



# NURS13140 Law and Ethical Considerations in the Profession of Nursing

## Term 1 - 2023

Profile information current as at 27/04/2024 08:18 pm

All details in this unit profile for NURS13140 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### Corrections

#### Unit Profile Correction added on 21-02-23

#### ASSESSMENT 2: Academic essay based on a scenario (60% weighting) - 2000 words +/- 10%

**Aim:** This assessment is to demonstrate your understanding of legal, ethical, and other governance structures that inform your practice as a registered nurse.

**Task:** Construct an academic essay based on a scenario

**Learning Outcomes Assessed:** LO 1 to LO 4 inclusive

**Due date:** Monday week 12 @ 11.30 PM AEST

**Assessment criteria:** Using your knowledge of material encountered throughout NURS13140, address the legal, ethical and risk management practices of the Registered Nurses within the scenario provided. A recommendation to improve the standard of care within this organisation is also required. The case study is divided into four discussion areas, and students are encouraged to use headings throughout the paper to provide structure. Discussion sections should be used as headings. Students must use the template provided.

Discussion Sections	Scope of discussion:
Legal implications	Consider the concepts of DUTY of CARE and NEGLIGENCE and explore the implications for the care provided by the RNs
Ethical implications	Identify ONE ethical concept and discuss this in relation to the events in the scenario.
Standards, codes, and policy	Identify ONE standard, code or policy for Registered Nurses that is relevant to this scenario. Apply and discuss, linking to the scenario information.
Recommendation: Risk management	Provide ONE recommendation to improve the quality of care for this organisation.

<b>HD</b>	<b>D</b>	<b>C</b>	<b>P</b>	<b>F</b>	<b>Mark</b>
<b>Structure &amp; Organisation</b>					
-5%					

Excellent presentation of assignment with the inclusion of all correct components, double line spaced, 12-point font, page numbers and title page. Consistently accurate with spelling, grammar, and paragraph structure.	Well-presented assignment, double line spaced, 12-point font, page numbers, title page, 1 or 2 errors in spelling, grammar, or paragraph structure.	Well-presented assignment, double line spaced, 12-point font, page numbers, title page and 3 or 4 consistent errors with spelling, grammar, or paragraph structure.	Adequate assignment presentation, double line spaced with 12-point font. No page numbers, title page, 5 to 7 consistent errors with spelling, grammar, or paragraph structure.	Poorly presented assignment. Double line spacing, page numbers or 12-point /5 font, or other components not used. Frequent inaccuracies in spelling, grammar, or paragraph structure. Numbered sections or report style.
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**Introduction and conclusion (5%)**

Clear and succinct introduction that introduces the topic and outlines the direction of the paper. A clear and succinct conclusion that provides closure to the topic and outlines the final direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. A clear and appropriate closure to the topic is provided that outlines the final direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper. An appropriate conclusion to the topic and somewhat outlines the final direction of the paper.	The introduction is apparent although consists only of a list of the contents of the paper. The topic is not clearly introduced. The conclusion is apparent although consists of only a brief closure of the topic. The topic is not clearly concluded.	No recognisable introduction— the topic is not introduced and/or there is no direction offered with respect to the paper. No recognisable conclusion or it does not reflect the discussion.
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**Approach and Argument (80%)**

<b>Legal:</b> The concept of duty of care and ALL other associated elements of negligence are identified. The discussion is clear, logical, and exceptionally well linked to the scenario information. Convincing critical thought displayed.	<b>Legal:</b> The concept of duty of care and some elements associated with negligence are identified. The discussion is clear, logical, and well-linked to the scenario information. Well-developed critical thought is evident.	<b>Legal:</b> The concept of duty of care is identified, and some elements of negligence are suggested. The discussion is satisfactory. Links to the scenario information are apparent. Emerging critical thought is presented.	<b>Legal:</b> The concept of duty of care is identified. Some elements of negligence are suggested. Discussion of the concept/elements occurs at a basic level. Links to the scenario information are evident. Some perceptible critical thought is evident.	<b>Legal:</b> The concept of duty of care is not correctly identified, and /or inadequately discussed. Attempts to identify other elements of negligence are superficial. Little or no links to the scenario information are provided. Limited/ no critical thought is evident.
<b>Ethical:</b> Appropriate selection of ONE ethical concept. The discussion is clear, logical, and exceptionally well linked to the scenario information. Convincing critical thought displayed.	<b>Ethical:</b> Appropriate selection of ONE ethical concept. The discussion is clear, logical, and well-linked to the scenario information. Well-developed critical thought is evident.	<b>Ethical:</b> Appropriate selection of ONE ethical concept. The discussion is satisfactory and links to the scenario information. Emerging critical thought is presented.	<b>Ethical: ONE</b> ethical concept is identified. Discussion of the concept occurs at a basic level. Links to the scenario information are suggested. Some perceptible critical thought is evident.	<b>Ethical:</b> Not able to identify/ provide an adequate discussion of an ethical concept. No application to the scenario information. Limited/ no critical thought is evident.

<p><b>Standards &amp; Codes:</b> Correctly links ONE standard/code or policy. The discussion is clear, logical, and exceptionally well linked to the scenario information. Convincing critical thought displayed.</p>	<p><b>Standards &amp; Codes:</b> Correctly links ONE standard/code or policy. The discussion is clear, logical, and well-linked to the scenario information. Well-developed critical thought is evident.</p>	<p><b>Standards &amp; Codes:</b> Correctly links ONE standard/code or policy. The discussion is satisfactory and frequently links to the scenario information. Emerging critical thought is presented.</p>	<p><b>Standards &amp; Codes:</b> Suggests ONE standard/code or policy. Discussion occurs at a basic level and sometimes links to the scenario information. Some perceptible critical thought is evident.</p>	<p><b>Standards &amp; Codes:</b> Unable to link any standard/code or policy. Limited or No links to the scenario information are evident. Limited/ no critical thought is evident.</p>	/20
<p><b>Recommendation:</b> A suitable recommendation is provided with convincing critical thought displayed.</p>	<p><b>Recommendation:</b> A suitable recommendation is provided with well-developed critical thought evident.</p>	<p><b>Recommendation:</b> A suitable recommendation is provided with emerging critical thought presented.</p>	<p><b>Recommendation:</b> A suitable recommendation is provided with some perceptible critical thought evident.</p>	<p><b>Recommendation:</b> An unsuitable / no recommendation is provided. Limited / no critical thought is evident.</p>	/20
<p><b>Referencing - 10%</b></p>					
<p>Consistently accurate with in-text referencing to support all information. The reference list fully adheres to APA guidelines. A minimum of 10 references were used.</p>	<p>Referencing supports all information with 1 or 2 consistent in-text referencing errors identified. The reference list appears in alphabetical order and mostly adheres to reference list presentation guidelines of APA style. A minimum of 9 references were used.</p>	<p>3 or 4 consistent in-text referencing errors were identified to support some information. The reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines of APA style. A minimum of 8 references were used.</p>	<p>3 or 4 inconsistent in-text referencing errors were identified to support some information. The reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines of APA style. A minimum of 7 references were used.</p>	<p>Referencing is not consistent with the APA style. Many inaccuracies with in-text referencing. The reference list appears in no alphabetical order and does not adhere to the reference list presentation guidelines of APA style. A minimum of 7 references were not provided.</p>	/5
<b>Total Marks</b>					/100

## General Information

### Overview

As a student and registered nurse, you will be confronted by legally complex and ethically challenging situations. This unit will help you practice nursing that adheres to legislation and professional standards. In this unit you will analyse legislation, organisational requirements that govern nursing practice and apply ethical principles in your decision making.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 3*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Pre-requisites: BIOH12012 Pathophysiology and Pharmacology 2 or BIOH12008 Human Pathophysiology or NURS12158 Clinical Nursing Practice 3 Co-requisites: NURS12162 Mental Health Nursing with Professional Experience Placement OR NURS12157 Concepts of Mental Health Nursing

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2023

- Online
- Rockhampton

### Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 40%

#### 2. **Case Study**

Weighting: 60%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from SUTE feedback

##### **Feedback**

Students requested weekly recorded information to explain the content.

**Recommendation**

Presentations that explained key components of the content were available in a prerecorded format for all weeks. All modules had a presentation available from week one of the term. Opportunities were made available for students to discuss content via online drop-in sessions. These sessions were held every two weeks; however, they were not well attended by students despite the daytime and evening options provided.

## Feedback from SUTE feedback

**Feedback**

Students requested weekly access to coordinators

**Recommendation**

Weekly online sessions were made available however, these were infrequently accessed by students in Term 1. The drop-in sessions will remain scheduled on a weekly basis with greater awareness of these opportunities made to students.

## Feedback from SUTE feedback

**Feedback**

Students requested more zoom sessions in relation to the assessments.

**Recommendation**

Deconstruction for assessment one was provided in a recorded information presentation. Assessment one also had feedback provided via the forums. Online sessions providing the opportunity to discuss assessment items and content were provided; however, these were not well attended by students. Four live sessions were available for assessment item 2 (two of which were recorded and made available to students), and an additional AV presentation on how to approach the assessment was also provided. No further sessions are deemed necessary; however, students will be encouraged to attend the drop-in online sessions and view the recorded material relating to the assessment, as well as attend the live zoom workshops.

## Feedback from SUTE feedback

**Feedback**

Students indicated that the teaching scenario would have been a better option for the assessment instead of the scenario provided.

**Recommendation**

The teaching scenario was used to deconstruct the assessment 2 task. Workshopping the teaching scenario added to the depth of understanding by the students, as coordinator direction, peer-assisted learning and group consensus approach occurred. The teaching scenario was similar to the assessment scenario however, the assessment task itself required the demonstration of critical thinking by students on an individual basis. No changes to the complexity or structure of the scenarios are deemed necessary.

## Feedback from SUTE feedback

**Feedback**

Students reported being disadvantaged if they were not located in Rockhampton as this is the only campus that holds face to face workshops.

**Recommendation**

Face to Face workshops was held on the Rockhampton campus to meet the requirements for international students, and the sessions were open to all students. This opportunity was not accessed by many students. These sessions were not recorded as they are tutorial sessions. There were multiple opportunities provided through online workshops and coordinator online and drop-in sessions however, these were not well utilised by students despite both day and evening opportunities being made available. On-campus workshops will remain to meet the needs of international students with an open invitation to others in the vicinity. Workshops online will be held in response to FAQ where a more detailed response is required. These will be held on an as-needs basis. Coordinator online & drop-in sessions will continue to be available on a weekly basis.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Analyse legal and ethical issues relevant to contemporary nursing practice
2. Apply the principles of bioethics and the Australian Charter of Healthcare Rights to nursing practice and decision making
3. Apply appropriate legislation, policies, frameworks, codes and guidelines to nursing practice
4. Analyse decision-making associated with challenges in establishing reasonable belief, identifying notifiable conduct and mandatory reporting.

### Content in this unit incorporates a number of professional nursing requirements

#### **Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice**

Thinks critically and analyses nursing practice

Engages in therapeutic and professional relationships

Maintains the capability for practice

Evaluates outcomes to inform nursing practice

#### **Nursing and Midwifery Board of Australia Nursing Code of Conduct**

Legal compliance

Person-centred practice

Cultural practice and respectful relationships

Professional behaviour

Teaching, supervising and assessing

Research in health

Health and wellbeing

#### **International Council of Nursing Code of Ethics for Nursing**

Nurses and People

Nurses and Practice

Nurses and the Profession

Nurses and co-workers

#### **National Safety and Quality Health Service Standards**

Clinical governance

Partnering with consumers

Preventing and Controlling healthcare-associated infection

Medication safety

Comprehensive care

Communicating for safety

#### **Patient Safety Competency Framework**

Person-centred care

Therapeutic communication

Cultural competence

Teamwork and collaborative practice

Clinical reasoning

Evidence-based practice

Preventing, minimising and responding to adverse events

Infection prevention and control

Medication safety

#### **Aged Care Quality Standards**

Organisation's service environment

Feedback and complaints

Human resources

Organisation governance

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Written Assessment - 40%</b>	•	•	•	•
<b>2 - Case Study - 60%</b>	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
<b>1 - Communication</b>		•	•	
<b>2 - Problem Solving</b>	•		•	•
<b>3 - Critical Thinking</b>	•	•	•	•
<b>4 - Information Literacy</b>			•	
<b>5 - Team Work</b>				
<b>6 - Information Technology Competence</b>		•	•	•
<b>7 - Cross Cultural Competence</b>				
<b>8 - Ethical practice</b>	•	•	•	•
<b>9 - Social Innovation</b>				
<b>10 - Aboriginal and Torres Strait Islander Cultures</b>				



## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Katrina Lane-Krebs** Unit Coordinator  
[k.lane-krebs@cqu.edu.au](mailto:k.lane-krebs@cqu.edu.au)

**Adeniyi Adeleye** Unit Coordinator  
[a.adeleye@cqu.edu.au](mailto:a.adeleye@cqu.edu.au)

## Schedule

### Module 1: What is Law and how it is Enacted? - 06 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Overview of Key topics</b> <ul style="list-style-type: none"><li>· Introduction to the Legal System</li><li>· Common Law and Parliamentary Law</li><li>· Criminal and Civil Law (examples of how each relates to Nursing)</li></ul>	(see eReading Lists)	

### Module 2: Types of Governing Systems Acts Legislation Guidelines - 13 Mar 2023

Module/Topic	Chapter	Events and Submissions/Topic
<b>Overview of Key topics</b> <ul style="list-style-type: none"><li>· Difference between legislation, guidelines, policy and frameworks</li><li>· The “rules” for Nurses<ul style="list-style-type: none"><li>o Code of Conduct</li><li>o Health Practitioner Regulation National Law</li><li>o Registered Nurse Standards for Practice</li><li>o Scope of Practice</li></ul></li></ul>	(see eReading Lists)	

**Module 3: Ethics: An Essential Accompaniment to Law. - 20 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Overview of Key topics</b>		
· What are Ethics?		
Understanding the Right, the Wrong and the Grey areas		
· Ethics as an Accompaniment to Law		
· Main Ethical Concepts:	(see eReading Lists)	
o Beneficence		
o Non-maleficence		
o Justice		
o Autonomy		
· Code of ethics vs. code of conduct & guiding practices		

**Module 4: Professional Negligence & Duty of care - 27 Mar 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Overview of Key topics</b>		
· To whom we Owe a Duty		
· What is a Duty?		
· Who is a Client?		
· Element Damage		
· Element Proximity	(see eReading Lists)	
· Element Foreseeability		
· Situations Nurses and Duty of Care vs. Personal Care Workers and Obligations		
· Negligence in the Big Picture - Donoghue and Stevenson		
		<b>Assessment 1: Response 1 Due Friday, Week 4 (31 March 2023) at 2330hrs AEST.</b>

**Module 5: The Nursing Profession: Care Interventions and Consent - 03 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Overview of Key topics</b>		
· Informed Consent		
· Who can give Consent		
· Withholding Treatment		
· Right to Choose and Refuse Treatment	(see eReading Lists)	
· Gillick Competency		
· Office of the Adult Guardian		
· Medication Administration Challenges		

**Vacation Week - 10 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
RELAX		

**Module 6: Risk Management: Workplace Health & Safety, Indemnity & Insurance - 17 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic
<b>Overview of Key topics</b>		
· Workplace Health and Safety	(see eReading Lists)	
· Public Indemnity		
· Good Samaritan Act		
		<b>Assessment 1: Response 2 Due Friday, Week 6 (21 April 2023) at 2330hrs AEST.</b>

**Module 7: Legal and Ethical Implications of Skill Mix, Scope of Practice and Staffing Practices - 24 Apr 2023**

Module/Topic	Chapter	Events and Submissions/Topic

### Overview of Key topics

- Supervision overt and Covert
- Seeking Supervision and Professional Development
- Staffing Ratios (see eReading Lists)
- Scope of Practice vs. Personal Competency
- Unexpected Situations/unfamiliar Environments

### Module 8: Back to Basics: Documentation and Confidentiality and Mandatory Reporting - 01 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Overview of Key topics

- Documentation
- Delegation
- Accountability (see eReading Lists)
- Mandatory Reporting, Notifiable Conduct, Elder Abuse and Suspected Child Abuse and Neglect

**Assessment 1: Response 3 Due Friday, week 8 (5 May 2023) at 2330hrs AEST.**

### Module 9: When Things go Wrong: Coronial Inquiries - 08 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Overview of Key topics

- Coroner's Office, Cases and Processes (see eReading Lists)
- Reportable Deaths
- Inquest

### Module 10: Applying Ethical Behaviours in different Contexts - 15 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Overview of Key topics:

- Tissue and Organ Donation and Transplant
- Blood Products (see eReading Lists)
- Euthanasia and Assisted Suicide
- Abortion

**Assessment 1: Response 4 Due Friday, Week 10 (19 May 2023) at 2330hrs AEST.**

### Module 11: Mental Health Contexts - 22 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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#### Overview of Key topics:

- Voluntary and Involuntary Admission (see eReading Lists)
- Classified and Forensic Clients
- Mental Health Tribunal

### Module 12 Self Reflection: Social Media and Professional Image - 29 May 2023

Module/Topic	Chapter	Events and Submissions/Topic
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## Overview of Key topics:

- Social Media
- Interactions with Colleagues
- Interactions with Clients
- Maintaining Professional Boundaries as a Registered Nurse (see eReading Lists)
- Social Media Audit and Review: What does my social media say about me?

