrs Carbarello confusion has settled and is ready for discharge back to the nursing home shortly to continue her usual medications and the antibiotic till she is reviewed by her local medical practitioner.

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 Mrs Carbarello? If not discuss what the nursing responsibilities are here.
- b) Discuss the importance of this medication in treatment of UTI. Are there any perceivable issues relevant to Mrs Carbarello's circumstances?
- c) What potential problems exist for in adhering to her medication regime? What strategies could be suggested to assist?
- d) What advice and education could be offered to ensure safety in administering when discharged? Consider cultural aspects

Assessment Due Date

Week 12 Tuesday (3 Oct 2017) 4:00 pm AEST
Use online Moodle Assessment Link.

Return Date to Students

Exam Week Friday (20 Oct 2017)

NB: Return date is 3 weeks after due date which is Tuesday 24th October 2017 NOT 20th October. Marked assessments will be uploaded into moodle.

Weighting

50%

Minimum mark or grade

Minimum mark or grade - You need to score at least 20% of the overall marks for this assessment to pass the unit and satisfy the learning outcomes.

Assessment Criteria

NURS12154 Pharmacology for Nursing Practice: Assessment 2 Marking Criteria

Short Answer Topics

Student name: Student Number:

HD 85-100%	D 75-84%	C 65-74%	P 50-64%	F <50%	Mark
Structure -15%					

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. 5	Well-presented assignment, double line spaced, and 12 point font. Generally accurate (1 or 2 errors) in spelling, grammar or use of punctuation. 4	Well-presented assignment, double line spaced, and 12 point font. Occasional inaccuracies (3 or 4 consistent errors) with spelling, grammar or use of punctuation. 3	Adequate assignment presentation, double line spaced with 12 point font. Frequent inaccuracies (5 to 7 consistent errors) with spelling, grammar or use of punctuation. 2.5	Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or use of punctuation. <2.5
Clear and succinct introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. 5	Clear and appropriate introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. 4	Appropriate introduction that introduces and outlines the direction for each chosen topic and a conclusion that sums up each discussion. 3	Introduction and conclusion is apparent but there is no clear direction of the topic and topic not summarised as discussed. 2.5	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. <2.5
The structure of each topic is clearly and comprehensively set out and the discussion proceeds logically. Well linked to supporting literature. 5	The structure of each topic is clearly set out and the discussion proceeds logically. Supporting literature is used appropriately. 4	The structure of each topic is appropriate and the discussion, for the most part, proceeds logically. Minimal omissions in links to supporting literature. 3	The structure of each topic is apparent but at times the discussion is difficult to follow. Supporting literature used but frequent omissions in links identified. 2.5	The structure of each topic is poorly set out and/or the discussion is difficult to follow. There is a lack of cohesion. Little to no links to supporting literature. <2.5

/15

Approach and Argument -70%

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	Considers some aspects of the assigned assessment task but the content, at times, is repetitive. Demonstrates limited understanding of how content to nursing practice is relevant. 5-6	Content does not address the assigned assessment task and aspects are minimally considered. Fails to demonstrate understanding of how content to nursing practice is relevant. <5
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Topic 1 (Compulsory Topic) 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 of the various aspects of the selected topic as per the assessment piece. Lacks critical thought. <10

Topic 2 (2nd Topic student's paper) 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

Topic 3 (3rd Topic student's paper) 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

/70

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
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
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

/15

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