



## 1. General Course Information

### 1.1 Course Details

<b>Course Code:</b>	<b>1807NRS</b>
<b>Course Name:</b>	<b>Safe Administration of Medications</b>
<b>Trimester:</b>	<b>Health Care Trimester 2, 2022</b>
<b>Program:</b>	<b>Diploma of Health Care</b>
<b>Credit Points:</b>	<b>10</b>
<b>Course Coordinator:</b>	<b>Cristine Purvis</b>
<b>Document modified:</b>	<b>15 May 2022</b>

### Course Description

This course develops foundational pharmacology knowledge including the uses, effect and actions of medications. Students will learn about the responsibilities of the Registered Nurse so they may apply their knowledge and implement safe medication administration practices in clinical practice. As a member of the interprofessional health care team, nurses play a central role in medication administration for positive client health outcomes. Medication administration is a common and important nursing skills, which may appear simple but is in fact a complex activity. When medication administration goes wrong, it may result in costly patient harm. This course aims to develop foundational pharmacology knowledge, including pharmacotherapeutics, pharmacokinetics and pharmacodynamics, to ensure quality use of medicines. Students will develop numeracy skills so they can correctly perform medication calculations to safely administer medications. Students will apply a systems approach to identify factors likely to produce medication errors and practical strategies to avoid or minimize these errors.

### Assumed Knowledge

There is no assumed knowledge for this course

## 1.2 Teaching Team

Your teacher/s can be contacted via email as below:

You will also find their email in the Teacher's tile on your Course Site.

Name	Email
Cristine Purvis	<a href="mailto:cristine.purvis@staff.griffithcollege.edu.au">cristine.purvis@staff.griffithcollege.edu.au</a>

## 1.3 Meet with your teacher

Your teacher is available each week to meet outside of normal class times. This is called consultation. Times that your teacher will be available for consultation will be found on the Teacher's tile on your Course Site.

## 1.4 Timetable

Your timetable is available on the Griffith College Digital Campus at My Apps, Timetable.

## 1.5 Technical Specifications

All students must have access to a computer or suitable mobile device such as desktop, laptop, or tablet. In addition, up-to-date browser access, a reliable high-speed internet connection with enough upload and download capacity, a webcam and headset including microphone are needed.

## 2. Aims, Outcomes & Generic Skills

### 2.1 Course Aims

This course aims to develop foundational pharmacology knowledge, with an emphasis on the indications of medications, pharmacokinetics and pharmacodynamics, and safe administration of medications using a systems approach. Students will develop numeracy skills to correctly perform medication calculations to safely administer medications. They will be able to apply pharmacology and medication administration knowledge and implement safe medication administration strategies, in future clinical practice.



### 2.2 Learning Outcomes

After successfully completing this course you should be able to:

- |   |
|---|
| 1. Apply numeracy skills to demonstrate proficiency in medication calculations for safe administration of medications   |
| 2. Identify and describe contributing factors to medication errors (and near-miss incidents), associated with prescribing, dispensing, administering and monitoring medications and identify strategies which may prevent or reduce medication errors from occurring within nursing practice contexts |
| 3. Apply pharmacological knowledge, such as indications, contraindications, and adverse effects of medications to ensure quality use of medications   |



## 2.3 Generic Skills and Capabilities

For further details on the Generic Skills please refer to the [Graduate Generic Skills and Capabilities policy](#).

Griffith College aims to develop graduates who have an open and critical approach to learning and a capacity for lifelong learning. Through engagement in their studies, students are provided with opportunities to begin the development of these and other generic skills.

Studies in this course will give you opportunities to begin to develop the following skills:

Generic Skills and Capabilities		Taught	Practised	Assessed
Acquisition of discipline knowledge and skills with critical judgement		✓	✓	✓
Communication and collaboration		✓	✓	✓
Self-directed and active learning		✓	✓	
Creative and future thinking		✓		
Social responsibility and ethical awareness		✓	✓	✓
Cultural competence and awareness in a culturally diverse environment		✓	✓	



## 3. Learning Resources

### 3.1 Required Learning Resources

Bullock, S., & Manias, E. (2022). *Fundamentals of pharmacology* (9<sup>th</sup> ed.). Pearson Australian.

Brotto, V., & Rafferty, K. (2019). *Clinical dosage calculations for Australia and New Zealand*. Cengage.

### 3.2 Recommended Learning Resources

All recommended reading will be provided on the MyStudy site and will be updated throughout the trimester. There will be access to online resources, web links and interactive learning materials.