**Essay: Case study** Due: Week 12  
Monday (29 May 2023) 11:30 pm AEST

### Review/Exam Week - 05 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
There are no tasks for this week		

### Exam Week - 12 Jun 2023

Module/Topic	Chapter	Events and Submissions/Topic
NO EXAM is scheduled for this unit		
Please complete the Feedback Survey		

## Assessment Tasks

### 1 Short answer questions

#### Assessment Type

Written Assessment

#### Task Description

**Aim:** This assessment is designed to help you to demonstrate your understanding of legal, ethical, and other governance structures that inform the practice of a registered nurse.

#### Instructions:

Please follow the steps below to complete your assessment task:

1. This assessment consists of FOUR parts. You will need to create four responses to stimulus topics from Weeks 3, 5, 7 & 9.
2. Stimulus topics are located in each Moodle module. Create an original response of approximately 300 words for each stimulus topic and complete all other elements as outlined in the template.
3. Create an original response of approximately 300 words for each stimulus topic and complete all other elements as outlined in the template.
4. In your response, you will need to correctly identify an appropriate legal/ethical concept relevant to the journal or resource provided. You are required to define and explain the concept, demonstrate how the concept links to the article/source and analyse how this informs nursing practice.

#### Learning Outcomes Assessed

1. Analyse legal and ethical issues relevant to contemporary nursing practice
2. Apply the principles of bioethics and the Australian Charter of Healthcare Rights to nursing practice and decision making
3. Apply appropriate legislation, policies, frameworks, codes, and guidelines to nursing practice
4. Analyse decision-making associated with challenges in establishing reasonable belief, identifying notifiable conduct and mandatory reporting.

#### Assessment Due Date

Student may progressively upload their responses provided that responses are submitted by the following deadlines:  
Response 1: Due Friday Week 4 (31 March 2023) at 2330hrs AEST. Response 2: Due Friday Week 6 (21 April 2023) at 2330hrs AEST. Response 3: Due Friday week 8 (5 May 2023) at 2330hrs AEST. Response 4: Due Friday Week 10 (19 May 2023) at 2330hrs AEST.

#### Return Date to Students

Target return date for on time assessments is 2 weeks following submission due date. NOTE: Once marked, the results will be released progressively.

## Weighting

40%

### Assessment Criteria

#### • Requirements:

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word)
  - Include page numbers on the top right side of each page in a header.
  - You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer
  - Write in the third-person perspective
  - Use formal academic language
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU [APA Referencing Style Guide](#).
  - The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

#### Resources:

1. You MUST use unit-provided materials and other credible sources (e.g., the journal articles from the e-reading, essential readings identified in Moodle, and other sources) to reference your argument. The quality and credibility of your sources are important.
2. For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
3. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

#### Marking rubric:

HD	D	C	P	F	Mark
<b>Identification of ethical or legal concept</b>					
Clear and succinct identification and definition of key concept from the corresponding module content.	Clear and appropriate identification and definition of key concepts from the corresponding module content.	Appropriate identification and definition of a key point contained in the module content.	Some identification of concepts or definition that is linked to module content	No or inappropriate identification or definition of any concept.	/10
<b>Approach and discussion</b>					
Discussion is clear, logical, and exceptionally well linked to the Stimulus question and e-reading item.	Discussion is clear, logical, and well linked to the stimulus question and e-reading item.	Discussion is satisfactory and links to the stimulus question and e-reading item.	Discussion occurs at a basic level and links to the stimulus question and e-reading item.	An inadequate discussion that has little or no link to the stimulus question and/or e-reading item.	/10
An elevated level of application to nursing practice is presented.	Well-developed level of application to nursing practice is presented.	Emerging level of application to nursing practice is presented.	Some perceptible level of application to nursing practice is presented.	Limited level of application to nursing practice is presented.	/15
<b>Research and Referencing</b>					
References fully adhere to APA guidelines. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References consistently adhere to reference list presentation guidelines of APA style. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References frequently adhere to reference list presentation guidelines of APA style. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References occasionally adhere to presentation guidelines of APA style. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References do not adhere to presentation guidelines of APA style. A minimum of 2 references not provided. References are not contemporary or not relevant.	/5

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Submission Instructions

A template in word document format is provided and students will submit this via the assessment submission on Moodle. Please ensure you have completed and submitted FOUR responses in total (i.e., use a separate template for each response).

