



# **NURS12154 *Pharmacology for Nursing Practice***

## **Term 1 - 2020**

Profile information current as at 14/05/2024 04:11 pm

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.

### **Corrections**

**Unit Profile Correction added on 02-04-20**

The end of term examination has now been changed to an alternate form of assessment. Please see your Moodle site for details of the assessment.

## General Information

### Overview

This unit will provide you with knowledge and skills related to best practice principles in the safe use of medications across the lifespan. Knowledge of pharmacodynamics and pharmacokinetics, as well as antimicrobial stewardship, are considered in relation to safe nursing practice and quality use of medicines (QUM). In this unit, you will be required to demonstrate accountability in relation to administration of medications including knowledge of side effects, adverse drug events, medication errors, accurate documentation and the impact of complementary medicines. You will also consider ethical issues related to safe medication administration.

### 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 - 2020

- Bundaberg
- Online
- 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. **Case Study**

Weighting: 40%

#### 2. **Examination**

Weighting: 60%

### 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**

The feedback provided by markers needs to be helpful in providing guidance on future improvement. Feedback was lacking explanation.

##### **Recommendation**

Ongoing commitment in this area will continue and feedback from markers will be reviewed to improve in this area to be more beneficial for student's learning. For example, providing more detailed information to markers on how to provide more constructive feedback to students may assist in improving feedback to students.

#### Feedback from School and student evaluations

##### **Feedback**

This unit has obtained positive feedback from students despite being a cohort of over 400 students, which is evidence of commitment by the unit coordinators to quality learning and teaching. Comments from students included: "The support I received has been great and I felt confident throughout the whole term." "Large subject and sometimes difficult to prioritise which areas to focus on, but the support provided by lecturers greatly assisted in directing to the general area." "I felt the resources provided did support my learning well." "I thoroughly enjoyed the powerpoint presentations and they were set out well and easy to follow."

##### **Recommendation**

Continue to provide support to students to ensure the commitment to their learning and teaching continues.

#### Feedback from Student evaluations

##### **Feedback**

Even though most students strongly agreed that the Moodle site was easy to navigate, feedback provided by some students strongly disagreed and therefore requires review. Examples of student feedback regarding this issue: "Moodle sites are hard to navigate with so much content."

##### **Recommendation**

Review set-up of the Moodle site. Suggest moving all content into each week ie study guide and Zoom sessions etc so there is only one area students would need to access for all the information each week. Currently the study guide and the weekly Zooms sessions are in separate tabs from the weekly lecture and readings. Review the study guide to be more specific to reflect the weekly content.

## Unit Learning Outcomes

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

1. Explain the principles of quality use of medicines (QUM) relevant to nursing practice
2. Describe the pharmacodynamics and pharmacokinetics of particular drugs
3. Explain the importance of antimicrobial stewardship for nursing practice
4. Demonstrate accountability in relation to safe administration of medications.

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
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 40%	•	•		•
2 - Examination - 60%		•	•	•

### 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

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Case Study - 40%	•	•	•	•				•		
2 - Examination - 60%	•	•	•				•	•		

## Textbooks and Resources

### Textbooks

NURS12154

#### Supplementary

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

Edition: 3rd edn (2020)

Authors: Broyles, McKenzie, Pleunik, Page, Reiss, & Evans

Cengage Learning

South Melbourne , Australia , Australia

Binding: eBook

#### **Additional Textbook Information**

This text is recommended only. You can purchase a paper copy from the CQUni Bookshop here:

<http://bookshop.cqu.edu.au>. However, there may be an eBook version available on your Moodle site closer to the start of term.

[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

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1: QUM and Safety in Medication Administration	View/attend lecture - Module 1: Part A & B Refer e-Readings List - see unit Moodle site	<ul style="list-style-type: none"><li>• View online introduction/welcome message in Moodle.</li><li>• Open Moodle tab: Week 1 - Module 1 and review content.</li><li>• Review study guide and complete activities</li><li>• Enroll in the <i>NPS Medicinewise Learning</i> website and complete course: 'Quality Use of Medications for Health Professional Students' - <b>excluding</b> case studies.</li></ul>

**Week 2 - 16 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Understanding Pharmacology	View/attend lecture - Module 2: Part A & B Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"> <li>• Open Moodle: Week 2 - Module 2 and review content.</li> <li>• Review study guide and complete activities</li> <li>• Review Assessment 1 requirements</li> </ul>

**Week 3 - 23 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Agents used to Treat Endocrine Imbalance	View online lecture - Module 3 Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"> <li>• Open Moodle: Week 3 - Module 3 and review content.</li> <li>• Review study guide and complete activities</li> <li>• Commence Assessment 1</li> </ul>

**Week 4 - 30 Mar 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Module 4: Agents used to Treat Respiratory Disorders	View online lecture - Module 4 Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"> <li>• Open Moodle: Week 4 - Module 4 and review content.</li> <li>• Review study guide and complete activities</li> </ul>

**Week 5 - 06 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Agents used to Treat Cardiovascular Disorders	View online lecture - Module 5 Refer e-Readings list & articles - see unit Moodle site	<ul style="list-style-type: none"> <li>• Open Moodle tab: Week 5 - Module 5 and review content.</li> <li>• Review study guide and complete activities</li> </ul>

**Vacation Week - 13 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 20 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Anticoagulant Agents	View online lecture - Module 6 Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"> <li>• Open Moodle tab: Week 6 - Module 6 and review content.</li> <li>• Review study guide and complete activities</li> <li>• Complete Assessment 1 - due Thursday 23rd April 2020</li> </ul>
		<b>Short Answer Topics</b> Due: Week 6 Thursday (23 Apr 2020) 6:00 pm AEST

**Week 7 - 27 Apr 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Antimicrobial Agents Module 8: Agents used to Control Pain and Inflammation	View online lectures - Module 7 & Module 8 Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"> <li>• Open Moodle: Week 7 - Module 7 &amp; Module 8 and review content.</li> <li>• Review study guide and complete activities</li> </ul>

**Week 8 - 04 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Agents used Treat Mental Health Disorders	View online Lecture - Module 9 Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"> <li>• Open Moodle: Week 8 - Module 9 and review content.</li> <li>• Review study guide and complete activities</li> </ul>

**Week 9 - 11 May 2020**

Module/Topic	Chapter	Events and Submissions/Topic
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Module 10: Legal and Ethical Considerations in Medication Administration

View online lectures - Module 10  
Refer e-Readings list for each Module - see unit Moodle site

- Open Moodle: Week 9 - Module 10 and review content.
- Review study guide and complete activities
- Start exam review: Modules 1-4
- Return of Assessment 1 - Tuesday

#### Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 11: Medication across the Lifespan: the Elderly, Paediatrics and Pregnant Women	View online Lecture - Module 11 Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"><li>• Open Moodle tab: Week 10 - Module 11 and review content.</li><li>• Review study guide and complete activities</li><li>• Continue Exam review: Modules 5, 6 and 7</li></ul>

#### Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 12: Non-traditional and Complementary Pharmacological Therapies	View online lecture - Module 12 Refer e-Readings list - see unit Moodle site	<ul style="list-style-type: none"><li>• Open Moodle: Week 11 - Module 12 and review content.</li><li>• Review study guide and complete activities</li><li>• Continue Exam review: Modules 8, 9 and 10</li></ul>

#### Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Review Week		Continue Exam review: Modules 11 and 12

#### Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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#### Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

All email correspondence with lectures is via the generic email address: [NURS12154@cqu.edu.au](mailto:NURS12154@cqu.edu.au).  
No individual lecturer email to be utilised.

## Assessment Tasks

### 1 Short Answer Topics

#### Assessment Type

Case Study

#### Task Description

#### Assessment 1: Short Answer Topics

**Overall Weighting:** 40%

**Due Date:** Thursday, 23<sup>rd</sup> April 2020 at 6pm (Week 6)

#### Learning Outcomes:

1. Explain the principles of quality use of medicines (QUM) relevant to nursing practice.
2. Describe the pharmacodynamics and pharmacokinetics of particular drugs.
4. Demonstrate accountability in relation to safe administration of medications.

**Word Count:** Topic 1: 800 words (+/- 10%)



Topic 2: 800 words (+/- 10%)

**NB:** The total word count is considered from the first word to the last word of each topic (excludes topic headings). The total word count **includes** in-text references and direct quotations. It **excludes** the cover page and reference list.

**Instructions:** Assessment 1 requires you to write 2 (two) separate responses – one for each topic.

Step1: Read the case summary and resources provided which are available under the 'Assessment for this Unit' tab: Under 'Assessment 1'.

Step 2: Use the information in the case summary and **write two (2) separate responses** addressing the information in each topic as listed below. You are to attempt both topics.

Step 3: **Presentation and formatting of your responses:**

You are required to present your two (2) separate responses using the following set-out and format.

- *First page:* Cover Page. The cover page needs to include the title of the assessment and assessment number, your student name and number, unit name and unit code, lecturers' names, due date (extension due date), and **actual word count** of your paper per topic.

- *Next page:* Your two (2) separate responses:

Include the following names of the topics that are underlined – no other headings to be used in your responses. This will allow for each topic to be easily identified.

o Topic 1: Understanding Pharmacokinetics and Pharmacodynamics

o Topic 2: The Clinical Decision-Making Process

- *Last page:* References - The reference page is to include all references used in Topics 1 and 2.

**Formatting:**

- Size 12 font size - Times New Roman
- Double-line spacing
- 2.54cm margins
- Each page needs to have a page number and your name and student number, on each page as a footer or a header.

**Referencing Style:** [APA referencing](#) 6<sup>th</sup> edition (this can be found on the unit Moodle site under 'Assessment' tab or via the CQUniversity library). Please note that referencing is worth 15% of your overall mark for this assessment.

• The study guide, unit profile, and PowerPoint slides supplied on the unit Moodle site are **NOT** to be used as reference sources but are good resources to guide your responses.

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

• Moodle e-Reading list can be used and referenced as per the sourced textbook.

**NB:** This assessment contributes to 40% of your overall marks for this unit (both assessments combined will give the final grade).

### **Case Study**

Mrs Nobal is a 75-year-old lady who has presented to the emergency department via ambulance with abdominal pain, nausea and vomiting. The ambulance officer proceeds to handover the patient as you are the attending nurse for Mrs Nobal.

### **SBAR Handover**

Situation: Mrs Nobal has called the ambulance due to complaints of abdominal pain that has worsened today.

Background: The pain has been increasing in severity over the past three (3) weeks.

Medical/Surgical History:

- Removal of a tumour from descending colon about two (2) years ago. No evidence at this time of any residual cancer.
- Hypertension

- Osteoarthritis right knee
- Mild renal impairment

Current Medications:

- paracetamol CR 665mg (Panadol Osteo) – 2 tabs (1330mg) every 8 hours (to relieve pain from osteoarthritis)
- perindopril 2.5mg daily (to treat hypertension)

Assessment: Mrs Nobal has described the pain as cramping in nature, with occasional episodes of nausea and intermittent vomiting. She states she is unable to keep anything down. Mrs Nobal's abdomen is also distended. She also reports that on the two (2) previous days she had several episodes of diarrhoea, but her bowels have not opened today.

Observations (Most recently taken by the ambulance officer):

- Respiration rate (RR): 22 respirations per minute
- Heart rate (HR): 105 beats per minute
- Blood pressure (BP): 165/95
- Pain 4/10 and constant, increases to 8/10 with episodes of cramping pain
- Weight: 60kgs (estimated)

Response/Recommendation: An intravenous cannula has already been inserted by the ambulance officer and an opioid medication has been administered to treat Mrs Nobal's pain. The ambulance officer reports that she has not complained of nausea or vomiting en route to the hospital. Based on this information it is possible Mrs Nobal has a bowel obstruction.

After your handover from the ambulance officer, Mrs Nobal complains of nausea has an episode of vomiting.

Most recent Laboratory Tests (additional information found in patient's notes):

- Full blood count – no abnormalities detected (NAD)
- Urea and electrolytes: sodium, potassium, chloride and bicarbonate – NAD
- CrCl (creatinine clearance) – 45ml/min (Normal: >50ml/min)
- Liver function tests (LFTs) – NAD

### **DISCLAIMER:**

This case discussed here is a fictitious event based on real-life scenarios. Any reference to real events or individuals is merely coincidental. If you become distressed by any information in this document, please contact CQU counseling services immediately.

### **Topics**

Nausea and vomiting are common and distressing symptoms experienced by patients and are caused by a range of conditions. As the nurse caring for Mrs Nobal you assess that she would benefit from the administration of an antiemetic to alleviate her nausea and vomiting. One medication used commonly to alleviate nausea and vomiting is metoclopramide. Further resources to assist with this topic can be found on the Moodle site within the 'Assessment 1' area.

### Topic 1: Understanding Pharmacokinetics and Pharmacodynamics (800words)

Before you administer medications to Mrs Nobal there needs to be adequate knowledge of the medication. Having a good understanding of the pharmacokinetics (what the body does to the drug) and also the pharmacodynamics (what the drug does to the body) of medications is important to ensure safe and effective administration of medications.

1. Discuss the pharmacokinetics (Absorption, Distribution, Metabolism, Excretion) of metoclopramide.

Include in your response:

a) Absorption:

- Clarify how metoclopramide can be absorbed i.e. routes of administering.

- Explain the difference in the onset of action between administering metoclopramide via the oral and intravenous routes.
  - Discuss which is the most appropriate route to administer this antiemetic to Mrs Nobal and provide an evidence-based rationale for your decision.
- b) Distribution: After absorption, some of the drug, metoclopramide, binds to plasma proteins.
- Discuss your understanding of 'protein binding'.
- c) Metabolism:
- Identify the importance of the metabolism of this drug into glucuronide and sulfate conjugates and where this occurs.
- d) Excretion:
- Briefly discuss the organ responsible for the excretion of metoclopramide and the importance of monitoring its function.
  - Identify the half-life of metoclopramide and your understanding of this term.
2. Discuss the pharmacodynamics (mechanism of action) of metoclopramide.
- Discuss how metoclopramide works to produce its pharmacological effects to reduce nausea and vomiting.
  - Discuss two (2) major side effects and/or adverse reactions of metoclopramide specifically relating these to Mrs Nobal.

### Topic 2: The Clinical Decision-Making Process (800 words)

Underpinning the Quality Use of Medicines (QUM) principles is ensuring that if medications are required that they are chosen wisely, administered safely and obtain the desired effect. Therefore, by utilising the clinical decision-making process, it allows nurses to apply these principles and individualise care that takes into account all aspects of the person's situation and condition.

Mrs Nobal feels nauseous and vomits and you feel she would benefit from administering an antiemetic. You approach the doctor to obtain an order to relieve her nausea and vomiting.

The doctor writes a PRN order:

Provide a response that explains how you would apply the clinical decision-making process to ensure the safe and effective administration of metoclopramide to Mrs Nobal. Your response is only to cover the specific sections of the clinical decision-making process as listed below (nursing diagnosis and planning although important in this process, is not required to be covered separately here).

Include in your response:

a) Assessment:

- Two (2) pieces of information that would need to be collected and why these are important to consider prior to administering metoclopramide.
- The most appropriate route of administration of metoclopramide for Mrs Nobal.

b) Implementation:

- Two (2) aspects/strategies/processes to safely administer metoclopramide.
- One (1) non-pharmacological intervention that could be implemented to assist with the effectiveness of metoclopramide.

c) Evaluation:

- Two (2) aspects that are relevant to evaluating the administration of metoclopramide.

### **Assessment Due Date**

Week 6 Thursday (23 Apr 2020) 6:00 pm AEST

Assessments are submitted via Moodle site and marked online via Feedback studio (grademark). Marks will be returned through Feedback studio (grademark) - online. Please review 'Moodle Help for Students: accessing grademark'.

## Return Date to Students

Week 9 Thursday (14 May 2020)

Thursday Week 9: Students who submit by/on the due date will have their assignments returned by Thursday 14th May - Week 9

## Weighting

40%

## Assessment Criteria

### Assessment 1 Marking Criteria

HD 85 - 100%	D 75-84%	C 65-74%	P 50-64%	F below 50%	Mark
<b>Structure -15%</b>					
Excellent presentation of assignment as per assessment instructions with the inclusion of cover page (all aspects included), double line spaced, 12-point font size - Times New Roman. Consistently accurate (no errors) with spelling and grammar. Word count is within the requirements.	Well-presented assignment as per assessment instructions, including cover page (all aspects included), double line spaced, and 12-point font size - Times New Roman. Generally accurate (1 or 2 errors) with spelling and grammar. Word count is within the requirements.	Well-presented assignment as per assessment instructions, including cover page (all aspects included), double line spaced, and 12-point font size - Times New Roman. Occasional inaccuracies (3 or 4 errors) with spelling and grammar. Word count is within the requirements.	Adequate assignment presentation mostly follows assessment instructions. Includes cover page, double line spaced and 12-point font size - Times New Roman used. Frequent inaccuracies (5 to 7 errors) with spelling and/or grammar.	Poorly presented assignment does not follow assessment instructions. Cover page not included or multiple errors, and/or double spacing not used, and/or 12-point font size - Times New Roman not used and/or many inaccuracies in spelling and or grammar (> 7 errors). Under the required word count.	/15
Consistently accurate with writing and has clear paragraph structure (topic sentence, supporting sentence, concluding sentence). Adheres to the required word count for each topic.	Generally accurate with writing and with largely clear paragraph structure (topic sentence, supporting sentence, concluding sentence). Adheres to the required word count for each topic.	Occasional inaccuracies with writing and/or paragraph structure (topic sentence, supporting sentence, concluding sentence). Adheres to the required word count for each topic.	Adequate presentation with writing. Paragraph structure is present however difficult to identify structure (topic sentence, supporting sentence, concluding sentence). Adheres to the required word count for 1 or both topics.	Poor presentation with writing of assignment. Little or no paragraph structure (topic sentence, supporting sentence, concluding sentence) or does not adhere to the required word count for 1 or both topics.	
The structure of each topic is clearly and comprehensively set out as required 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, the discussion is present but no logical flow or is difficult to follow. Supporting literature used but inadequately utilised or omissions in links identified.	The structure of each topic is poorly set out and/or the discussion has no logical progression and/or is difficult to follow or there is a lack of cohesion. Little to no links to supporting literature.	
<b>Approach and Argument -70%</b>					
<b>Topic 1 (35%)</b>					
Comprehensively includes a detailed response on the pharmacokinetics and pharmacodynamics of the medication as per the assessment with clear, coherent and convincing critical thought demonstrated.	Extensively includes a thorough response on the pharmacokinetics and pharmacodynamics of the medication as per the assessment with well-developed critical thought evident on as per the assessment.	Content is appropriate and answers the topic. Generally, includes a reasonable response on the pharmacokinetics and pharmacodynamics of the medication as per the assessment.	Content is relevant. Demonstrates a response, maybe limited, of the pharmacokinetics and pharmacodynamics of the medication as per the assessment. Perceptible critical thought demonstrated.	Not able to provide or provides an inadequate response on the pharmacokinetics and pharmacodynamics of the medication as per the assessment. Lacks critical thought.	/35
<b>Topic 2 (35%)</b>					
Comprehensively includes a detailed response with clear, coherent and convincing critical thought demonstrated on the clinical decision-making process as per the assessment.	Extensively includes a thorough response of the topic with well-developed critical thought evident on the clinical decision-making process as per the assessment.	Content is appropriate and answers the topic. Generally, includes a reasonable response of the clinical decision-making process as per the assessment.	Content is relevant to the topic. Demonstrates a limited response on the clinical decision-making process as per the assessment. Perceptible critical thought demonstrated.	Not able to provide or provides an inadequate response on the clinical decision-making process as per the assessment. Lacks critical thought.	/35
<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.	In-text 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 10 up-to-date* references that includes at least 5 or more journal articles as well as relevant books and web sites spread consistently across all topics.	A minimum of 8-9 up-to-date* references that includes at least 4 journal articles as well as relevant books and web sites spread consistently across all topics.	A minimum of 7 up-to-date* references. Must include at least 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 textbooks and web sites spread consistently across all topics.	The required number of 6 up-to-date* references not used. Journal articles or relevant textbooks not sourced and not consistently spread across all topics or web sites only used.
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 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 and other sources (including internet sources) less than 5 years, textbooks less than 10 years

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submission site via the Moodle unit page. Marks will be returned through Feedback studio (grademark) - online. Please review 'Moodle Help for Students: accessing grademark'.

### Learning Outcomes Assessed

- Explain the principles of quality use of medicines (QUM) relevant to nursing practice
- Describe the pharmacodynamics and pharmacokinetics of particular drugs
- Demonstrate accountability in relation to safe administration of medications.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Ethical practice

## Examination

### Outline

Complete an invigilated examination.

### Date

During the examination period at a CQUniversity examination centre.

### Weighting

60%

### Length

120 minutes

### Minimum mark or grade

Students must obtain a minimum of 50% for the exam in order to obtain a passing grade for this unit.

### Exam Conditions

Closed Book.

## Materials

Dictionary - non-electronic, concise, direct translation only (dictionary must not contain any notes or comments).

## 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