

NUR231 Drug Therapy

School: School of Health - Nursing

2026 | Trimester 1

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 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 introduces fundamental principles of pharmacology and related pathophysiology for you to understand how drugs work and interact with the human body across the lifespan. This course is crucial to promoting safe medication practice and promoting the quality use of medicines. The emphasis is on safe medication practice, underpinned by the National Safety and Quality Health Service Standards (NSQHSS). You will apply knowledge of professional, ethical and legal codes and standards to decision making and practice in medication administration.

1.2. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Learning materials – Online asynchronous learning and teaching materials.	1.5hrs	Week 1	9 times
Tutorial/Workshop 1 – On campus tutorial	3hrs	Week 1	9 times

1.3. Course Topics

1. Introduction to Drug Therapy. Aboriginal and Torres Strait Islander perspective.
2. Bronchodilators, corticosteroids, decongestants, cough suppressants, antihistamine.
3. Antihypertensives and other cardiac drugs.
4. Hormones, glucocorticoids, insulin and hypoglycaemic drugs.
5. Diuretics and electrolytes.
6. Antiemetics, proton pump inhibitors, chemotherapy.
7. Receptor agonists and antagonists, NSAIDs and anticholinergic agents.
8. Antimicrobial medications. Quality use of medications - person centred and lifespan approaches, cultural and diversity considerations.

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 Synthesise and apply knowledge of pharmacotherapeutics, pathophysiology and the quality use of medicines to inform clinical decision making and safe medication practice.	Knowledgeable	1.1, 2.7, 6
2 Know and apply professional standards, ethical and legal codes and NSQHS standards and the principles of quality use of medicines to clinical decision making and practice for safe medication administration.	Knowledgeable Ethical	1, 1.1, 1.4, 1.5, 6.3, 6.4, 6.5
3 Use pharmacological resources and interpret reliable clinical evidence to inform sound clinical decision-making.	Knowledgeable Creative and critical thinker	1, 1.1, 1.4
4 Demonstrate the principles of social justice for individuals across the lifespan through provision of person-centred care.	Creative and critical thinker Ethical	1.3, 2, 2.2, 2.3, 2.4, 3.2, 3.7
5 Apply principles and practices of academic writing and referencing.	Ethical	
6 Demonstrate ethical use of intellectual property	Ethical	

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1	Standard 1: Thinks critically and analyses nursing practice
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
2	Standard 2: Engages in therapeutic and professional relationships
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

CODE	COMPETENCY
2.4	The RN provides support and directs people to resources to optimise health related decisions
2.7	The RN actively fosters a culture of safety and learning that includes engaging with health professionals and others, to share knowledge and practice that supports person-centred care
3.2	The RN provides the information and education required to enhance people's control over health
3.7	The RN identifies and promotes the integral role of nursing practice and the profession in influencing better health outcomes for people
6	Standard 6: Provides safe, appropriate and responsive quality nursing practice
6.3	The RN appropriately delegates aspects of practice to enrolled nurses and others, according to enrolled nurse's scope of practice or others' clinical or non-clinical roles
6.4	The RN provides effective timely direction and supervision to ensure that delegated practice is safe and correct
6.5	The RN practises in accordance with relevant nursing and health guidelines, standards, regulations and legislation

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

(NUR111 and NUR116 and LFS103 or HLT100 and enrolled in SC391) or (NUR141 and HLT100 and enrolled in SC392) or (LFS103 and HLT100 and HLT132 and enrolled in SC393)

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

PAR231

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

You will need background knowledge of how the body functions normally (Introductory Bioscience or Anatomy and Physiology) in addition to an introduction to nursing assessment and nursing care of a person with altered physiology.

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

Early feedback in the form of an in-class multiple choice quiz is offered in week 3 to provide you with the opportunity for feedback on academic progress, including identifying the need for additional support.

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%	40 minutes	Week 3	In Class
All	2	Case Study	Individual	40%	1500 words	Week 6	Online Assignment Submission with plagiarism check
All	3	Written Piece	Individual	40%	1500 words	Week 9	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz

GOAL:	The goal of this task is to apply your knowledge of pharmacokinetics, pharmacodynamics and pathophysiology concepts introduced in the first 2 weeks of the course.	
PRODUCT:	Quiz/zes	
AUTHORSHIP STATEMENT:		
FORMAT:	30 MCQ	
CRITERIA:	<p>No.</p> <p>1 Application of the knowledge of pharmacokinetics, pharmacodynamics and pathophysiology concepts introduced in the first 2 weeks of the course</p>	<p>Learning Outcome assessed</p> <p>1</p>
GENERIC SKILLS:	Problem solving, Applying technologies, Information literacy	

All - Assessment Task 2: Written piece

GOAL:	The goal of this task is to use and interpret reliable pharmacological resources and clinical evidence to inform sound clinical decision-making. You will synthesise and apply knowledge of pharmacotherapeutics and the Quality Use of Medicines to safe medication practice and consider the professional, ethical and legal codes and practice standards relevant to decision-making and medication safety.	
PRODUCT:	Case Study	
AUTHORSHIP STATEMENT:		
FORMAT:	This task requires you to follow "clinical reasoning" template to answer questions related to the case study. You will use the current APA referencing style.	
CRITERIA:	No.	Learning Outcome assessed
	1	Application of pathophysiological and pharmacotherapeutic knowledge specific to safe medication administration to the case study. 3
	2	Application of the quality use of medicines concepts to person-centred care. 1
	3	Application of professional standards, ethical and legal codes and NSQHS standards to underpin clinical decision making and safe medication practice. 2
	4	Application of the principles and practices of reflective and academic writing and referencing in the style appropriate to the discipline. 5
	5	Demonstration of ethical use of intellectual property 6
GENERIC SKILLS:	Communication, Problem solving, Applying technologies, Information literacy	

All - Assessment Task 3: Written paper

GOAL:	In your future role as a nurse or midwife you will be required to interpret and use pharmacotherapeutic information and reliable clinical evidence to support people in the quality use of medicines. You will interpret and use evidence to inform safe and knowledgeable practice when designing person-centred plan of care to assist them managing a medication regimen.	
PRODUCT:	Written Piece	
AUTHORSHIP STATEMENT:		
FORMAT:	Written paper	
CRITERIA:	No.	Learning Outcome assessed
	1	Synthesise and application of pathophysiological concepts to justify clinical decision-making. 1 3
	2	Synthesis and application of pharmacotherapeutic concepts to explain safe medication administration practice. 1 3
	3	Application of the principles Social Justice, quality use of medicines and person-centred care to assist them managing a medication regimen. 2 4
	4	Application of principles and practices of academic writing and referencing 5
	5	Demonstration of ethical use of intellectual property 6
GENERIC SKILLS:	Problem solving, Applying technologies, Information literacy	

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	2023	Pharmacology for Health Professionals	6	Elsevier
Recommended	Judy A. Craft, Christopher J. Gordon, Sue E. Huether, Kathryn L. McCance, Valentina L. Brashers	2023	Understanding Pathophysiology	4	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:

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

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](#)