

# NUR206 Pathophysiology and Pharmacology for Health Professionals 2

School: School of Health - Nursing

2027 Trimester 2

UniSC Sunshine Coast  
 UniSC Moreton Bay  
 UniSC Caboolture  
 UniSC Fraser Coast  
 UniSC Gympie

**BLENDED  
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

Please go to [unisc.edu.au](http://unisc.edu.au) for up to date information on the teaching sessions and campuses where this course is usually offered.

## 1. What is this course about?

### 1.1. Description

This course builds on NUR231: Pathophysiology and Pharmacology 1 and explores the pathophysiology of common chronic and complex health conditions and their pharmacological treatment across the lifespan. Emphasis is placed on long-term disease management and deterioration, polypharmacy, and person-centred care. You will learn to critically assess medication regimens, identify adverse effects, manage increasingly complex conditions and educate patients in the self-management of chronic illness.

### 1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
<b>BLENDED LEARNING</b>			
<b>Learning materials</b> – Online asynchronous learning and teaching materials.	1hr	Week 1	9 times
<b>Tutorial/Workshop 1</b> – On campus tutorial	3hrs	Week 1	9 times

### 1.3. Course Topics

#### Foundations of Safe Practice

- Principles of Medication Safety and Special Topics (*polypharmacy, ageing and medication metabolism, paediatrics, high-risk medications, legal/ethical/cultural considerations, patient education and adherence*)

#### System-Specific Pathophysiology and Pharmacology

- Cardiovascular and Renal Health
- Nervous System and Mental Health
- Gastrointestinal and Hepatic Health
- Reproductive, Integumentary, and Musculoskeletal Health

#### Integration and Complex Care

- Oncology, Haematology, and Advanced Pain/Palliative Care

## 2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

## 3. What is the unit value of this course?

12 units

## 4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES MAPPING	PROFESSIONAL STANDARD MAPPING *
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...	Nursing and Midwifery Board of Australia
1 Integrate pharmacotherapeutic and pathophysiological knowledge to explain and manage chronic and complex conditions, including recognising deterioration and medication interactions	Knowledgeable	1.1, 1.4, 4.2, 6.1, 6.5
2 Evaluate and justify medication management decisions using professional, ethical, legal, and NSQHS standards in more complex reasoning scenarios	Creative and critical thinker	1.4, 1.5, 6.1, 6.2, 6.5
3 Critically appraise and apply pharmacological evidence and resources to optimise medication regimens, including polypharmacy and long-term care considerations	Creative and critical thinker	1.1, 1.6, 3.3, 4.2
4 Explain and support culturally safe, person-centred education that promotes shared decision-making and self-management of chronic illness across the lifespan	Ethical	1.3, 2.2, 2.5, 6.1
5 Integrate academic conventions, effective communication techniques, and proficient digital literacy skills to produce coherent, ethical, scholarly, and professionally relevant work, engaging collaboratively where required.	Ethical	1.4, 1.5, 1.6, 2.2, 2.6, 3.1, 3.3, 7.2, 7.3

\* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The RN accesses, analyses, and uses the best available evidence, that includes research findings for safe quality practice
1.3	The RN 1.3 respects all cultures and experiences, which includes responding to the role of family and community that underpin the health of Aboriginal and Torres Strait Islander peoples and people of other cultures
1.4	The RN complies with legislation, common law, policies, guidelines and other standards or requirements relevant to the context of practice when making decisions
1.5	The RN uses ethical frameworks when making decisions
1.6	The RN maintains accurate, comprehensive and timely documentation of assessments, planning, decision- making, actions and evaluations
2.2	The RN communicates effectively, and is respectful of a person's dignity, culture, values, beliefs and rights
2.5	The RN advocates on behalf of people in a manner that respects the person's autonomy and legal capacity
2.6	The RN uses delegation, supervision, coordination, consultation and referrals in professional relationships to achieve improved health outcomes
3.1	The RN considers and responds in a timely manner to the health and well being of self and others in relation to the capability for practice
3.3	The RN uses a lifelong learning approach for continuing professional development of self and others
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
6.1	The RN provides comprehensive safe, quality practice to achieve agreed goals and outcomes that are responsive to the nursing needs of people
6.2	The RN practises within their scope of practice
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation
7.2	The RN revises the plan based on the evaluation
7.3	The RN determines, documents and communicates further priorities, goals and outcomes with the relevant persons

## 5. Am I eligible to enrol in this course?

Refer to the [UniSC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

### 5.1. Pre-requisites

NUR231 and enrolled in UB013 or SC391

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

Not applicable

### 5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

### 5.5. Microcredential Information

Not applicable

## 6. How am I going to be assessed?

### 6.1. Grading Scale

Standard Grading (GRD)

High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL).

### 6.2. Details of early feedback on progress

Completing the quiz in week 3 will give you feedback on your progress, reinforce your knowledge of evidence-based decision-making, and support your preparation for more complex applications later in the course.

### 6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	10%	30 minutes	Week 3	Online Test (Quiz)
All	2	Artefact - Creative, and Written Piece	Individual	40%	1500-2000 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	50%	2000 words	Week 9	Online Assignment Submission with plagiarism check

#### All - Assessment Task 1: Online quiz

<b>GOAL:</b>	The goal of this quiz is to check your early understanding of key concepts in pathophysiology, pharmacology, and safe medicine use.										
<b>PRODUCT:</b>	Quiz/zes										
<b>AUTHORSHIP STATEMENT:</b>											
<b>FORMAT:</b>	<p>The quiz will include multiple-choice and/or short-answer questions on foundational pathophysiology, pharmacotherapeutics, and safe medicine use. You are expected to apply your knowledge of pathophysiology and pharmacology to answer each question accurately.</p> <p>Further details, including format and access instructions, will be provided in Canvas.</p>										
<b>CRITERIA:</b>	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>Demonstrates accurate knowledge of pathophysiology, pharmacotherapeutics, and safe medicine use.</td> <td>1</td> </tr> <tr> <td>2</td> <td>Applies understanding of professional, ethical, legal, and NSQHS standards when responding to questions on safe medication administration and clinical scenarios.</td> <td>2</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Demonstrates accurate knowledge of pathophysiology, pharmacotherapeutics, and safe medicine use.	1	2	Applies understanding of professional, ethical, legal, and NSQHS standards when responding to questions on safe medication administration and clinical scenarios.	2	
No.		Learning Outcome assessed									
1	Demonstrates accurate knowledge of pathophysiology, pharmacotherapeutics, and safe medicine use.	1									
2	Applies understanding of professional, ethical, legal, and NSQHS standards when responding to questions on safe medication administration and clinical scenarios.	2									
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Information literacy										

**All - Assessment Task 2:** Poster

<b>GOAL:</b>	The purpose of this assessment is to demonstrate your understanding of polypharmacy and its impact on the care of older people. By creating a creative artefact, you will apply your knowledge of pathophysiology, pharmacology, and safe medicine use to communicate complex ideas in a clear, structured, and engaging way.	
<b>PRODUCT:</b>	Artefact - Creative, and Written Piece	
<b>AUTHORSHIP STATEMENT:</b>		
<b>FORMAT:</b>	<p>You are required to develop a creative artefact (e.g. poster, or similar format) that explores the issue of polypharmacy with a focus on the care of the older person. Your submission must include two parts:</p> <p>Part A: (500-800 words) Creative Artefact – visually present the concept of polypharmacy and its impact on older adults. Your artefact should:</p> <ul style="list-style-type: none"> <li>• Explain polypharmacy and its risks in the older adult population</li> <li>• Show how safe medicine use and clinical decision-making can minimise risks</li> <li>• Highlight relevant professional, ethical, legal, and NSQHS standards in relation to safe medication practices</li> <li>• Present your information clearly, logically, and in a visually engaging way suitable for a professional or educational audience</li> </ul> <p>Part B: Written Explanation (1,000–1,200 words) – provide a supporting piece that:</p> <ul style="list-style-type: none"> <li>• Explains the rationale for the content and structure of your artefact</li> <li>• Integrates pharmacological resources and clinical evidence to support your discussion</li> <li>• Reflects on how culturally safe, person-centred care has been considered</li> <li>• Uses correct academic conventions and referencing</li> </ul> <p>Further guidance, formatting requirements, and submission details will be provided in Canvas</p>	
<b>CRITERIA:</b>	<b>No.</b>	<b>Learning Outcome assessed</b>
	1	Understanding of polypharmacy in older adults <span style="float: right;">1</span>
	2	Application to safe clinical decision-making <span style="float: right;">2</span>
	3	Clarity and creativity of communication <span style="float: right;">5</span>
	4	Integration of evidence and Cultural Safety <span style="float: right;">3 4</span>
	5	Applies principles and practices of academic writing and referencing <span style="float: right;">5</span>
	6	Demonstrates ethical use of intellectual property <span style="float: right;">5</span>
<b>GENERIC SKILLS:</b>	Communication, Problem solving, Organisation, Information literacy	

### All - Assessment Task 3: Case Study

<b>GOAL:</b>	The purpose of this assessment is to demonstrate your ability to apply knowledge of pathophysiology, clinical assessment, and safe pharmacological management to a case study based on one of the National Health Priorities. This task will help you integrate evidence-based practice, clinical reasoning, and medication safety principles into your decision-making.																						
<b>PRODUCT:</b>	Written Piece																						
<b>AUTHORSHIP STATEMENT:</b>																							
<b>FORMAT:</b>	<p>For this task, you will select one case study from three options provided. Each case will relate to a National Health Priority area. You are required to:</p> <ul style="list-style-type: none"> <li>• Explain the relevant pathophysiology of the condition presented.</li> <li>• Identify and justify expected clinical assessment findings based on the literature.</li> <li>• Discuss pharmacological management, with a focus on medication safety principles.</li> <li>• Integrate professional, ethical, legal, and NSQHS standards relevant to safe medication use.</li> <li>• Support your responses with current pharmacological resources and peer-reviewed evidence.</li> <li>• Communicate your work clearly, using appropriate academic conventions and referencing.</li> </ul> <p>Further details related to the case study, and submission requirements will be available in Canvas.</p>																						
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<b>GENERIC SKILLS:</b>	Problem solving, Organisation																						

#### 6.4. Assessment to competency mapping

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
<b>REGISTERED NURSE STANDARDS FOR PRACTICE - 1 JUNE 2016</b>				
All delivery modes	Artefact - Creative, and Written Piece	Poster	1.1	Assessed
			1.3	Assessed
			1.4	Assessed
			1.5	Assessed
			1.6	Assessed
			2.2	Assessed
			2.5	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			4.2	Assessed
			6.1	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			6.2	Assessed
			6.5	Assessed
	Quiz/zes	Online quiz	1.1	Assessed
			1.4	Assessed
			1.5	Assessed
			4.2	Assessed
			6.1	Assessed
			6.2	Assessed
			6.5	Assessed
	Written Piece	Case Study	1.1	Assessed
			1.3	Assessed
			1.4	Assessed
			1.5	Assessed
			1.6	Assessed
			2.2	Assessed
			2.5	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			4.2	Assessed
			6.1	Assessed
			6.2	Assessed
			6.5	Assessed

## 7. Directed study hours

A 12-unit course will have total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Student workload is calculated at 12.5 learning hours per one unit.

## 8. What resources do I need to undertake this course?

Please note: Course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Canvas site– Please log in as soon as possible.

## 8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the [Library](#) at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Kathleen Knights,Andrew Rowland,Shaunagh Darroch,Mary Bushell	2022	Pharmacology for Health Professionals, 6e	n/a	Elsevier
Required	Judy Craft,Christopher Gordon,Sue E. Huether,Kathryn L. McCance,Valentina L. Brashers	2022	Understanding Pathophysiology Australia and New Zealand Edition	n/a	Elsevier Health Sciences
Required	Adriana Tiziani	2021	Havard's Nursing Guide to Drugs	n/a	Elsevier

## 8.2. Specific requirements

Not applicable

## 9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility to review course material, search online, discuss with lecturers and peers and understand the health and safety risks associated with your specific course of study and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training for students](#), and following the instructions of the University staff.

## 10. What administrative information is relevant to this course?

### 10.1. Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

### 10.2. Assessment: Additional Requirements

#### Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- (a) The final mark is in the percentage range 47% to 49.4%; and
- (b) The course is graded using the Standard Grading scale

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying: The final mark is in the percentage range 47% to 49.4% The course is graded using the Standard Grading scale You have not failed an assessment task in the course due to academic misconduct.

### 10.3. Assessment: Submission penalties

Late submissions may be penalised up to and including the following maximum percentage of the assessment task's identified value, with weekdays and weekends included in the calculation of days late:

- (a) One day: deduct 5%;
- (b) Two days: deduct 10%;
- (c) Three days: deduct 20%;
- (d) Four days: deduct 40%;
- (e) Five days: deduct 60%;
- (f) Six days: deduct 80%;
- (g) Seven days: A result of zero is awarded for the assessment task.

The following penalties will apply for a late submission for an online examination:

Less than 15 minutes: No penalty

From 15 minutes to 30 minutes: 20% penalty

More than 30 minutes: 100% penalty

### 10.4. Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit <https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

### 10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The [Student Charter](#) sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

### 10.6. General Enquiries

For course-specific questions, contact your teaching staff or Course Coordinator.

For other enquiries or to access support, please contact Student Central:

- [UniSC Student Central](#)
- [UniSC Adelaide Student Central](#)