## Learning Outcomes Assessed

- Analyse legal and ethical issues relevant to contemporary nursing practice
- Apply the principles of bioethics and the Australian Charter of Healthcare Rights to nursing practice and decision making
- Apply appropriate legislation, policies, frameworks, codes and guidelines to nursing practice
- Analyse decision-making associated with challenges in establishing reasonable belief, identifying notifiable conduct and mandatory reporting.

## 2 Essay: Case study

### Assessment Type

Case Study

### Task Description

**Aim: This assessment is designed to help you to demonstrate your understanding of legal, ethical, and other governance structures that inform the practice of a registered nurse.**

**Instructions:** Using your knowledge of material encountered throughout NURS13140, address the legal, ethical and risk management implications as they relate to the practice of the Registered Nurses within the case study provided (see Moodle). A recommendation to improve the standard of care for this organisation is also required. The case study is divided into four discussion areas, and students are encouraged to use headings throughout the paper to provide structure. Discussion sections should be used as a heading.

### Learning Outcomes Assessed:

1. Analyse legal and ethical issues relevant to contemporary nursing practice
2. Apply the principles of bioethics and the Australian Charter of Healthcare Rights to nursing practice and decision making
3. Apply appropriate legislation, policies, frameworks, codes, and guidelines to nursing practice
4. Analyse decision-making associated with challenges in establishing reasonable belief, identifying notifiable conduct and mandatory reporting.

### Assessment Due Date

Week 12 Monday (29 May 2023) 11:30 pm AEST

### Return Date to Students

Target return date for on time assessments is 2 weeks following submission due date. NOTE: Once marked, the results will be released progressively.

### Weighting

60%

### Assessment Criteria

- **Requirements:**
  - Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word)
  - Include page numbers on the top right side of each page in a header.
  - You may write in the first-person perspective (I, my) for reflective writing tasks, or as directed by your lecturer
  - Write in the third-person perspective
  - Use formal academic language
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online CQU [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

### Resources:

1. You MUST use unit-provided materials and other credible sources (e.g., the journal articles from the e-reading,

essential readings identified in Moodle, and other sources) to reference your argument. The quality and credibility of your sources are important.

2. For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

3. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

**Marking rubric:**

HD	D	C	P	F	Mark
<b>Identification of ethical or legal concept</b>					
Clear and succinct identification and definition of key concept from the corresponding module content.	Clear and appropriate identification and definition of key concepts from the corresponding module content.	Appropriate identification and definition of a key point contained in the module content.	Some identification of concepts or definition that is linked to module content	No or inappropriate identification or definition of any concept.	/10
<b>Approach and discussion</b>					
Discussion is clear, logical, and exceptionally well linked to the Stimulus question and e-reading item.	Discussion is clear, logical, and well linked to the stimulus question and e-reading item.	Discussion is satisfactory and links to the stimulus question and e-reading item.	Discussion occurs at a basic level and links to the stimulus question and e-reading item.	An inadequate discussion that has little or no link to the stimulus question and/or e-reading item.	/10
An elevated level of application to nursing practice is presented.	Well-developed level of application to nursing practice is presented.	Emerging level of application to nursing practice is presented.	Some perceptible level of application to nursing practice is presented.	Limited level of application to nursing practice is presented.	/15
<b>Research and Referencing</b>					
References fully adhere to APA guidelines. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References consistently adhere to reference list presentation guidelines of APA style. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References frequently adhere to reference list presentation guidelines of APA style. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References occasionally adhere to presentation guidelines of APA style. A minimum of 2 references used. References are within the last five years (or are legislation /seminal works if >5yrs).	References do not adhere to presentation guidelines of APA style. A minimum of 2 references not provided. References are not contemporary or not relevant.	/5

**Referencing Style**

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

**Submission**

Online

**Submission Instructions**

Students are required to use the template provided to structure their essay. On line submission via Moodle is required.

**Learning Outcomes Assessed**

- Analyse legal and ethical issues relevant to contemporary nursing practice
- Apply the principles of bioethics and the Australian Charter of Healthcare Rights to nursing practice and decision making
- Apply appropriate legislation, policies, frameworks, codes and guidelines to nursing practice
- Analyse decision-making associated with challenges in establishing reasonable belief, identifying notifiable conduct and mandatory reporting.

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem