



# NURS12154 Pharmacology for Nursing Practice

## Term 1 - 2018

Profile information current as at 30/04/2024 01:07 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 - 2018

- 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 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.

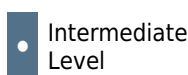
## Alignment of Learning Outcomes, Assessment and Graduate Attributes



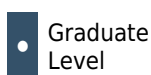
N/A  
Level



Introductory  
Level



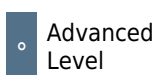
Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

### Alignment of Assessment Tasks to Learning Outcomes

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



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

#### Additional Textbook Information

All readings are supplied as CROs (course resource online) accessed on Unit Moodle page. If student would like a textbook, see recommended text. Recommended text: Pharmacology in Nursing: Australian & New Zealand Edition with Student Resource Access 12 Months Authors: Broyles, B, Reiss, B, McKenzie, G, Pleunik, S & Page, R Year: 2017 Bindings: Paperback Edition: 2nd edn Publisher: Cengage Learning Australia ISBN: 9780170362030 Publisher City: South Melbourne Publisher State: Vic Publisher Country: Australia

### 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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding Pharmacology	View/attend Lecture - Module 1: Part A & B Refer Readings Library CRO - see Moodle unit site	View on line introduction/welcome message in Moodle. Review assignment tasks - especially due dates for Assessment 1 (5 tasks spread throughout the unit). Open Moodle tab: Study Guide, CRO readings and important resources and review.

### Week 2 - 12 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
QUM and safety in medication administration	View/attend Lecture - Module 2: Part A & B Refer Readings Library CRO - see Moodle unit site	Enroll in the <i>NPS Medicinewise Learning</i> website and commence course: ' <i>Quality Use of Medications for Health Professional Students</i> ' - <b>excluding</b> case studies to obtain certificate for Assessment 1. <b>Assessment 1 - Quiz 1</b> opened Friday. Content of Module 1 & 2 are examined here. Review Assessment 2

**Week 3 - 19 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Legal and ethical considerations in medication administration	View On-line Lecture - Module 3 Refer Readings Library CRO - see Moodle unit site	Complete course from NPS Medicinewise Learning website certificate - ' <i>Quality Use of Medications for Health Professional Students</i> ' - <b>excluding</b> case studies - to obtain certificate for <b>Assessment 1</b> due Friday 6pm. <b>Assessment 1 - Quiz 1</b> closed Friday. Commence Assessment 2

**Week 4 - 26 Mar 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Medication across the lifespan: The Elderly, Paediatrics and Pregnant women	View On-line Lecture - Module 4 Refer Readings Library CROs - see Moodle unit site	

**Week 5 - 02 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to treat Endocrine Imbalance	View On-line Lecture - Module 5 Refer Readings Library CRO & Article from Medicinewise website - see Moodle unit site	<b>Assessment 1 - Quiz 2</b> opened Friday. Content of modules 3, 4, & 5 are examined here

**Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

**Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to treat Cardiovascular Disorders	View On-line Lecture - Module 6 Refer Readings Library CRO - see Moodle unit site	Complete <b>Assessment 2</b> due Tuesday <b>Assessment 1 - Quiz 2</b> closed Friday.  <b>Written Assessment</b> Due: Week 6 Tuesday (17 Apr 2018) 6:00 pm AEST

**Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Anticoagulant agents	View On-line Lecture - Module 7 Refer Readings Library CRO & videos - see Moodle unit site	

**Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Agents used to treat Respiratory Disorders	View On-line Lecture - Module 8 Refer Readings Library CRO - see Moodle unit site	<b>Assessment 1 - Quiz 3</b> opened Friday. Content of modules 6, 7, & 8 are examined here.

**Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Antimicrobial Agents Module 10: Agents used to control Pain and Inflammation	View On-line Lectures - Module 9 & Module 10 Refer Readings Library CRO for each Module - see Moodle unit site	<b>Assessment 1 - Quiz 3</b> closed Friday. Commence Assessment 3

**Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic

Agents used treat Mental Health Disorders  
View On-line Lecture - Module 11  
Refer Readings Library CRO - see Moodle unit site

### Week 11 - 21 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Non-traditional and Complementary Pharmacological Therapies	View On-line Lecture - Module 12 Refer Readings Library CROs - see Moodle unit site	<b>Assessment 1- Quiz 4</b> opened Friday. Content of modules 9, 10, 11 & 12 examined here <b>Assessment 3</b> due Thursday  <b>Written Assessment</b> Due: Week 11 Thursday (24 May 2018) 6:00 pm AEST

### Week 12/Review week - 28 May 2018

Module/Topic	Chapter	Events and Submissions/Topic
Review Week	View On-line Lecture - Unit Review	<b>Assessment 1 - Quiz 4</b> closed Friday

### Exam Week - 04 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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### Exam Week - 11 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Return Assessment 3 Friday 15th June (3 weeks after submission)

### 1st week University Vacation - 18 Jun 2018

Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Certificate and Online Quiz(zes)

#### Assessment Type

Online Quiz(zes)

#### Task Description

##### Assessment 1

**Overall Weighting:** 20%

**Due Date:** Staggered, please see below

Assessment 1 consists of 5 separate tasks (1 Continuing Professional Development activity [certificate] and 4 quizzes) that are spread out over the 12 week unit. Each quiz will be opened and closed on a specific date. Please note the due dates for each quiz as they differ. There is no option to complete quizzes once they are closed unless you have been approved an extension before the closing date (see 'Essential Information' regarding quizzes below). You need to score at least 25% of overall marks for this assessment to pass the unit and satisfy the learning outcomes.

#### **NPS Medicinewise Course** (Continuing Professional Development activity [certificate]):

**Due Date:** Friday 23<sup>rd</sup> March 2018 (Wk 3) NB: no marks are awarded for certificates not submitted by the due date without an approved extension.

**Weighting:** 12.5% (of overall weighting for this assessment)

**NPS Medicinewise Course:** 'Quality Use of Medicines for Health Professional Students' (NB: Do not compete the case studies)

#### **Allow 2 - 2.5 hours to complete this course.**

**Step 1:** Accessing the 'NPS Medicinewise Learning website': <http://learn.nps.org.au/> and completing the course 'Quality Use of Medicines for Health Professional Students'. The link to this site is also available under the 'Assessment for this unit' tab on the Moodle site.

When you first access the 'NPS Medicinewise Learning' website you will need to create a new account. Scroll down the list of **2018** courses to find: '*Quality Use of Medicines for Health Professional Students*' and click on 'start now'. This course is free of charge

**Step 2:** Once course is completed you will receive a certificate which needs 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.

Ensure that you double check the name of the course and the year. Only certificates for **Quality Use of Medicines for Health Professional Students 2018** will be accepted.

**Multiple Choice Quiz 1 (5 Questions) -**

**Due Date:** Opened Friday 16th March 2018 (wk 2). Closed Friday 23rd Mar 2018 (wk 3)

Weighting: 12.5% (of overall weighting for this assessment)

Content Examined: unit modules 1 & 2 are examined here.

**Multiple Choice Quiz 2 (10 Questions) -**

**Due Date:** Opened Friday 6<sup>th</sup> April 2018 (wk 5). Closed Friday 20<sup>th</sup> May 2018 (wk 6).

Weighting: 25% (of overall weighting for this assessment)

Content Examined: unit modules 3, 4, & 5

**Multiple Choice Quiz 3 (10 Questions) -**

**Due Date:** Opened Friday 4<sup>th</sup> May 2018 (wk 8). Closed Friday 11<sup>th</sup> May 2018 (wk 9).

Weighting: 25% (of overall weighting for this assessment)

Content Examined: unit modules 6, 7 & 8

**Multiple Choice Quiz 4 (10 Questions) -**

**Due Date:** Opened Friday 25<sup>th</sup> May 2018 (wk 11). Closed Friday 1<sup>st</sup> June 2018 (wk 12).

Weighting: 25% (of overall weighting for this assessment)

Content Examined: unit modules 9, 10, 11 & 12

**Essential Information** – applies to ALL quizzes

- Access to all quizzes are available via the links under the 'Assessment for this unit' tab on the Moodle site and are titled Quiz 1, Quiz 2, Quiz 3, and Quiz 4 completed on the Moodle site – no uploads required.
- Each online quiz is opened for 7(seven) days (1 week) and a time limit of 1(one) hour to complete. There will be 2(two) attempts available for each quiz (highest attempt accepted).
- 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 the late penalty of 5% per day late.

**Number of Quizzes**

4

**Frequency of Quizzes**

Other

**Assessment Due Date**

Certificate: Friday (wk 3) 6pm; Quiz 1: Opened Friday (wk 2)/Closed Friday (wk 3) 1159pm; Quiz 2: Opened Friday (wk 5)/Closed Friday (wk 6) 1159pm; Quiz 3: Opened Friday (wk 8)/Closed Friday (wk 9) 1159pm; Quiz 4: Opened Friday (wk 11)/Closed Friday (wk 12) 1159pm..

**Return Date to Students**

Certificate: available 2 weeks after submission - Friday 6th April 2018. Each online quiz will be marked online and results returned on completion.

**Weighting**

20%



### 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

The Certificate must be submitted by uploading this to the assessment site on the Moodle page  
Quiz 1, 2, 3 & 4 are only Online quizzes and are marked online.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Online Certificate from completed Module is 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

#### Assessment 2

**Overall Weighting:** 30%

**Due Date:** Tuesday 17th April 2018 6pm (Week 6)

**Word Length:** 1500 words (+/- 10%) (500 words per topic). NB: In-text references are included in the word count.

Assessment 2 consists of completing 3 (three) topics with questions linked to a Coronial Clinical case summary. You are required to read the Coronial clinical case summary. The link to this is available under the 'Assessment for this Unit' tab: Assessment 2.

Three (3) topics with questions are listed below and you are expected to attempt all three topics.

**Academic essay format** is required therefore this written work requires **1 (one)** introduction and **1 (one)** conclusion for all three topics.

**The following format is to be used to present your essay (including topic headings as stated below):**

- First page: Cover page
- Next page: Essay
  - Introduction
  - Topic 1: Medication Errors
  - Topic 2: Ethical Principles
  - Topic 3: Legislation
  - Conclusion
- Last page: References

[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 10 years old, textbooks and other sources less than 5 years old should only be used.

**This assessment has a minimum mark or grade - You need to score at least 25% of overall marks for this assessment to pass the unit and satisfy the leaning outcomes.**

### Topics

#### **Topic 1:** Medication Errors

There was a significant medication error that occurred that led to a poor outcome for this patient in this Coronial clinical case summary.

- Describe this medication error, explain how it occurred and identify how it affected patient safety
- Propose one strategy that could have prevented this error occurring.
- Explain how this strategy you identified, could prevent the risk of such a medication error occurring again or be minimised?

#### **Topic 2.** Ethical Principles

Ethical principles relate to medications just as they do to any other nursing practice. Therefore ethical principles apply to the nurses' practice in the administering of medication to Mrs T.

After reading the Coronial clinical case summary;

Describe each of the following ethical principles and discuss how each apply to this clinical case summary:

- o veracity
- o non-maleficence
- Were these ethical principles upheld by these nurses? Yes or no. Explain your response.

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

#### **Topic 3.** Legislation

Mrs T is administered medication to treat her diagnosis of depression. 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.

- Discuss the significance of drug legislation to nursing. Include a brief description of the Australian schedules for medicines and poisons listed below:
  - Schedule 2,
  - Schedule 3,
  - Schedule 4 and
  - Schedule 8.
- After Mrs T aortic valve replacement operation, she was taking Panadol Osteo and Endone for a short while for on-going post-op pain. Identify the generic names of each of these medication and what schedules they belong.
- State the legislative schedule of the 2 (two) medications involved in the medication error discussed in the clinical case summary. State the legal requirements in storage and administering of these scheduled medications to Mrs T, which the nurse has a responsibility in abiding by.

#### **Assessment Due Date**

Week 6 Tuesday (17 Apr 2018) 6:00 pm AEST

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

Week 9 Friday (11 May 2018)

Friday Week 9 (2018) - Students who submit by/on the due date will have their assignments returned by week 9.

#### **Weighting**

30%

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

Minimum mark or grade - You need to score at least 25% of overall marks for this assessment to pass the unit and satisfy the leaning outcomes.

#### **Assessment Criteria**

### **Assessment 2 Marking Criteria**

Student name:

Student Number:

**HD 85 - 100%**

**D 75-84%**

**C 65-74%**

**P 50-64%**

**F below 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.	Well-presented assignment, double line spaced, and 12 point font. Generally accurate (1 or 2 errors) in spelling, grammar or use of punctuation.	Well-presented assignment, double line spaced, and 12 point font. Occasional inaccuracies (3 or 4 consistent errors) with spelling, grammar or use of punctuation.	Adequate assignment presentation, double line spaced with 12 point font. Frequent inaccuracies (5 to 7 consistent errors) with spelling, grammar or use of punctuation.	Poorly presented assignment. Double spacing not used, 12 point font not used. Many inaccuracies in spelling, grammar or use of punctuation.
Clear and succinct introduction that introduces and outlines the direction for each topic and a conclusion that sums up the discussion.	Clear and appropriate introduction that introduces and outlines the direction for each topic and a conclusion that sums up the discussion.	Appropriate introduction that introduces and outlines the direction for each topic and a conclusion that sums up the discussion.	Introduction and conclusion is apparent but there is no clear direction of each the topic and topics not summarised as discussed.	No recognisable introduction— the topics are not introduced and/or there is no direction offered as to the topics discussed and/or summarised or concluded as discussed.
The structure of each topic is clearly and comprehensively set out as directed and the discussion proceeds logically. Well linked to supporting literature.	The structure of each topic is clearly set out and the discussion proceeds logically. Supporting literature is used appropriately.	The structure of each topic is appropriate and the discussion, for the most part, proceeds logically. Minimal omissions in links to supporting literature.	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.	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.

/15

## Approach and Argument -70%

### Topic 1 (30%)

Comprehensively includes a detailed discussion of the topic with clear, coherent and convincing critical thought displayed on the various aspects of the topic as per the assessment piece.

Extensively includes a thorough discussion of the topic with well-developed critical thought evident on the various aspects of the topic as per the assessment piece.

Generally includes a reasonable discussion on the various aspects of the topic as per the assessment piece.

Demonstrates a limited discussion of the various aspects on the topic as per the assessment piece. Perceptible critical thought demonstrated.

Not able to provide a discussion of the various aspects on the selected topic as per the assessment piece. Lacks critical thought.

### Topic 2 (20%)

Comprehensively includes a detailed discussion of the topic with clear, coherent and convincing critical thought displayed on the various aspects of the topic as per the assessment piece.

Extensively includes a thorough discussion of the topic with well-developed critical thought evident on the various aspects of the topic as per the assessment piece.

Generally includes a reasonable discussion on the various aspects of the topic as per the assessment piece.

Demonstrates a limited discussion of the various aspects on the topic as per the assessment piece. Perceptible critical thought demonstrated.

Not able to provide a discussion of the various aspects on the selected topic as per the assessment piece. Lacks critical thought.

### Topic 3 (20%)

Comprehensively includes a detailed discussion of the topic with clear, coherent and convincing critical thought displayed on the various aspects of the topic as per the assessment piece.

Extensively includes a thorough discussion of the topic with well-developed critical thought evident on the various aspects of the topic as per the assessment piece.

Generally includes a reasonable discussion of the various aspects of the topic as per the assessment piece.

Demonstrates a limited discussion of the various aspects of the topic as per the assessment piece. Perceptible critical thought demonstrated.

Not able to provide a discussion of the various aspects of the selected topic as per the assessment piece. Lacks critical thought.

/70

## Referencing - 15%

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.

1 or 2 in-text referencing errors identified to support and reflect all ideas, factual information and quotations.

3 or 4 in-text referencing errors identified to support and reflect all ideas, factual information and quotations.

5 or more in-text referencing errors identified to support and reflect all ideas, factual information and quotations.

Referencing is not consistent with APA style. Many inaccuracies (>5) with in-text referencing to support and reflect all ideas, factual information and quotations.

A minimum of 8 up-to-date\* references used including 4 or more journal articles as well as relevant books and web sites spread consistently across all topics.

A minimum of 7 up-to-date\* references used including 3 journal articles as well as relevant books and web sites spread consistently across all topics.

A minimum of 6 up-to-date\* references used including 2 journal articles as well as relevant books and web sites spread consistently across all topics.

A minimum of 5 up-to-date\* references used including 2 journal articles as well as textbooks and web sites spread consistently across all topics.

The required number of 5 up-to-date\* references not used. Journal articles or textbooks not sourced and not consistently spread across all topics. Web sites only used.

/15

Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.

Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style (1 or 2 errors).

Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style (3 or 4 errors).

Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style (5 or more errors).

Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style (>5 errors).

Total Marks

/100

\*up-to-date= journal articles less than 10 years, textbooks and other sources less than 5 years

This Assessment is worth 30% of the weighting for this unit.

Late Penalty (if applicable): % Overall Marks: /100 (Overall Percentage: /30%)

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

#### Assessment Type

Written Assessment

#### Task Description

#### **NURS12154: Pharmacology for Nursing Practice - Term 1 2018**

#### **Assignment 3: Drug Protocol and Critical Discussion**

**Overall Weighting:** 50%

**Due Date:** Thursday 24th May 2018 (Wk 11), 6pm

#### **Learning Outcomes:**

1. Examine the principles of quality use of medicines (QUM), as related to nursing practice
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.

**Word Count:** Part A - no word limit

Part B - 1200 words (+/- 10%) including in-text referencing.

Assessment 3 contains 2 (two) parts:

**Part A:** Drug Protocol (NO word limit)

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 study 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 represents the supplied case study 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 for this medication. You approach the Nurse Unit Manager who suggests you develop a drug protocol for this medication to be utilised by others on the ward.

Step 1: **Download the Template** 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** convert this template to a PDF.

Step 2: Complete the template supplied (which contains all the headings and additional information [in italics] guiding you as what is required) and complete a drug protocol for **atorvastatin**.

You need to develop the protocol to communicate to other staff what this medication is and how to safely administer it. It is not specific for the patient in the supplied case study but to be used within the ward environment by other nursing staff. **An exemplar is supplied on Moodle site as a guide**. You need to ensure that copying and pasting information from a pharmacology reference is kept to a minimum e.g. side effects (inclusion/exclusion criteria) can be listed as dot points but not the entire list copied and pasted directly from the source. PK and PD sections need to be in your own words and not directly copied and pasted, so as to demonstrate to the reader your understanding of how this medication works.

Step 3: Add the critical discussion.

**Part B: Critical Discussion** (1200 words +/- 10%)

The discussion section covers the management of medications in patient health involving the safety and the quality use of medications and the principles of drug therapy. These elements are clarified for the Registered Nurse (RN) when nursing care is implemented through the five step clinical decision making process: assessment, diagnosis; planning; implementation; evaluation (ADPIE). Applying nursing care through this process equips the RN with knowledge and a background of the patient's health which assists in determining if the prescribed medications will be effective for meeting their individual needs. Through understanding the intentional effects and actions of the required medications and therapeutic substances the RN can evaluate their appropriateness and effectiveness.

Step 1: Read case study below.

Step 2: Using this case study:

- Show your application of the clinical decision making process using only the **assessment, implementation and evaluation** parts as it relates to this patient in regards to the medications listed for Mavis on discharge.
- Discuss the 2 nursing responsibilities - **patient education and cultural requirements** that relate to this patient and her medications. What is required to ensure safety in administering this medication with regards to these nursing responsibilities for this patient?

**Essential Information:**

Both parts, including reference list, is to be submitted as **one document** to the assessment area of the Moodle site (see exemplar supplied for clarification).

Part A in-text referencing is to follow the Exemplar supplied on Moodle site. Part A in-text referencing - include citations within the table itself next to the relevant information, just as you would do with a standard text citation.

**Only one reference list is required for both the drug protocol and discussion and presented at the end of the assessment.** 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.

**NB:** Part B – critical discussion needs to adhere to an academic essay format which includes an introduction and conclusion. 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 10 years old, textbooks and other sources less than 5 years old should only be used.

\*This assessment has a 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.

### **Case Study**

*The following case study is fictional in both name and any personal information. Any relevance to any person or place is merely co-incidental.*

Mavis is a 45 year old indigenous woman who lives in Darwin. 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-in-law live nearby.

Mavis is not in good health. She has a 10 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 and is not able to read the time on her watch anymore. 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. Mavis has put on some weight over the past few years and is 85kgs and 150 cm in height (BMI 37).

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 Mavis 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 94 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 greater than 8. The doctor adds glibenclamide 5mg each morning for further blood sugar level control and atorvastatin to reduce high cholesterol.

Allergies: penicillin – rash many years ago

### **Medications on Admission:**

- metformin 500mg twice a day (morning and afternoon)
- glibenclamide 5mg mane
- atorvastatin 40mg nocte
- erythromycin 400 mg (oral) every 6 hours

After a short stay in hospital, Mavis is to be discharged home.

### **Medications on Discharge:**

- metformin 500mg twice a day (morning and afternoon)
- glibenclamide 5mg mane
- atorvastatin 40 mg nocte

### **Assessment Due Date**

Week 11 Thursday (24 May 2018) 6:00 pm AEST

Use online Moodle Assessment Link.

### **Return Date to Students**

Exam Week Friday (15 June 2018)

NB: Return date is 3 weeks after due date. 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**

## **Assessment 3 Marking Criteria**

Student name:

Student Number:

**HD 85-100%**

**D 75-84%**

**C 65-74%**

**P 50-64%**

**F below 50%**

**Marks**

**Structure -15%**

Excellent presentation of assignment with inclusion of all correct components. 12 point font used throughout and double line spacing in the discussion. Consistently accurate with spelling, grammar and use of punctuation.

Well-presented assignment with inclusion of correct components – minor discrepancies. 12 point font used and double line spacing in the discussion. Generally accurate (1 or 2 errors) in spelling, grammar or use of punctuation.

Well-presented assignment with inclusion of all components. 12 point font used and double line spacing in the discussion. Occasional inaccuracies (3 or 4 consistent errors) with spelling, grammar or use of punctuation.

Adequate assignment presentation. Minor exclusion of components. 12 point font used and double line spacing in the discussion. Frequent inaccuracies (5 to 7 consistent errors) with spelling, grammar or use of punctuation.

Poorly presented assignment. Absence/major exclusion of important components. 12 point font not used throughout and double line spacing not used in the discussion. Many inaccuracies in spelling, grammar or use of punctuation.

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.

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.

Appropriate introduction and conclusion that introduces and outlines the direction of the case study discussed and a conclusion that sums up the discussion.

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.

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.

/15

The structure of each part is clearly and comprehensively set out and the discussion proceeds logically. Well linked to supporting literature.

The structure of each part is clearly set out and the discussion proceeds logically. Supporting literature is used appropriately.

The structure of each part is appropriate and the discussion, for the most part, proceeds logically. Minimal omissions in links to supporting literature.

The structure of each part is apparent but at times the discussion is difficult to follow. Supporting literature used but frequent omissions in links identified.

The structure of each part 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.

**Approach and Argument (70%)**

*Drug Protocol - 20%*  
Comprehensively presents a detailed **drug protocol** 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.

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.

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.

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.

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.

*Clinical Decision Making Process - 30%*  
Comprehensively includes an extensive detailed discussion of the clinical decision making process relevant to the medications in the case study with clear, coherent and convincing critical thought displayed.

Extensively includes a thorough discussion of the clinical decision making process relevant to medications in the case study with well-developed critical thought displayed.

Generally includes a reasonable discussion of the clinical decision making process relevant to medications in the case study with critical thought evident.

Basic presentation of a discussion of the clinical decision making process relevant to medications in the case study. Perceptible critical thought.

Incomplete, inadequate, minimal, or no discussion of the clinical decision making process relevant to medications in the case study. Limited or no critical thought demonstrated.

*Nursing Responsibilities - 20%*  
Comprehensively includes an extensive detailed discussion analysing 2 (two) nursing responsibilities relevant to the individual circumstances in the case study with clear, coherent and convincing critical thought displayed.

Extensively includes a thorough discussion analysing 2 (two) nursing responsibilities relevant to the individual circumstances in the case study with well-developed critical thought evident.

Generally includes a reasonable discussion analysing 2 (two) nursing responsibilities relevant to the individual circumstances in the case study with critical thought evident.

Basic presentation of a discussion of 2 (two) nursing responsibilities relevant to the individual circumstances in the case study. Perceptible critical thought.

Incomplete, limited or no discussion of 2 (two) nursing responsibilities relevant to the individual circumstances in the case study.

/70

**Referencing - 15%**





## 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