

# NUR207 Pathophysiology and Pharmacology for Health Professionals Intensive

School: School of Health - Nursing

2027 | Trimester 2

UniSC Sunshine Coast  
 UniSC Moreton Bay  
 UniSC Caboolture  
 UniSC Fraser Coast

**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 intensive course provides graduate entry nursing students with an in-depth understanding of pathophysiology and pharmacology, focusing on common diseases in developed countries. Students will explore the mechanisms of disease, pharmacodynamics, and pharmacokinetics, with a particular emphasis on pharmacological interventions. Building on foundational knowledge of normal physiology, the course will integrate theoretical knowledge with clinical practice, equipping students with evidence-based strategies to manage patient care and improve health outcomes.

This course is for Graduate Entry pathway nursing students only.

### 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	12 times
<b>Tutorial/Workshop 1</b> – On campus tutorial	3hrs	Week 1	12 times

### 1.3. Course Topics

- Foundations of Pharmacology and Person-Centred Medication Management
- Respiratory Pharmacology
- Cardiovascular Pharmacology I
- Cardiovascular Pharmacology II (Advanced)
- Endocrine, Metabolic, and Renal Pharmacology
- Gastrointestinal and Hepatic Pharmacology
- Nervous System and Mental Health Pharmacology
- Immunity, Inflammation, and Integrated Topics (including musculoskeletal, integumentary, oncology, haematology, pain, palliative, and reproductive health)

### 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 Explain fundamental principles of pharmacokinetics, pharmacodynamics, and pharmacogenomics, and apply them to safe, person-centred medication management across the lifespan.	Knowledgeable	1.1, 1.5, 4.1, 4.2, 6.2, 6.5
2 Integrate pathophysiological knowledge with evidence-based pharmacological interventions to assess, plan, implement, and evaluate nursing care for common and complex health conditions.	Creative and critical thinker	1.1, 1.4, 5.1, 5.2, 6.1, 6.2, 7.2
3 Demonstrate culturally safe, ethical, and sustainable medication management in accordance with professional and legal frameworks.	Ethical	1.3, 1.6, 2.3, 3.1, 6.5, 7.1
4 Critically appraise the impact of polypharmacy, comorbidities, and health literacy on medication safety and therapeutic outcomes.	Creative and critical thinker	1.1, 3.3, 4.2, 7.2, 7.3
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	

CODE	COMPETENCY
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
2.3	The RN recognises that people are the experts in the experience of their life
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
4.1	The RN conducts assessments that are holistic as well as culturally appropriate
4.2	The RN uses a range of assessment techniques to systematically collect relevant and accurate information and data to inform practice
5.1	The RN uses assessment data and best available evidence to develop a plan
5.2	The RN collaboratively constructs nursing practice plans until contingencies, options priorities, goals, actions, outcomes and timeframes are agreed with the relevant persons
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
7.1	The RN evaluates and monitors progress towards the expected goals and outcomes
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

HLT108 and enrolled in UB013 Graduate Entry pathway

### 5.2. Co-requisites

Not applicable

### 5.3. Anti-requisites

NUR231

### 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

Feedback will be provided following completion of the online quiz. Completing this task will help consolidate your knowledge and prepare you for more complex clinical 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	20%	30 minutes	Week 3	Online Test (Quiz)
All	2	Written Piece	Individual	40%		Week 6	Online Assignment Submission with plagiarism check
All	3	Examination - not Centrally Scheduled	Individual	40%		Week 12	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Online quiz

