



NURS12154 Pharmacology for Nursing Practice

Term 1 - 2021

Profile information current as at 15/05/2024 02:45 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.

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 - 2021

- Online

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. **Online Quiz(zes)**

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 feedback via email

Feedback

Online quiz duration

Recommendation

Reduce the number of online quiz questions to allow for reading and typing answers. Due to COVID-19 in T1 2020, the University moved all examinations to online assessment including quizzes. The unit coordinators changed the exam questions to online quiz questions.

Feedback from Student evaluation

Feedback

Assessment 1 marking criteria weighting

Recommendation

Increase the weighting for the criteria related to approach and argument to provide more opportunity for students to demonstrate the unit learning outcomes, and reduce structure and referencing to the minimum allowable marks on the marking criteria sheet.

Feedback from Student evaluation

Feedback

End-of-term online quiz preparation

Recommendation

Organise regular Zoom sessions to discuss clear expectations for the end-of-term quiz and share tips on what would be useful on preparing students.

Feedback from Student evaluation

Feedback

Weekly content

Recommendation

Teaching team members should remain focussed on the weekly activities, and avoid any digression from each week's theme.

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



Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Case Study - 40%	•	•		•
2 - Online Quiz(zes) - 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 - Online Quiz(zes) - 60%	•	•	•				•	•		

Textbooks and Resources

Textbooks

NURS12154

Supplementary

Fundamentals of Pharmacology

Edition: 8th ed. (2017)

Authors: Bullock, S & Manias, E

Pearson Australia

Melbourne , Victoria , Australia

ISBN: 9781488610028

Binding: Paperback

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Supplementary

Pharmacology in Nursing: Australian & New Zealand

Edition: 3rd ed. (2020)

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

Cengage Learning Australia

South Melbourne , Victoria , Australia

ISBN: 9780170421850

Binding: Paperback

Additional Textbook Information

Both paper and eBook copies can be purchased at the CQUniversity Bookshop here: <http://bookshop.cqu.edu.au> (search on the Unit code)

[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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Danielle Le Lagadec Unit Coordinator

d.lelagadec@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Module 1: Understanding pharmacology	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Access the unit profile and the study guide. • Access and view introduction to the unit. • Open Week 1 tab and complete the corresponding weekly activities. • Enrol in the NPS MedicineWise Learning website and undertake 'Quality use of medication safety'. • Undertake the non-assessable formative quiz.
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Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2: Quality use of medicines (QUM) and safety in medication administration	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 2 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Review Assessment 1 requirements including the marking criteria rubric.

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3: Antimicrobial agents and Module 4: Analgesics	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 3 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Commence the first draft of Assessment 1.

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 5: Agents used to treat mental health disorders	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 4 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Continue to work on Assessment 1 requirements.

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 6: Legal and ethical considerations in medication administration	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 5 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Continue to work on Assessment 1 requirements. • Seek help from the Academic Learning Centre or Studiosity if required.

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Rest and refresh. Spend a bit of time with family and friends.

Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 7: Agents used to treat endocrine imbalances	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 6 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Finalise Assessment 1.

Week 7 - 26 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 8: Agents used to treat respiratory disorders	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Assessment 1 due date on Wednesday, 28th April 2021 at 5:00 pm (Brisbane time). All late submissions are subject to a 5% late penalty per day or part-thereof after the due date. • Open Week 7 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. <p>Short Answers based on a Case study - Mistaken identity Due: Week 7 Wednesday (28 Apr 2021) 5:00 pm AEST</p>

Week 8 - 03 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 9: Agents used to treat cardiovascular disorders	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 8 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Start planning the revision of the modules for Assessment 2, the online quiz.

Week 9 - 10 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 10: Anticoagulants	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 9 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Commence online quiz review: modules 1-4. • The Red button - Have your say.

Week 10 - 17 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Module 11: Non-traditional and complementary pharmacological therapies

View lecture and access eReading list on the unit Moodle site.

- Open Week 10 tab and review the content.
- Review the study guide and complete the corresponding weekly activities.
- Undertake the non-assessable formative quiz.
- Continue online quiz review: modules 5-7.
- **Return of Assessment 1**, Tuesday 18th May. Access Assessment 1 in Turnitin and review the marker's comments. You have 48 hours to query any concerns regarding your grades.
- The Red button - Have your say.

Week 11 - 24 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 12: Medications across the lifespan	View lecture and access eReading list on the unit Moodle site.	<ul style="list-style-type: none"> • Open Week 11 tab and review the content. • Review the study guide and complete the corresponding weekly activities. • Undertake the non-assessable formative quiz. • Continue online quiz review: modules 8-10. • The Red button - Have your say.

Week 12 - 31 May 2021

Module/Topic	Chapter	Events and Submissions/Topic
Review and preparation for the online quiz		<ul style="list-style-type: none"> • The Red button - Have your say • Continue online quiz review: modules 11-12.

Review/Exam Week - 07 Jun 2021

Module/Topic	Chapter	Events and Submissions/Topic
Assessment 2 - Online quiz		Online Quiz - Multiple choice and short answer questions Due: Review/Exam Week Thursday (10 June 2021) 11:45 pm AEST

Exam Week - 14 Jun 2021

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

If students receive a Fail grade for Assessment 1, the Unit Coordinator may allow them an opportunity to reattempt the assessment. In order for the Unit Coordinator to allow a re-attempt, they will need to be satisfied that the student has made a reasonable attempt in the assessment item. If a reattempt is offered, students will have only 7 consecutive days to resubmit their assessment and can only receive 50% of the available grades. Only one reattempt will be allowed.

Assessment Tasks

1 Short Answers based on a Case study – Mistaken identity

Assessment Type
Case Study

Task Description

Type: Written assessment

Due date: 28th April at 5:00 pm (Brisbane Time), Week 7

Weighting: 40%

Length: 1500 words ($\pm 10\%$)

Unit Coordinator: Danielle Le Lagadec

Returned by: 18th May (Week 10)

Learning Outcomes Assessed

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

Aim

The aim of this assessment is to enhance your recognition of medication errors and to embed your knowledge of the quality use of medications. The assessment also aims to assist you apply your knowledge regarding the pharmacokinetics and pharmacodynamics of analgesics.

Instructions

Assessment 1 involved compiling an essay in response to two (2) topics with questions linked to the case study.

Please follow the steps below to complete your assessment task:

Step 1: Read the case study.

Step 2: Use the case study to complete the two (2) topics listed below addressing the questions. You are required to attempt both topics.

Topic 1: Medication error (700 words)

There was a significant medication-related error that occurred, leading to a poor outcome for this patient. Write a short essay addressing the following:

- Describe the medication-related error that occurred and outline two (2) factors that contributed to the error.
- Identify and discuss at least 2 (two) of these failings and/or poor practices that occurred in this case study.
- How can these failings and/or poor practices that you have identified, be addressed so that the risk of this medication error occurring again can be minimised?
- Refer to the NSQHS (2nd Edition) Standard 4 - Medication Safety. Choose one action from the NSQHS Standard 4 - Medication Safety list below and discuss how this could be used by the nurse caring for Mr Snell to prevent this type of medication error occurring again.
 - o Partnering with consumers: Action 4.3
 - o Medication reconciliation: Action 4.6
 - o Information for patients: Action 4.11
 - o High risk medications: Action 4.15

Topic 2: Understanding Pharmacokinetics and Pharmacodynamics (800 words)

Before you administer medications to your patient, you require adequate knowledge of the medication. Having an understanding of the pharmacokinetics (what the body does to the drug) and the pharmacodynamics (what the drug does to the body) is essential to ensure safe and effective administration of medications.

- Discuss the pharmacokinetics (Absorption, Distribution, Metabolism, Excretion) of morphine sulphate. Include in your response:
 - Absorption:
 - Name four methods (routes) of administering morphine sulphate
 - When (time, in hours or minutes) is the drug's peak of action and duration of action for each administration route?
 - Explain why the peak of action and duration of action differs between administering routes.
 - Distribution:
 - How is morphine sulphate distributed in the body?
 - Metabolism:
 - Discuss how morphine sulphate is metabolised and what is meant by its half-life.
 - Excretion:
 - How is morphine sulphate excreted from the body? Briefly discuss the organ responsible for the excretion of morphine sulphate.
- Pharmacodynamics:
 - How morphine sulphate achieves its analgesic effect,

- Briefly describe morphine's mechanism of action.
- Discuss two significant adverse effects of morphine sulphate.
- Discuss the nursing considerations required when administering morphine sulphate to a patient.

Literature and references

In this assessment use at least 10 contemporary references (≤ 5 years for journal articles and credible websites, ≤ 10 years for textbooks) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Requirements

- Use a conventional and legible font, such as Times New Roman 12 or Arial 11 font, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition (7th ed) American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- The word count is considered from the first word of topic 1 to the last word of topic 2. The word count excludes the reference list but includes in-text references and direct quotations.
- The following format is to be used to present your submission (include topic headings):
 - First page: cover page (must include: student name, student number, unit code, unit name, term date and year, name of the unit coordinators, the due date for submission, and actual word count).
 - Next page:
 - i. Topic 1: Medication error
 - ii. Topic 2: Understanding pharmacokinetics and pharmacodynamics
 - Last page: Reference list.
- Do not include an introduction or a conclusion.
- Please include short topic headings.

Resources

- Please use credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific library guide: MIMS Online; Nursing Resource Guide; Midwifery Resource Guide.
- For information on academic communication, please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available [here](#).

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Case Study Summary

Setting

A busy 6 bed Orthopaedic ward at a private regional hospital.

Bed 46: Mr. Snell, a 78-year-old gentleman, underwent a spinal laminectomy of L3 and L4 two days previously. Mr. Snell has chronic back pain which he treats with Paracetamol 1g QID and heat packs. He also suffers from GORD for which he takes Esomeprazole 20mg daily and occasionally suffers from asthma which is treated with a Salbutamol puffer when needed. Mr. Snell experiences sleep Apnoea and usually utilises a CPap machine at night but has forgotten to bring it to the hospital. He dislikes morphine and stated that he'd prefer not to be given any because it causes him to hallucinate. Mr. Snell has no known allergies.

Post-surgery Mr. Snell has been prescribed the following, in addition to his regular medications:

- oral paracetamol 1g QID,
- oral ibuprofen 400mg TDS,

- 100mcg fentanyl transdermal patch to be replaced every three days.

Bed 47: Mr. Smyth, a 72-year-old gentleman, underwent a total hip replacement surgery the previous day. Mr. Smyth is generally in good health. However, he has been diagnosed with hypertension and hypercholesterolaemia, which are well controlled with medications (Perindopril 4mg daily and Atorvastatin 20mg daily). Mr. Smyth has no known allergies. Following his surgery, in addition to Mr. Smyth's regular medications, the surgeon has prescribed:

- oral paracetamol 1g QID,
- oral ibuprofen 400mg TDS
- subcutaneous morphine sulphate 5-10mg 6 hourly PRN, a maximum dose of 40mg / 24 hours

Situation

At 2230 the curtains are partially drawn around the beds as most patients are sleeping. The lights are dimmed. Mr. Smyth, in bed 47, buzzes and requests pain relief for 7/10 pain. RN Mary has just commenced her shift after being on 'days off' for four days. She checks Mr. Smyth's medication chart and notes that his paracetamol was given at 2200 and that his previous dose of morphine was given at 0800 that morning. Considering the severity of his pain, RN Mary decides to give Mr. Smyth 10mg of morphine.

RN Mary writes up the morphine in the DD Book (controlled drug register) and asks junior RN Sarah, whose shift is just about to end, to witness the removal, preparation and administration of the morphine. They both go to the patient's bedside to administer the drug but as most patients are asleep, they do not turn on the lights and speak softly as they briefly do their checks/rights. They omit to check the patient's armband. Both RNs sign Mr. Smyth's medication chart as drug given. As they leave the ward, RN Sarah suspects that they may have given the morphine to the patient in bed 46. However, she thinks she is probably mistaken, doubts herself, and additionally feels embarrassed and reluctant to question Mary as she is a senior RN. Since Sarah's shift has ended and she is running late, she doesn't investigate further and leaves the hospital without reporting her suspicions.

At 2330 RN Mary checks the patients - they are all sleeping soundly. She notes that Mr. Snell's breathing is shallow and irregular but thinks that this may be normal for him as he suffers from sleep apnoea. At 0130 RN Mary monitors all patients' vital signs and is alarmed to find that Mr. Snell is not breathing and had no detectable pulse. She activates the emergency call button. CPR is executed but the staff are unable to revive the patient. The patient is declared deceased at 0150.

The Investigation

This is an unexpected death and a coroner is required to undertake an investigation. The investigation reveals that Mr. Snell died from opioid toxicity due to an opioid overdose.

DISCLAIMER

This case discussed here is fictitious but is based on a coroner's case in the public document.

Assessment Due Date

Week 7 Wednesday (28 Apr 2021) 5:00 pm AEST

Assessments are to be submitted via the submission portal of the unit Moodle site. Please submit your assignment as an MS Word document via Turnitin. Marks will be returned through Feedback Studio (grademark) - online. Please review 'Moodle Help for Students: accessing grademark'.

Return Date to Students

Week 10 Tuesday (18 May 2021)

Student who submits on or before the due date will have their assessment feedback returned on 18th May 2021

Weighting

40%

Assessment Criteria

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49% Fail <49.5%	Fail (content absent) 0%
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	Excellent presentation of assignment as per assessment instructions, double line spaced and correct font. Consistently accurate with spelling and grammar. 5.0-4.3	Well-presented assignment as per assessment instructions, double line spaced, and correct font. Generally accurate with 1 or 2 spelling and grammatical errors. 4.2-3.7	Well-presented assignment as per assessment instructions, double line spaced, and correct font. Occasional inaccuracies with 3 or 4 spelling and grammatical errors. 3.6-3.2	Adequate assignment presentation mostly follows assessment instructions. Includes double line spaced and correct font used. Frequent inaccuracies with 5 to 7 spelling and/or grammatical errors. 3.1-2.5	Poorly presented assignment does not follow assessment instructions. Multiple errors, and/or double spacing not used, and/or correct font not used and/or many inaccuracies in spelling and or grammar (> 7 errors). < 2.5	Submission is missing most aspects of task. Little evidence of task requirements. 0
Structure (10%)	Consistently accurate with writing and has clear paragraph structure. Adheres to the required word count for both topics. Well linked to supporting literature. 5.0-4.3	Generally accurate with writing and with largely clear paragraph structure. Adheres to the required word count for both topics. Supporting literature is used appropriately. 4.2-3.7	Occasional inaccuracies with writing and/or paragraph structure. Adheres to the required word count for both topics. Minimal omissions in links to supporting literature. 3.6-3.2	Adequate presentation with writing. Paragraph structure is present however difficult to identify the structure. Adheres to the required word count for 1 or both topics. Supporting literature used but inadequately utilised or omissions in links identified. 3.1-2.5	Poor presentation with the writing of the assignment. Little or no paragraph structure or does not adhere to the required word count for 1 or both topics. Little to no links to supporting literature. < 2.5	Submission is missing most aspects of task. Little evidence of task requirements. 0
Approach and Argument Topic 1 - 35%	Comprehensively includes a detailed discussion of the topic with clear, coherent and convincing critical thought demonstrated of the medication error and application of NSQHS Standard 4 - Medication Safety as per the assessment. 35-29.6	Extensively includes a thorough discussion of the topic with well developed critical thought evident of the medication error and application of NSQHS Standard 4 - Medication Safety as per the assessment. 29.5-26.1	Content is appropriate and answers the topic. Generally includes a reasonable discussion on the medication error and application of NSQHS Standard 4 - Medication Safety as per the assessment. 26-22.6	Content is relevant. Demonstrates a limited discussion of the medication error and application of NSQHS Standard 4 - Medication Safety as per the assessment. Perceptible critical thought demonstrated. 22.5-17.3	Not able to provide or provides an inadequate discussion of the medication error and application of NSQHS Standard 4 - Medication Safety as per the assessment. Lacks critical thought. < 17.3	Topic 1 has not been attempted. 0
Approach and Argument Topic 2 - 45%	Comprehensively includes a detailed response on the pharmacokinetics and pharmacodynamics of the medication as per the assessment with clear, coherent and accurate information provided. 45.0-38.0	Extensively includes a thorough response on the pharmacokinetics and pharmacodynamics of the medication with accurate information provided as per the assessment. 37.9-33.5	Content is appropriate and answers the topic. Generally, includes a reasonable response on the pharmacokinetics and pharmacodynamics of the medication as per the assessment. Provided mostly accurate information. 33.4-29.0	Content is relevant. Demonstrates a response, maybe limited, of the pharmacokinetics and pharmacodynamics of the medication as per the assessment. Perceptible information accuracy demonstrated. 28.9-22.3	Not able to provide or provides an inadequate response on the pharmacokinetics and pharmacodynamics of the medication as per the assessment. Lacks information accuracy. < 22.3	Topic 2 has not been attempted. 0

	Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations. 5.0-4.3	1 or 2 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 4.2-3.7	3 or 4 in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 3.6-3.2	5 or more in-text referencing errors identified to support and reflect all ideas, factual information and quotations. 3.1-2.5	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. < 2.5	No, or very few in-text references use and APA style has not been followed. 0
Referencing - 10%	A minimum of 10 up to date* references that include at least 5 or more journal articles as well as relevant books and web sites spread consistently across all topics. Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style. 5.0-4.3	A minimum of 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. Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style (1 or 2 errors). 4.2-3.7	A minimum of 8 up to date* references. Must include at least 3 journal articles as well as relevant books and web sites spread consistently across all topics. Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style (3 or 4 errors). 3.6-3.2	A minimum of 7 up to date* references used including 2 journal articles as well as relevant textbooks and web sites spread consistently across all topics. Reference list is mostly in alphabetical order and occasionally adheres to reference list presentation guidelines APA style (5 errors). 3.1-2.5	The required number of 7 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 is not in alphabetical order and does not adhere to reference list presentation guidelines APA style (>5 errors). < 2.5	Fewer than 7 credible references used and reference list absent. 0

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit an MS Word document via NURS12154 Moodle site through Turnitin.

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

2 Online Quiz - Multiple choice and short answer questions

Assessment Type

Online Quiz(zes)

Task Description

This quiz is an open-book, timed online quiz. The quiz is available for 48 hours and you have **two (2) hours** to complete the quiz once you begin. You may only attempt the quiz **once** and, unless there are exceptional circumstances, you will not be able to resit the quiz if not completed within the required time frame.

As this is an open-book assessment, you can access resources throughout the quiz. While you may use unit resources and your own notes, we expect you to provide answers in your own words. Copying and pasting information will be considered a breach of academic integrity.

The assessment is worth 60 marks of which 20 marks are allocated to multiple choice questions, true/false questions and matching questions. The remaining 40 marks are short answer and case study questions. Marks may differ between questions. Please type your answers into the areas allocated for the answers. Marks may differ between questions.

We expect that you complete this quiz independently and adhere to the conditions associated with undertaking an assessment. It means that you must ensure academic integrity and comply with the Student Academic Integrity Policy and Procedure. Acting honestly and with integrity means that you avoid behaviour that may breach academic honesty, such as plagiarism, collusion, cheating, and other forms of academic misconduct. If any academic misconduct is detected, it will be managed according to the policy and may result in penalties.

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Review/Exam Week Thursday (10 June 2021) 11:45 pm AEST

Must be completed within two (2) hours, once opened, only one attempt permitted.

Return Date to Students

Online quiz result will be released before Certification of Grades

Weighting

60%

Assessment Criteria

There are no minimum marks to pass this assessment item, however, students must achieve at least 50% overall (the combination of Assessment 1 and the Online Quiz) in order to be eligible to pass the unit.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Complete the Online quiz via the NURS12154 Moodle site

Learning Outcomes Assessed

- Describe the pharmacodynamics and pharmacokinetics of particular drugs
- Explain the importance of antimicrobial stewardship for nursing practice
- Demonstrate accountability in relation to safe administration of medications.

Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- 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