



## NRS 104: Nursing Pharmacology

### Source Comparison Paper

#### Objectives:

1. Communicate effectively and appropriately in written form to compare medication information in a popular source and in a scholarly source.
2. Integrate experience, reason, and information to evaluate the quality and accuracy of different types of sources for medication information.
3. Evaluate, synthesize, and apply information related to consumer use of medications.
4. Consider context and implication of ethics in relation to consumer medication information, including the role of the nurse.

#### Project Overview:

As technology has exploded, health care consumers have easy access to a wide variety of health information sources. This means that the patients you care for likely are using multiple sources to gain information about their medications. Are these sources helpful or harmful? Do they provide quality, accurate information? Do they present information in a way that the average person will be able to understand it? Can it be dangerous when important information regarding a medication is omitted or misunderstood? These are important questions for nurses to consider; questions you should keep in mind while completing this project.

To explore the topic of consumer access to medication information, you will compare two different types of sources for information about the same medication: One popular culture source, something that a patient would have easy access to, and one scholarly source that is intended for use by health care professionals. To complete this project please refer to the guidelines below, and to the *Source Comparison Paper Grading Rubric* for specific grading criteria.

#### Project Guidelines:

- Locate **one popular culture source** about a medication of your choosing. Examples of popular sources include popular magazines, health web sites, blogs, newspaper articles, and social media articles.

- Locate **one professional source** article, written **about the SAME medication** as the popular source article. This source must be a peer-reviewed, professional journal article, less than five years old.
- Read both articles, and compare the information contained in them. Identify differences and similarities. Evaluate the quality and accuracy of information in the popular
- source compared to the professional source (use resources!)
- Compose a paper containing the following elements:
  1. Summary paragraph of the popular culture source.
  2. Summary paragraph of the professional source.
  3. Comparison of popular culture source and professional source.
  4. Evaluation of the quality and accuracy of the information contained in the popular culture article.
  5. Discussion of potential dangers of inaccurate or incomplete medication information.
  6. Discussion of the role of the nurse related to educating patients about sources of medication information.
  7. Personal reflection upon the following:
    - What ethical responsibilities do authors and/or publishers of popular sources have regarding medication information, if any?
    - What are the positive aspects of consumers having easy, rapid access to a multitude of medication information sources? Are there any negative aspects? What can nurses do to minimize the negatives?
- Minimum of 4 pages, written in APA format.
- **Due Week 10: See course calendar for specific date.**

## NRS 104: Nursing Pharmacology Source Comparison Paper Grading Rubric

Criteria	0	1	2	3	SCORE
<b>Communicate Effectively:</b> Communicate effectively, appropriately, and professionally in verbal, nonverbal, and written forms (4.1); Course SLOs: 5					
<ul style="list-style-type: none"> <li>Uses correct grammar and spelling</li> <li>Submitted in APA format, four page minimum, with completed portfolio validation form.</li> <li>Overall structure of the paper is clear and easy to follow.</li> </ul>	Paper did not meet any of the criteria.	Paper met one of the criteria.	Paper met two of the criteria.	Paper met three of the criteria.	
<ul style="list-style-type: none"> <li>Ideas are clearly communicated, with focus and specificity.</li> </ul>	Ideas are not clearly communicated; unfocused; no specific details or examples used.	Ideas communicated clearly at times; lacks focus; lacking specific information and/or examples included.	Ideas communicated clearly; focused; lacks specific information and/or examples.	Ideas communicated clearly; focused; provides specific information and/or examples.	
<b>Think Critically and Solve Problems:</b> Integrate experience, reason, and information to make meaningful conclusions, judgments and/or product (1.1); Course SLO's: 1 and 3					
<ul style="list-style-type: none"> <li>Critiques the quality and accuracy of medication information presented in a popular culture information source (magazine article, web-based article, blog, social media article, etc.).</li> </ul>	No critique of popular source included.	Includes critique that addresses quality OR accuracy, not both; one or both elements are not supported by relevant details or examples.	Includes critique of quality and accuracy a popular source; not supported by relevant details or examples.	Includes critique of quality and accuracy of information in a popular source, supported by relevant details or examples.	
<ul style="list-style-type: none"> <li>Discusses potential dangers of inaccurate and incomplete information related to medications.</li> </ul>	No discussion of dangers related to incomplete or inaccurate information.	Discusses potential dangers of only one element, either incomplete OR inaccurate information.	Discusses potential dangers of incomplete and inaccurate information; not supported by relevant details or examples.	Discusses potential dangers of incomplete and inaccurate information, supported by relevant details or examples.	
<b>Demonstrate Information Literacy:</b> Evaluate, synthesize, and apply information across a range of contexts, cultures, and areas of knowledge (2.1); Course SLOs: 3, 2, and 5					
<ul style="list-style-type: none"> <li>Summarizes one popular culture source of information on a selected medication</li> </ul>	No summary of a popular culture source.	Source is not clearly summarized; summary includes information irrelevant to health and medication information.	Source is clearly summarized; emphasizes health and medication specific information; no specific details or quotations included.	Source is clearly summarized; emphasizes health and medication specific information; includes specific details or quotations.	

## NRS 104: Nursing Pharmacology Source Comparison Paper Grading Rubric

Criteria	0	1	2	3	SCORE
<ul style="list-style-type: none"> <li>Summarizes one peer-reviewed, professional journal article that is relevant and timely (less than five years old).</li> </ul>	No summary of a professional journal article.	Article summarized is more than 5 years old and/or is irrelevant.	Article summarized is professional, relevant, and timely; not a peer-reviewed journal source.	Article summarized is peer-reviewed, professional journal article that is relevant and timely.	
<ul style="list-style-type: none"> <li>Comparison of sources is thorough, comprehensive, and informative.</li> </ul>	No comparison of sources.	Comparison is vague; no specific details or examples from the articles included.	Comparison is informative; uses some supporting details from the articles.	Comparison is thorough, comprehensive, and informative; supported by specific details and examples from the articles.	
<ul style="list-style-type: none"> <li>Discusses the role of the nurse in educating health consumers about sources of medication information.</li> </ul>	No discussion on the role of the nurse.	Minimal discussion on the role of the nurse in educating consumers; no relevant details or examples used to provide support.	Discussion on the role of the nurse in educating consumers, supported by relevant details; no examples provided.	Discussion on the role of the nurse in educating consumers, supported by relevant details and examples.	
<b>Model Ethical and Civic Responsibility: Consider context and implication of ethics in all actions (3.4); Course SLO 1</b>					
<ul style="list-style-type: none"> <li>Reflects upon ethical responsibilities related to the publishing of popular literature and/or advertising, in regard to pharmaceuticals.</li> </ul>	No reflection on ethical responsibilities is included.	Includes limited reflection upon ethical responsibilities;	Includes reflection upon ethical responsibilities, but reflection lacks support of relevant details.	Includes insightful reflection upon ethical responsibilities, supported by relevant details.	
<ul style="list-style-type: none"> <li>Reflects upon the positive and negative aspects of consumers having easy access to a wide range of health related information.</li> </ul>	No reflection on positive and negative aspects is included.	Includes limited reflection on positive OR negative aspects, not both; lacks support by relevant details.	Includes reflection on positive and negative aspects; not supported by relevant details or examples.	Includes insightful reflection on positive and negative aspects, supported by relevant details or examples.	
<b>TOTAL SCORE:</b>					<b>(Possible: 30 Points)</b>

Name \_\_\_\_\_

Date \_\_\_\_\_

Evaluator Signature \_\_\_\_\_

Comments: