



# NURS12154 Pharmacology for Nursing Practice

## Term 2 - 2018

Profile information current as at 14/05/2024 11:10 am

All details in this unit profile for NURS12154 have been officially approved by CQUUniversity 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 - 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 evaluations

##### Feedback

Assessment Explanations

##### Recommendation

Incorporating Assessment Q & As via Zoom and recording these for students who cannot attend for all assessments to address this issue. Currently there is an Overview of Assessments power-point and recording however, if other units have similar topics but different requirements, this can be confusing for the student and therefore will help prevent confusion for the student and make the assessment requirements clearer.

#### Feedback from Student evaluation

##### Feedback

Evening Zoom sessions

##### Recommendation

Some students have requested evening Zoom sessions. This has been utilised in the past with minimal uptake from students. Therefore all instead of evening Zoom session, all Zoom sessions are recorded and placed on the Moodle site and students are encouraged to ask questions on the discussion forums. Students can email questions prior to these Zoom sessions to address any confusion/questions/clarification.

#### Feedback from Student evaluation

##### Feedback

Replace written assessment 3 with an examination.

##### Recommendation

A unit proposal will be submitted to change the last assessment to an exam. There are 3 compelling reasons to change the last assessment which is currently a written piece, to an examination: a) Students have asked to be assessed on multiple medications which they believe would enhance their confidence in the clinical environment. As a written piece of assessment, students can only be assessed on a small number of medications. The exam provides a greater opportunity for extending knowledge regarding multiple medications that students will encounter in clinical environments. b) Students feel that the current written assessment overlaps with similar content from another Unit's assessment pieces. The examination would effectively address any perception of overlap in coverage of unit content. c) Students have also stated that they find it difficult to complete written assignments during Work Integrated Learning practicum in T1 that runs alongside this unit and in concert with other Units which also have written assessments.

## Unit Learning Outcomes

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

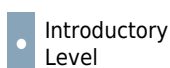
1. Examine the principles of quality use of medicines (QUM), as related to nursing practise
2. Consider the pharmacokinetic, pharmacodynamics, biochemical and microbial influences medications can have upon individuals across the lifespan
3. Analyse the professional and ethical implications of medication 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



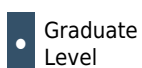
N/A  
Level



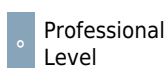
Introductory  
Level



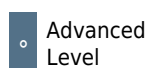
Intermediate  
Level



Graduate  
Level



Professional  
Level



Advanced  
Level

## Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 20%	●	●	●	●
2 - Written Assessment - 30%	●	●	●	●
3 - Written Assessment - 50%	●	●	●	●

## Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Communication	•	•	•	•
2 - Problem Solving		•	•	•
3 - Critical Thinking	•	•	•	•
4 - Information Literacy	•		•	•
5 - Team Work	•	•		
6 - Information Technology Competence	•	•	•	
7 - Cross Cultural Competence	•	•		•
8 - Ethical practice		•	•	•
9 - Social Innovation				
10 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

[illegible]

## Textbooks and Resources

### Textbooks

NURS12154

#### Supplementary

##### **Pharmacology in Nursing : Australian & New Zealand Edition**

2nd edition AU (2016)

Authors: McKenzie , Broyles , Reiss , Pleunik & Page

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

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## Schedule

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

Module/Topic	Chapter	Events and Submissions/Topic
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### **Week 1 - 09 Jul 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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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 (3 tasks spread throughout the unit). Open Moodle tab: Study Guide, CRO readings and important resources and review.
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## Week 2 - 16 Jul 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 - Task 1. Review Assessment 2

## Week 3 - 23 Jul 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 - Task 1</b> due Friday 6pm. Commence Assessment 2

## Week 4 - 30 Jul 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 - 06 Aug 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 - Task 2 MCQ Quiz 1</b> opened Friday. Content of modules 1 to 5 are examined here

## Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Break Week		

## Week 6 - 20 Aug 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 - Task 2 MCQ Quiz 1</b> closed Friday.  <b>Written Assessment - Short Answer Topics</b> Due: Week 6 Tuesday (21 Aug 2018) 6:00 pm AEST

## Week 7 - 27 Aug 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 - 03 Sep 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	

**Week 9 - 10 Sep 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	Commence Assessment 3

**Week 10 - 17 Sep 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 - 24 Sep 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</b> - Task 3 <b>MCQ Quiz 2</b> opened Friday. Content of modules 6 to 12 examined here <b>Assessment 3</b> due Thursday  <b>Written Assessment</b> Due: Week 11 Thursday (27 Sept 2018) 6:00 pm AEST

**Week 12/Review week - 01 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Review Week	View On-line Lecture - Unit Review	<b>Assessment 1</b> - Task 3 <b>MCQ Quiz 2</b> closed Friday

**Exam Week - 08 Oct 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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**Exam Week - 15 Oct 2018**

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

## Assessment Tasks

### 1 Certificate and Online Quiz(zes)

**Assessment Type**

Online Quiz(zes)

**Task Description**

### Assessment 1: Certificate and Quizzes

**Overall Weighting:** 20%**Due Date:** Staggered, please see due dates for each part of this assessment below.**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 practice

**Instructions:** Assessment 1 consists of 3 separate tasks (1 Continuing Professional Development activity [certificate] and 2 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. See Essential Information below for further information.

**Task 1 - NPS Medicinewise Course** (Continuing Professional Development activity [certificate]):

**Due Date:** Friday 27<sup>th</sup> July 2018 (Wk 3)

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

**NPS Medicinewise Course:** '*Quality Use of Medicines for Health Professional Students*' (NB: Do not complete 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' block left hand side of the Moodle page or the link under the 'Assessment for this unit' tab.

NB: 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.

**Task 2 - Multiple Choice Quiz 1 (15 Questions):**

**Due Date:** Opened Friday 10<sup>th</sup> August 2018 (wk 5). Closed Friday 24<sup>th</sup> August 2018 (wk 6).

**Weighting:** 37.5% (of overall weighting for this assessment)

**Content Examined:** unit modules 1 to 5

**Task 3 - Multiple Choice Quiz 2 (20 Questions):**

**Due Date:** Opened Friday 28<sup>th</sup> September 2018 (wk 11). Closed Friday 5<sup>th</sup> October 2018 (wk 12).

**Weighting:** 50% (of overall weighting for this assessment)

**Content Examined:** unit modules 6 to 12

### **Essential Information**

- 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 and Quiz 2 – no uploads required.

- Each online quiz is opened for 7(seven) days (1 week) and a time limit of 90 mins to complete. There will be 2(two) attempts available for each quiz (highest attempt accepted).

- **NB: This assessment has a minimum mark or grade** - This assessment contributes to 20% of your marks overall for this unit (all three assessments combined will give the final grade). However, you need to score at least 25% of the overall marks (across the quizzes and submission of CPD certificate) for **this** assessment to pass the unit and satisfy the unit learning outcomes regardless of obtaining pass marks in the other assessments.

### **Number of Quizzes**

3

### **Frequency of Quizzes**

Other

### **Assessment Due Date**

Task 1 Certificate: Friday (wk 3) 6pm; Task 2 Quiz 1: Opened Friday (wk 5)/Closed Friday (wk 6) 11:59pm; Task 3 Quiz 2: Opened Friday (wk 11)/Closed Friday (wk 12) 11:59pm

### **Return Date to Students**

Certificate: available 2 weeks after submission - Friday 10th August 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 to the assessment site on the Moodle page  
Quiz 1 and 2 are 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 practice
- 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 practice
- Explore the use and implications of non-traditional and complementary pharmacological therapies.

**Graduate Attributes**

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

## 2 Written Assessment - Short Answer Topics

**Assessment Type**

Written Assessment

**Task Description****Assessment 2 -Short Answer Topics**

**Overall Weighting:** 30%

**Due Date:** Tuesday 21st August 2018 6pm (Week 6)

**Learning Outcomes:**

1. Examine the principles of quality use of medicines (QUM), as related to nursing practice
3. Analyse the professional and ethical implications of medication administration and the associated legislative requirements to nursing practice

**Word Length:** 1500 words (+/- 10%) (suggestion: approx. 400-500 words per topic). NB: In-text references **are included** in the word count.

**Instructions:** Assessment 2 consists of completing 3 (three) topics with questions linked to a Coronial Clinical case summary.

Step 1: Read the Coronial clinical case summary. The link to this document is available under the 'Assessment for this Unit' tab: Under Assessment 2.

Step 2: Using the Coronial clinical case summary, complete the 3 topics listed below addressing the questions. 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. 12 point font and double-line spaced.

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

- First page: Cover page
- Next page: Table of Contents

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

**APA referencing** (6<sup>th</sup> edition) is required (click this link to access the APA abridged guide or via 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 on the 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.

**NB: This assessment has a minimum mark or grade** - This assessment contributes to 30% of your marks overall for this unit (all three assessments combined will give the final grade). However you need to score at least 25% of overall marks for **this** assessment to pass the unit and satisfy the learning outcomes regardless of obtaining pass marks in the other assessments for this unit.

## 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.

- Briefly summarise the medication error that occurred here.
- Explain how nurse A, Nurse B and Nurse C each contributed to the error which led to the poor outcome for Mr L.
- Include in your discussion at least one (1) failing of professional nursing practice or procedure that may have contributed to this medication error
- Review the NSQHS Medication Safety Standard 4 item 4.6. Identify how following this action could prevent or reduce the risk of such a medication error occurring.

### Topic 2: Ethical Principles

Ethical principles relate to medications just as they do to any other nursing practice. Therefore ethical principles apply to nurses' practice in the administering of medication to Mr L.

After reading the Coronial clinical case summary:

- Describe each of the following ethical principles:
  - o beneficence
  - o non-maleficence
- Explain how these principles are in opposition to each other in this clinical case summary:
  - o Were either of 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

Many laws govern medication and medication administration. The Registered Nurse has a responsibility to be aware of those that are relevant to their practice. With the clinical case summary in mind:

- Discuss the significance of drug legislation to nursing and why nurses need have a responsibility to be aware of these laws. Include in your discussion the federal legislation that controls medications and how
- State the legislative schedules of fentanyl and irbesartan, medications discussed in the clinical case summary.

Describe the differences in the **legal** requirements in storage and documentation required of these scheduled medications to Mr L.

### Assessment Due Date

Week 6 Tuesday (21 Aug 2018) 6:00 pm AEST

Uploaded via the submission site on the Moodle unit page. Feedback will be available in grademark.

### Return Date to Students

Week 9 Thursday (13 Sept 2018)

Thursday Week 9 (2018) - Students who submit by/on the due date will have their assignments returned by Thursday 13th September - 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 learning 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	
<b>Structure -15%</b>						
Excellent presentation of assignment with inclusion of all correct components, double line spaced, and 12 point font. Consistently accurate with spelling, grammar and use of punctuation.	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.	/15	
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.		
<b>Approach and Argument -70%</b>						
<b>Topic 1 (30%)</b>						
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.	/70	
<b>Topic 2 (20%)</b>						
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.		
<b>Topic 3 (20%)</b>						
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.		
<b>Referencing - 15%</b>						

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

### Assignment 3: Written Discussion

**Overall Weighting:** 50%

**Due Date:** Thursday 27th September 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:** 1800 words (+/- 10%) including in-text referencing. All three sections are not linked and therefore have separate word counts:

Part 1: 600 words (+/- 10%)

Part 2: 600 words (+/- 10%)

Part 3: 600 words (+/- 10%)

**Instructions:** Assessment 3 contains three (3) parts containing questions linked to the case study below. You are expected to attempt all three topics.

Step 1: Read Case Study below.

Step 2: Using this case study answer the questions contained in each section.

**Academic essay format** is required however **a formal introduction and conclusion is NOT** required for each part. Your responses are to be presented from a professional and academic perspective e.g. discussing with other health professionals, and not from the patient's perspective in the case study. 12 point font and double-line spacing is required.

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

- First page: Cover page
- Next page: Table of Contents
- Next page: Short answer responses with references
  - Topic 1
    - o References
  - Topic 2
    - o References
  - Topic 3
    - o References

#### **Essential Information:**

[APA referencing](#) (6<sup>th</sup> edition) is required (click this link to access the APA abridged guide or via the course Moodle site under the 'Assessment' tab). Please note that referencing is worth 15% of your overall mark for this assessment. 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.

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.

**NB: This assessment has a minimum mark or grade** - This assessment contributes to 50% of your marks overall for this unit (all three assessments combined will give the final grade). However you need to score at least 25% of overall marks for **this** assessment to pass the unit and satisfy the learning outcomes regardless of obtaining pass marks in the other assessments for this unit.

## **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.*

### **Part 1: Visit to General Practitioner**

Mr. D is a 60-year-old Aboriginal male who is a known elder in his community. He is visiting his doctor for medication refills. His past medical history is significant for type 2 diabetes, hypertension, and hyperlipidaemia. He is married with three children and works as a finance officer at a large banking firm. He has a one-pack-a-day cigarette smoking history and has been smoking for 40 years. Mr. D does not check his blood pressure or his blood sugars at home. He denies any changes in his health status today and reports that he is feeling well. His last laboratory work was almost two years ago. His vital signs today are:

- Blood pressure (BP) 160/94 mm Hg
- Heart rate (HR) 90 beats/min
  - o Respiratory rate (RR) 20 breaths/min
  - o Weight 134kg
  - o Height 172cm

- Body mass index (BMI) 45
- Last known blood sugar level (BSL) 11.8mmol/L

Mr. D's current medications include: amlodipine 10mg every day; atorvastatin 40mg every night; metformin 1000mg twice a day; and glipizide 5mg twice a day.

**Task:** Write 600 words addressing the following:

- a) You discuss with the patient that his blood pressure is not adequately controlled and that his physician is adding losartan 100mg every day to his medication regimen. Discuss the pharmacological class of losartan and its mechanism of action (how it controls blood pressure).
- b) Mr. D asks you if losartan acts in the same way as amlodipine. Discuss the pharmacological class of amlodipine and its mechanism of action (how it controls blood pressure).
- c) Before Mr. D leaves the office, you explain that he will need to continue amlodipine and losartan at home. You assess his knowledge of this medication by asking him to recall common side effects. Explain two (2) common side effects of amlodipine and two (2) common side effects of losartan.
- d) Mr. D reports that he does not "watch his diet as he should." He saw an advertisement about medications that **could** help with cholesterol and is asking what kind of medication he is taking. You take the time to explain to Mr. D about atorvastatin and how it works to control cholesterol. Discuss the pharmacological class and mechanism of action of atorvastatin.
- e) Discuss two (2) significant side/adverse effects that are important to inform Mr D **about** regarding taking atorvastatin? Discuss two (2) interventions used to minimise or prevent these side effects.
- f) You also need to check Mr D's understanding on the mechanism of action of metformin. He states it lowers his blood sugar levels. You feel Mr D requires further education regarding oral hypoglycaemic medications. Discuss how oral hypoglycaemic medications reduce BSLs that differs from the action of insulin.

## **Part 2: Emergency Visit to Hospital**

One week later, Mr. D is on a conference call at work and begins to feel nauseated. While walking to the restroom, Mr. D begins to have sharp left-sided chest pain, shortness of breath, and diaphoresis. A co-worker sees Mr. D grabbing his chest and calls the ambulance. Upon arrival at the hospital, an ECG is performed and vital signs are recorded. His vital signs are BP 100/60 mmHg, HR 120 beats/min, RR 28 breaths/min, temp 36.8° C and SaO<sub>2</sub> 93%. His initial ECG shows no ST segment elevation and is initially treated for angina. Mr. D is awake, alert, and extremely anxious. The emergency department team administers the following medications: morphine sulfate 2mg intravenously, aspirin 300mg by mouth, nitroglycerin 0.3mg sublingually, and oxygen at 2L/min.

**Task:** Write 600 words addressing the following questions:

- a) Describe the pharmacological class morphine belongs and one (1) purpose for the emergency medical team giving Mr. D this drug. Discuss the mechanism of action of morphine.
- b) Mr. D is extremely anxious and does not want to take the aspirin. To assist the emergency medical personnel, you discuss with Mr. D that aspirin (acetylsalicylic acid) is being given to him for a specific reason. Discuss one reason for the administration of aspirin in this scenario.
- c) To help Mr. D understand why he is receiving so many medications, what health teaching will you provide about the purpose of administering nitroglycerin/GTN (Anginine)? Discuss the mechanism of action of GTN (Anginine) and two (2) side effects that Mr D may experience that is important in this health teaching.
- d) Considering his medical history of hypertension, type 2 diabetes, and hyperlipidaemia, what health promotion teaching will you provide Mr D before his discharge? Discuss two (2) topics to teach or instruct Mr D which may improve his current health.
- e) Discuss how you would conduct this teaching addressing Mr D's cultural requirements. What interventions or factors could be utilised to enhance this education in regards to Mr D's aboriginal culture?

## **Part 3: Follow-up visit to General Practitioner**

Several months later, Mr D visits his doctor again with his wife. His wife states that Mr D is always sleeping, is reluctant to go to work and has had many days away and needs encouragement to shower every day. Mr D states he has no appetite, has no energy and finds it difficult to sleep at night. The doctor suspects Mr D has depression. He commences Mr D on fluoxetine 10mg in the morning.

**Task:** Write 600 words addressing the following questions:

- a) Mrs D asks how this medication will help with her husband's issues. Discuss the pharmacological class of fluoxetine and its mechanism of action.
- b) Mr D has expressed concern about side effects of this medication and interactions with his other medications. Discuss two (2) common side effects that can occur
- c) As significant therapeutic benefits of antidepressant therapy are not apparent for some weeks, compliance/adherence

may be a problem. Outline one (1) approach that could be used to promote drug compliance/adherence.

d) Patients with depression often think about suicide. Therefore, discuss two (2) strategies that would be appropriate to advise Mrs D regarding caring for her husband taking these medications? When is the highest risk of this occurring?

e) After 4 weeks on this medication, Mr D presents back to his doctor for review. His depressive symptoms have not improved. His doctor decides to switch to another drug in a different class. Discuss one other common drug used in treatment of depression (other than from the same pharmacological class as fluoxetine). Name the pharmacological class of this drug and discuss the mechanism of action?

### Assessment Due Date

Week 11 Thursday (27 Sept 2018) 6:00 pm AEST  
Feedback will be available in grademark.

### Return Date to Students

Exam Week Friday (19 Oct 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 25% 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 <50%	Marks
<b>Structure -15%</b>					
Excellent presentation of assignment, Consistently accurate with spelling, grammar, and use of punctuation and paragraph structure. (5%)	Well-presented assignment. 1 or 2 errors in spelling, grammar, use of punctuation or paragraph structure.	Well-presented assignment. 3 or 4 consistent errors with spelling, grammar, use of punctuation or paragraph structure.	Adequate assignment presentation. 4 to 7 consistent errors with spelling, grammar, use of punctuation or paragraph structure.	Poorly presented assignment. Many inaccuracies in spelling, grammar, use of punctuation or paragraph structure.	/15
Includes all correct components. Uses double line spacing, Times New Roman, 12-point size font, cover page and table of contents. (5%)	Does not include or use one of the components: double line spacing, Times New Roman, 12-point size font, cover page and table of contents.	Does not include or use 2 of these components: double line spacing, Times New Roman, 12-point size font, cover page or table of contents.	Uses 12-point size font. Does not use double line spacing, Times New Roman. Does not include cover page and/or table of contents.	Double line spacing not used. Does not use Times New Roman, 12-point size font, no cover page and/or no table of contents.	
Organisation and structure is clear and easy to follow. Supporting literature is clearly integrated. Adheres to prescribed length. (5%)	Organisation and structure is mostly clear. Supporting literature is used appropriately. Adheres to prescribed length.	Organisation and structure is appropriate. Minimal omissions in integration to supporting literature. Adheres to prescribed length.	Organisation and structure allows misinterpretation of the meaning of the content. Frequent omissions in integration to supporting literature. Adheres to prescribed length.	Organisation and structure detracts from the meaning of the content. Little to no integration to supporting literature. Does not adhere to prescribed length.	
<b>Approach and Argument (70%)</b>					
<b>Part A: (20%)</b>					
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.	Content is appropriate and answers the various aspects of the topics as per the assessment piece and the discussion for the most part proceeds logically.	Content answers the the various aspects of question although the discussion is at times repetitive or lacks cohesion. Perceptible critical thought demonstrated.	Content does not address all aspects of the various aspects on the selected topic as per the assessment piece. Inadequate description of required content. Little or no discernible critical thought.	/70



**Part B: (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.

Content is appropriate and answers the various aspects of the topics as per the assessment piece and the discussion for the most part proceeds logically.

Content answers the various aspects of question although the discussion is at times repetitive or lacks cohesion. Perceptible critical thought demonstrated.

Content does not address all aspects of the various aspects on the selected topic as per the assessment piece. Inadequate description of required content. Little or no discernible critical thought.

**Part C: (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.

Content is appropriate and answers the various aspects of the topics as per the assessment piece and the discussion for the most part proceeds logically.

Content answers the various aspects of question although the discussion is at times repetitive or lacks cohesion. Perceptible critical thought demonstrated.

Content does not address all aspects of the various aspects on the selected topic as per the assessment piece. Inadequate description of required content. Little or no discernible critical thought.

**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.

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

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

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

A minimum of 8 up-to-date\* references used including 3 or more up-to-date journal articles as well as relevant books and web sites spread consistently across all topics. (5%)

A minimum of 7 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 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.

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.

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

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

Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.

Total Marks

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

This Assessment is worth 50% of the weighting for this unit.

Late Penalty (if applicable): % Overall Marks: /100 (Overall Percentage: /50%)

Markers Comments:

Marker:

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Using online Moodle Assessment link.

**Learning Outcomes Assessed**

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

/15



- 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