Recommended Texts:

Tiziani, A. (2017). *Harvard's nursing guide to drugs*. (10<sup>th</sup> ed.). Elsevier.

Broyles, R., Reiss, B., Evans, M., McKenzie, G., Pleunik, S., & Page, R. (2020). *Pharmacology in nursing*. (3<sup>rd</sup> ed.). Cengage

### 3.3 College Support Services and Learning Resources

Griffith College provides many facilities and support services to assist students in their studies. Links to information about support resources that are available to students are included below for easy reference.

- [Digital Library](#) – Databases to which Griffith College students have access to through the Griffith Library Databases.
- [Study Toolbox](#) – there is a dedicated website for this course on the Griffith College Digital Campus.
- Academic Integrity - Griffith College is committed to ensuring academic integrity is understood and maintained by all staff and students. All students learn about academic integrity through engagement with Academic Integrity online modules within the Academic and Professional Studies course.
- [Services and Support](#) provides a range of services to support students throughout their studies including academic advice and assignment help from Student Learning Advisors, and personal and welfare support from Student Counsellors.
- [Jobs and Employment](#) in the Student Hub can assist students with career direction, resume and interview preparation, job search tips, and more.
- [IT Support](#) provides details of accessing support, information on s numbers and internet access and computer lab rules.

### 3.4 Other Information about your Learning

#### Preparation and Participation in Learning

You need to prepare before attending your scheduled learning experience. Work through the learning content prepared by your teacher which is found on the course site. Make sure you complete the learning activities set each week, they are designed to support your learning. Active participation in your learning will enhance your success. Ask questions when something is unclear or when you want to bring some issue to your teacher's attention; respond to questions to test your knowledge and engage in discussion to help yourself and others learn.

#### Attendance

You are expected to actively engage in all learning experiences which underpin the learning content in this course. You are expected to engage with the learning content and learning activities outside of timetabled class times. This requires you to be an active agent of your learning. You are expected to bring all necessary learning resources to class such as the required textbook and /or Workbook. In addition, you are encouraged to BYOD (bring your own device) to class such as a laptop or tablet. This is not a requirement as computer lab facilities are available on campus, however, the use of such devices in the classroom is encouraged with appropriate and considerate use principles being a priority.

#### Consultation Sessions

Teachers offer extra time each week to assist students outside the classroom. This is known as 'consultation time.' You may seek assistance from your teacher on email or in person according to how the teacher has explained this to the class. Attendance during consultation time is optional but you are encouraged to use this extra help to improve your learning outcomes.

#### Course Learning Materials

Learning materials are made available to you in the course site. The learning materials are arranged in Modules. In each Module you will find Learning Content, Learning Experiences and Learning Activities. **Learning Content** will be engaged with prior to the scheduled **Learning Experience (your weekly class)**. This will ensure you are prepared for the scheduled Learning Experience by being aware of the content to be covered and therefore will be able to actively participate in the session. **Learning Activities** are accessed after the scheduled session for purposes of review, consolidation of learning, and preparation for the Evidence of Learning Tasks in the course.

In addition, **Anytime Anywhere** learning material is provided in the course. This learning material provides support, interactive tools and directions for students who occasionally cannot attend the weekly scheduled Learning Experience (either in person or on Zoom) perhaps due to illness or other commitments. The Anytime Anywhere learning material should also be used in conjunction with Learning Content and Learning Activities resources.

### Self-Directed Learning

You will be expected to learn independently. This means you must organise and engage with the course learning content even when you are not specifically asked to do so by your teacher. The weekly guide will be helpful to organise your learning. This involves revising the weekly course learning material and completing the learning activities. It also means you will need to find additional information to evidence your learning beyond that given to you, and to construct your own response to a question or topic. All of this requires careful planning of your time. Expect to spend, on average, at least 10 hours per week including class time for each of your courses.

### Program Progression

You are reminded that satisfactory Program Progression requires that attendance in classes is maintained at equal to or greater than 80%, students are engaged in their learning and that GPA is maintained at equal to or greater than 3.5 [please see Griffith College Policy Library - [Program Progression Policy](#) - for more information].






### Teacher and Course Evaluation

Your feedback is respected and valued by your teachers. You are encouraged to provide your thoughts on the course and teaching, both positive and critical, directly to your teacher or by completing course and teacher evaluations via Griffith College's evaluation tool whenever these are available.



## 4. Learning Content, Learning Experiences and Learning Activities

### 4.1 Modules for Learning and Weekly Learning Content, Learning Experiences and Learning Activities

	Learning Content	Learning Experiences	Learning Activities	Evidence of Learning	Learning Outcome
					
<b>Module 1: Fundamentals of Safe Medication Administration</b>					
<b>1</b>	Viewing of mini-learning experiences  Introduction to course content and expectations  Brief history of Pharmacology  Regulation of Drugs in Australia  Role & Responsibilities of medication administration  Formulations & preparations of drugs	Lectorials Integrating team and individual activities.  Introduction to course outline / summary of assessment items  Introduction to medication calculation & mathematical concepts  Revision of the metric system  Administration Medication drug calculations – Tablet & volume form	Review learning content & any additional resources and prepare for Learning Experience  Read: Bullock & Manias (9E) required course text: Chapters TBA		1, 2

2	<p>Viewing of mini-learning experiences</p> <p>Applying clinical decision making to medication administration</p> <p>Safety &amp; Medication errors</p> <p>Medication Management</p> <p>Introduction to Pharmacology &amp; terminology</p> <p>Pharmacology Concepts: Pharmacodynamics &amp; Pharmacokinetics'</p>	<p>Lectorials Integrating team and individual activities</p> <p>Medication drug calculation – Paediatrics</p> <p>Practice drug calculation – Tablet &amp; volume form</p> <p>Analysis of safety issues in Medication Administration</p> <p>How do drugs work?</p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p> <p>View short videos – medication errors</p>		1, 2, 3
<b>Module 2: Fundamentals of Pharmacology</b>					
3	<p>Viewing of mini-learning experiences</p> <p>Overview of the Nervous System</p> <p>Autonomic Pharmacology</p> <p>Physiological effects of the Adrenergic Agonists &amp; Antagonists</p>	<p>Lectorials Integrating team and individual activities</p> <p>Medication Calculation Practice Exam</p> <p>NIMC – review of potential errors</p> <p>Review Neurotransmitter content – case studies</p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p>	Online quiz 1 – Weeks 1-3	1, 2, 3
4	<p>Viewing of mini-learning experiences</p> <p>Chemical Mediators - Histamines</p> <p>Prostaglandins &amp; Serotonins</p> <p>Steroidal Drugs</p> <p>Adult Learning Principles</p>	<p>Lectorials Integrating team and individual activities</p> <p>Introduction to Medication Monograph</p> <p>Patient Education &amp; Adult Learning Principles</p> <p>Principles of Intravenous Fluids</p> <p>Topical Medication Applications</p> <p>Review Chemical Mediators – case studies</p> <p><b>Medication Calculation Exam</b></p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p>	Medication Calculation Examination	1, 2, 3

5	<p>Viewing of mini-learning experiences</p> <p>Pain and analgesics</p> <p>Overview of the Gastrointestinal Tract (GIT)</p> <p>Gastrointestinal tract (GIT) medications</p>	<p>Lectorials Integrating team and individual activities</p> <p>Medication Monograph</p> <p>Case Study – Analgesics &amp; GIT medications</p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p>	<p>Online quiz 2 Weeks 4-5</p>	2, 3
6	<p>Viewing of mini-learning experiences</p> <p>Overview of the Cardiovascular System</p> <p>Cardiovascular and anticoagulant medications</p> <p>Renal Medications</p>	<p>Lectorials Integrating team and individual activities</p> <p>Medication Monograph</p> <p>Case study – Cardiovascular Medications</p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p>	<p>Mid Trimester Exam</p>	2, 3
7	<p>Viewing of mini-learning experiences</p> <p>Overview of the Respiratory System</p> <p>Respiratory medications</p> <p>Overview of the Neurological System</p> <p>Mental health medications</p>	<p>Lectorials Integrating team and individual activities</p> <p>Medication Monograph</p> <p>Case studies – Respiratory/Mental Health Medications</p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p>	<p>Online quiz 3 – Weeks 6 -7</p> <p>Written Assignment – Short Answer Questions</p>	2, 3

8	<p>Viewing of mini-learning experiences</p> <p>Overview of the Endocrine System</p> <p>Endocrine medications</p>	<p>Lectorials Integrating team and individual activities</p> <p>Medication Monograph</p> <p>Case study – Endocrine Medications</p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p>		2, 3
9	<p>Viewing of mini-learning experiences</p> <p>Overview of the Immune System</p> <p>Antibiotic, antiviral and antifungal medications</p>	<p>Lectorials Integrating team and individual activities</p> <p>Medication Monograph</p> <p>Case study – Antibiotics</p> <p>Review of prescribing guidelines</p>	<p>Review learning content &amp; any additional resources and prepare for Learning Experience</p> <p>Read: Bullock &amp; Manias (9E) required course text: Chapters TBA</p>	Online quiz 4 – Weeks 8-9	2, 3
10	Revision of course content	<p>Lectorials Integrating team and individual activities</p> <p>Practice Exam</p> <p>Exam Revision</p>	Review learning content & any additional resources	EOT Exam in examination week	1, 2, 3