<b>GOAL:</b>	To demonstrate your understanding of core concepts introduced in the early weeks of the course, supporting your progression into more complex applications of pathophysiology and pharmacology.										
<b>PRODUCT:</b>	Quiz/zes										
<b>AUTHORSHIP STATEMENT:</b>											
<b>FORMAT:</b>	You will complete an online quiz in Canvas, covering concepts from the first two weeks of the course. The quiz may include a variety of question types (e.g., short answer, multiple choice, drag-and-drop).										
<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>Knowledge of pharmacology and pathophysiology foundations</td> <td>1</td> </tr> <tr> <td>2</td> <td>Application of medication safety standards</td> <td>3</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	Knowledge of pharmacology and pathophysiology foundations	1	2	Application of medication safety standards	3	
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1	Knowledge of pharmacology and pathophysiology foundations	1									
2	Application of medication safety standards	3									
<b>GENERIC SKILLS:</b>	Problem solving, Organisation, Applying technologies										

**All - Assessment Task 2:** Evidence-based response to applied questions

<b>GOAL:</b>	To apply pathophysiological knowledge and pharmacological principles to evidence-based responses that demonstrate safe, ethical, and culturally informed decision-making.																
<b>PRODUCT:</b>	Written Piece																
<b>AUTHORSHIP STATEMENT:</b>																	
<b>FORMAT:</b>	You will write an essay (1500–2000 words) in response to a provided case-based question. Your response must integrate scholarly evidence, demonstrate safe and person-centred pharmacological reasoning, and apply professional and legal frameworks.																
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4	Demonstrates ethical use of intellectual property	5															
<b>GENERIC SKILLS:</b>	Communication, Collaboration, Problem solving, Organisation, Applying technologies																

**All - Assessment Task 3:** In-class Written Exam

<b>GOAL:</b>	To demonstrate your ability to apply integrated knowledge of pathophysiology and pharmacology to clinical decision-making in a secure, supervised environment.																						
<b>PRODUCT:</b>	Examination - not Centrally Scheduled																						
<b>AUTHORSHIP STATEMENT:</b>																							
<b>FORMAT:</b>	You will complete a two-hour in-class exam under supervision. The exam will include short-answer, case-based, and applied reasoning questions requiring integration of pathophysiology, pharmacology, and safe medication practice.																						
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2	Clinical reasoning and decision-making	2																					
3	Cultural safety and ethical practice	4																					
4	Critical appraisal of safety factors	4																					
5	Applies principles and practices of academic writing and referencing	5																					
6	Demonstrates ethical use of intellectual property	5																					
<b>GENERIC SKILLS:</b>	Problem solving, Organisation, Applying technologies, Information literacy																						

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	Examination - not Centrally Scheduled	In-class Written Exam	1.1	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			1.4	Assessed
			1.5	Assessed
			2.2	Assessed
			2.7	Assessed
			3.3	Assessed
			3.5	Assessed
			4.1	Assessed
			4.2	Assessed
			5.1	Assessed
			5.2	Assessed
			6.1	Assessed
			6.2	Assessed
			6.5	Assessed
			7.2	Assessed
			7.3	Assessed
	Quiz/zes	Online quiz	1.1	Assessed
			1.3	Assessed
			1.5	Assessed
			1.6	Assessed
			2.3	Assessed
			3.1	Assessed
			4.1	Assessed
			4.2	Assessed
			6.2	Assessed
			6.5	Assessed
			7.1	Assessed
	Written Piece	Evidence-based response to applied questions	1.1	Assessed
			1.3	Assessed
			1.4	Assessed
			1.5	Assessed
			1.6	Assessed
			2.2	Assessed
			2.3	Assessed
			2.7	Assessed
			3.1	Assessed

PROGRAMME DELIVERY MODE	ASSESSMENT TYPE	TITLE	COMPETENCY	TEACHING METHODS
			3.3	Assessed
			3.5	Assessed
			4.1	Assessed
			4.2	Assessed
			5.1	Assessed
			5.2	Assessed
			6.1	Assessed
			6.2	Assessed
			7.2	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	Adriana Tiziani	2021	Havard's Nursing Guide to Drugs	n/a	Elsevier
Required	Craft, J	2023	UNDERSTANDING PATHOPHYSIOLOGY ANZ 4E	n/a	n/a

### 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](#)