## 5. Evidence of Learning

### 5.1 Evidence of Learning Summary

	Evidence of Learning	Weighting	Learning Outcome	Due Date
1	Online Quizzes	20% (5% each)	2 & 3	Weeks, 3, 5, 7 & 9
2	Medication Calculations Examination	10%	1	Week 4
3	Written Assignment – Short Answer Questions	30%	2 & 3	Week 7
4	End of Trimester Exam – selected responses	40%	1, 2 & 3	Final examination period

### 5.2 Evidence of Learning Task Detail

#### 1. Evidence of Learning Task 1: Online Quizzes (20% - 4 x 5% each)

**Task Type:** Quiz

**Due Date:** Weeks 3, 5, 7 & 9

**Weight:** 20%

**Length:** n/a

**Task Description:** Students will be required to undertake **four online quizzes during** the trimester. Each quiz will contribute equally to the final 20% assessment score (i.e., 5% per quiz). Quizzes will be available for 7 calendar days only - from 5pm Friday of the respective week until 5pm the Friday immediately following. Within the allotted time frame, students may choose when they undertake their quiz within this time period. Each student will have **one** opportunity to open and complete each quiz. Further details on assessment and exact dates of the online quizzes will be provided to students via the course site on Griffith College's Student Portal and in classes during the trimester.

**Criteria and Marking:** Students are assessed on weeks 1-3, 4-5, 6-7 & 8-9

**Submission:** online quiz/exam

#### 2. Evidence of Learning Task 2: Medical Calculation Examination (10%)

**Task Type:** Examination

**Due Date:** Week 4

**Weight:** 10%

**Length:** 1 hour

**Task Description:** This medication calculation examination is to enable students to demonstrate their mastery of drug calculations. You are required to achieve 100%. This 60-minute online Medication Calculation Examination comprises of multiple-choice questions. Students may have multiple attempts until they achieve 100%. For the purposes of the overall weighting students will be awarded the mark that they achieve on their first attempt.

**Criteria and Marking:** Students are assessed on pre-determined model answers that have been internally moderated.

**Submission:** online quiz/exam

### 3. Evidence of Learning Task 3: Written Assignment – Short Answer Questions (30%)

**Task Type:** Written Assignment

**Due Date:** Week 7

**Weight:** 30%, Marked out of: 100

**Length:** 1500 words

**Task Description:** This Evidence of Learning Tasks enables students to demonstrate their understanding of:

- How medications are regulated in Australia
- The principles of the 'Hepatic First Pass effect'
- The roles and responsibilities of healthcare professionals involved in the medication cycle

The contributing factors to medication errors (and near-miss incidents), associated with prescribing, dispensing, administering, monitoring medications and preventative strategies to reduce errors.

**Criteria and Marking:** Students are assessed on LCs 2 & 3. For detailed marking criteria refer to 1807NRS course site at Griffith College Portal. It is an expectation that the Griffith Health Writing and Referencing Guide will be used in the preparation and submission of all written assessment items for this course. Please note that word limits for assessment items need to be strictly adhered to. The word limit for an assessment item includes in text citations, tables and quotations. The word limit DOES NOT include the reference list. Please note the marker will cease marking your submitted work once they have reached the allocated word limit.

**Submission:** Turnitin via the course site

### 4. Evidence of Learning Task 4: End of Trimester Examination (40%)

**Task Type:** Examination

**Due Date:** Exam Week

**Weight:** 40%, Marked out of: 100

**Length:** n/a

**Task Description:** This individual Evidence of Learning Task is designed to assess the knowledge and understanding of the core concepts covered in Weeks 6 - 10. The exam will assess the students' learning stemming from core concepts covered in learning experiences, tutorials and workshops presented during these weeks of content. The exam will consist of multiple-choice and short answer questions

**Criteria and Marking:** Students are assessed on the strict marking guide and will undergo a full moderation process.

**Submission:** online quiz/exam

In order to pass this Course, students must:

1. Achieve 100% in the online Medication Calculation Examination (multiple attempts permitted). However, grade achieved on first attempt will be recorded
2. Achieve a minimum cumulative total of 50% from all graded Evidence of Learning Tasks.

## 5.3 Late Submission

An Evidence of Learning Task submitted after the due date, without an approved extension from the teacher, will be penalised. The standard penalty is the reduction of the mark allocated to the Evidence of Learning Task by 5% of the maximum mark applicable for the Evidence of Learning Task, for each working day or part working day that the task is late. Evidence of learning tasks submitted more than five working days after the due date are awarded zero marks.

Please refer to the Griffith College website - Policy Library > [Assessment Policy](#) for guidelines and penalties for late submission.

## 5.4 Other Information about Evidence of Learning

### Retention of Originals

You must be able to produce a copy of all work submitted if so requested. Copies should be retained until after the release of final results for the Course.

### Requests for extension

To apply for an extension of time for an evidence of learning task, you must submit an [Application for Extension of Assignment](#) form to your teacher at least 24 hours before the date the assignment is due. Grounds for extensions are usually: serious illness, accident, disability, bereavement or other compassionate circumstances and must be able to be substantiated with relevant documentation [e.g. [Griffith College Student Medical Certificate](#)]. Please refer to the Griffith College website – [Policy Library](#) for guidelines regarding extensions and deferred Evidence of Learning Tasks.

## Return of Evidence of Learning Tasks

1. Marks awarded for in-trimester evidence of learning tasks, except those being moderated externally with Griffith University, will be available on the course site within fourteen [14] days of the due date. This does not apply to the final evidence of learning task in this course (marks for this task will be provided with the final course result).
2. Students will be advised of their final grade through the Digital Campus. Students can review their final exam papers after student grades have been published. Review of final exam papers will not be permitted after the final date to enrol.
3. Marks for **all** evidence of learning tasks including the final exam (if applicable) will be recorded in the Course Site and made available to students through the Course Site.

*The sum of your marks of evidence of learning tasks in this course does not necessarily imply your final grade for the course. Standard grade cut off scores can be varied for particular courses, so you need to wait for the official release of grades to be sure of your grade for this course.*

## 6. Policies & Guidelines

Griffith College Evidence of Learning Tasks-related policies can be found in the [Griffith College Policy Library](#) which include the following policies:

[Assessment Policy](#), [Special Consideration](#), [Deferred Assessment](#), [Alternate Exam Sitings](#), [Medical Certificates](#), [Academic Integrity](#), [Finalisation of Results](#), [Review of Marks](#), [Moderation of Assessment](#), [Turn-it-in Software Use](#). These policies can be accessed within the [Policy Library](#)

**Academic Integrity** Griffith College is committed to maintaining high academic standards to protect the value of its qualifications. Academic integrity means acting with the values of honesty, trust, fairness, respect and responsibility in learning, teaching and research. It is important for students, teachers, researchers and all staff to act in an honest way, be responsible for their actions, and show fairness in every part of their work. Academic integrity is important for an individual's and the College's reputation.

All staff and students of the College are responsible for academic integrity. As a student, you are expected to conduct your studies honestly, ethically and in accordance with accepted standards of academic conduct. Any form of academic conduct that is contrary to these standards is considered a breach of academic integrity and is unacceptable.

Some students deliberately breach academic integrity standards with intent to deceive. This conscious, pre-meditated form of cheating is considered to be one of the most serious forms of fraudulent academic behaviour, for which the College has zero tolerance and for which penalties, including exclusion from the College, will be applied.

However, Griffith College also recognises many students breach academic integrity standards without intent to deceive. In these cases, students may be required to undertake additional educational activities to remediate their behaviour and may also be provided appropriate advice by academic staff.

As you undertake your studies at Griffith College, your teachers and academic advisors will provide you with guidance to understand and maintain academic integrity; however, it is also your responsibility to seek out guidance if and when you are unsure about appropriate academic conduct.

In the case of an allegation of a breach of academic integrity being made against a student he or she may request the guidance and support of a Griffith College Student Learning Advisor or Student Counsellor.

Please ensure that you are familiar with the Griffith College Academic Integrity Policy; this policy provides an overview of some of the behaviours that are considered breaches of academic integrity, as well as the penalties and processes involved when a breach is identified.

For further information please refer to the Griffith College website - Policy Library > [Academic Integrity Policy](#)

### Reasonable Adjustments for Evidence of Learning Tasks – The Disability Services policy

The [Disability Services policy](#) (accessed within the [Policy Library](#)) outlines the principles and processes that guide the College in making reasonable adjustments to Evidence of Learning Tasks for students with disabilities while maintaining academic robustness of its programs.

### Risk Assessment Statement

There are no out of the ordinary risks associated with this course.

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Note: Griffith College acknowledges content derived from Griffith University in Diploma level courses, as applicable.