



NURS13140 Law and Ethical Considerations in the Profession of Nursing

Term 1 - 2024

Profile information current as at 06/05/2024 05:24 am

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.

General Information

Overview

As a nursing student, you may be confronted by legal and ethical dilemmas that will require you to be able to apply appropriate decision-making skills. This unit will support your transition to a graduate nurse by ensuring that you understand the healthcare laws that govern the profession of nursing. In this unit, you will examine the legal concepts and ethical principles and explore how registered nurses apply these in a healthcare context.

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 - 2024

- 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. **Online Quiz(zes)**

Weighting: 15%

2. **Presentation**

Weighting: 25%

3. **Written Assessment**

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 Students in the session.

Feedback

Drop in sessions nearing assessment submission times were well received by students.

Recommendation

Continue to facilitate this connection with coordinators.

Feedback from Students who attended the session and viewed the recording.

Feedback

Using a similar type scenario to deconstruct the essay assessment task was very useful.

Recommendation

Continue with this deconstruction process

Feedback from Students who attended the session, emails and calls to coordinators.

Feedback

Opportunities to attend a drop in session and not be recorded.

Recommendation

While student's appreciated the recordings of sessions, a number of students also requested time in these sessions where the recording was stopped do they could discuss their personal perceptions on topics. They indicated that recording would then open up to all students an individuals students conceptualising on some sensitive topics. To record the first general discussion and to give off camera time to discussion at the end of each session.

Feedback from Drop in sessions, SUTE data

Feedback

While some students indicated four small short answer tasks submitted every two weeks was challenging, other students applauded the smaller items.

Recommendation

Retaining the smaller short answer tasks is ideal however, giving students more flexibility with the submission dates might be of benefit. For example Task A due prior to census date and Tasks B, C & D due by week 10. The compromise is possibly the amount of feedback the student will receive prior to their final assessment task 2. This will also need consideration in relation to the assessment schedule for other final years units.

Unit Learning Outcomes

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

1. Demonstrate an informed understanding of the basic concepts and principles that underpin Australian healthcare law.
2. Analyse and reflect on healthcare problems and identify relevant ethical and legal issues.
3. Develop a broad and coherent body of knowledge of how legislation, policies, frameworks, codes, and guidelines are applied to nursing practice in Australia.

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
1 - Online Quiz(zes) - 15%	•		
2 - Presentation - 25%		•	•
3 - Written Assessment - 60%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

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

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

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Schedule

Week 1: INTRODUCTION TO THE LEGAL SYSTEM - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
What is law, and how is it enacted? <ul style="list-style-type: none">• Common law• Understanding the legal hierarchy• Criminal Law in Health Care• How is a crime determined by law?• Civil law	E-reading list	

Week 2: GOVERNING SYSTEMS, ACTS, LEGISLATION AND GUIDELINES - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none">• Objectives and operation of the National Law• Role of AHPRA and the National Boards• Delegation by a National Board• Acts and the Registered Nurse• Professional Standards for Registered Nurses• Standards of practice• Levels of practice standards• Scope of practice• Governance• Nurses' code of conduct	E-reading list	

Week 3: ETHICS: AN ESSENTIAL ACCOMPANIMENT TO LAW - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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- Ethical Principles
 - Autonomy
 - Beneficence
 - Non-Maleficence
 - Justice

- Making Decisions
- Confidentiality
- Veracity
- Bioethics: Where are they easily located?

E-reading list

Assessment 1, online quiz, opens on Friday 22 March at 6:00 pm

Week 4: PROFESSIONAL NEGLIGENCE AND DUTY OF CARE - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Tort Law • Negligence • Professional negligence • Taking action • Duty of Care • Standard of care • Breach of the Duty of Care • Damage • Foreseeability (proximity/ causation) 	E-reading list	Online Quiz Due: Week 4 Monday (25 Mar 2024) 6:00 pm AEST
<ul style="list-style-type: none"> • Foreseeability and Proximity • Compensation • Synthesis example 		

Week 5: CARE INTERVENTIONS AND CONSENT - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Informed consent • Who can give informed consent? • Office of the Public Guardian • Research and informed consent • Medication administration challenges 	E-reading list	

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sleep late and relax.		

Week 6: RISK MANAGEMENT: WORKPLACE HEALTH & SAFETY, INDEMNITY & INSURANCE - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Compensation • Professional Indemnity • WPHS: Risk management • Sexual Harassment & Workplace Bullying • The Good Samaritan Legislation 	E-reading list	

Week 7: LEGAL AND ETHICAL IMPLICATIONS OF SKILL MIX, SCOPE OF PRACTICE AND PRACTICES STAFFING - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Supervision • Clinical supervision • Professional Development • Staffing ratios • Scope of practice vs personal competency • Unexpected situations 	E-reading list	

Week 8: BACK TO BASICS: DOCUMENTATION, CONFIDENTIALITY AND MANDATORY REPORTING - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

- Accountability
- Mandatory reporting
- Elder Abuse
- Suspected Child Abuse and Neglect (SCAN)

E-reading list

Oral presentation Due: Week 8
Wednesday (1 May 2024) 6:00 pm
AEST

Week 9: WHEN THINGS GO WRONG: CORONIAL INQUIRIES AND INVESTIGATIONS - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Role and purpose of the coroner • Reportable deaths • Coronial inquiry and your registration as an RN 	E-reading list	

Week 10: APPLYING ETHICAL BEHAVIORS IN DIFFERENT CONTEXTS - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • The context of organ donation • Blood products • Euthanasia and assisted suicide • Abortion 	E-reading list	

Week 11: MENTAL HEALTH CONTEXTS - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Australian legislation • Capacity to consent to treatment • Forensic, classified and civil classifications • Mental Health Act 2016 (Qld) • Treatment and ethical debate • Mental Health Review Tribunal • Mental Health Court 	E-reading list	

Week 12: SELF REFLECTION: SOCIAL MEDIA AND PROFESSIONAL IMAGE - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
<ul style="list-style-type: none"> • Social media and professional image • Boundary setting 	E-reading list	Written assessment, Workbook Due: Week 12 Wednesday (29 May 2024) 6:00 pm AEST

Review/Exam Week - 03 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 10 Jun 2024

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Online Quiz

Assessment Type

Online Quiz(zes)

Task Description

Aim

The aim of this online quiz is to demonstrate your understanding of the law-making processes used to enact laws, the Australian legal system and the ethical principles that are applicable to the delivery of Australian health care.

Instructions

You are completing an online quiz. This is an open-book quiz designed to assess your understanding of the learning content from weeks one to three.

Access the quiz via the Assessment tile on NURS13140 Moodle. This quiz can only be attempted once, and it must be completed in one sitting. Once you commence the online quiz, you will have 60 minutes to complete the assessment. After 60 minutes, the quiz will close, and all responses will be automatically submitted.

Please ensure you have a stable internet connection before attempting the quiz. There will be no opportunities to attempt this assessment once the quiz closes at 1800h on 25 March 2024. Extensions will not be approved for this assessment except under exceptional circumstances supported by valid evidence in alignment with policy. If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving the problem or refer you to TaSAC for further assistance (TASAC toll-free phone number 1300 666 620). Results of the quiz will be available at 1900h on 25 March 2024.

This is an official assessment item and the rules of academic integrity apply. You are expected to complete this assessment independently and adhere to the conditions associated with undertaking an assessment task. You must maintain academic integrity and comply with the Student Academic Integrity Policy and Procedure. Acting honestly and with integrity means avoiding behaviour that may breach academic honesty, such as plagiarism, collusion, cheating, and other forms of academic misconduct. If any academic misconduct is detected, it will be managed per the policy and may result in penalties.

Learning Outcomes Assessed

1. Demonstrate an informed understanding of the basic concepts and principles that underpin Australian healthcare law (LOC 1).

Number of Quizzes

1

Frequency of Quizzes

Other

Assessment Due Date

Week 4 Monday (25 Mar 2024) 6:00 pm AEST

The online quiz opens on Friday, 22 March at 1800 and closes on Monday, 25 March at 1800. It must be completed within 1 hour once opened at one sitting. Access the quiz via the Assessment 1 tab on the unit Moodle site. The quiz will automatically close at the end of one hour and will submit your result even if you have not finished.

Return Date to Students

Week 4 Monday (25 Mar 2024)

Results of the quiz will be available at 1900h on 25 March 2024

Weighting

15%

Assessment Criteria

The online quiz is timed and automatically gets submitted at the set time.

Referencing Style

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

Submission

Online

Submission Instructions

The quiz will automatically close at the end of one hour and will submit your result even if you have not finished.

Learning Outcomes Assessed

- Demonstrate an informed understanding of the basic concepts and principles that underpin Australian healthcare law.

2 Oral presentation

Assessment Type

Presentation

Task Description

Aim

The aim of this assessment is to present an analysis of the key ethical and legal issues involved in withholding clinical information from a patient.

Instructions

You are required to prepare a 5 -7 minute oral presentation using 5-7 PowerPoint slides. The information presented on the slides must be supported by relevant in-text citations, and your final slide must include your reference list in APA 7th edition referencing style. You must be visible on the recording of the presentation.

The presentation must address the following question:

Should nurses in Australia have the right to withhold clinical information from a patient if it goes against the nurse's own personal values?

Literature and references

In this assessment, use at least seven contemporary references (no more than 5 years old) to support your discussion. You may also use seminal scholarly literature where relevant.

Suitable references include peer-reviewed journal articles, textbooks, and credible websites. The journals you use must be accessible from the CQU library database. The quality and credibility of your sources are important and used appropriately within your work.

We recommend you access your discipline-specific library guide: the Nursing and Midwifery Guide, Social Work and Community Services Guide. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as government, university, or peak national bodies, such as the Australian College of Nursing.

Submission

Submit your assessment via the unit Moodle site.

Learning Outcomes Assessed

2. Analyse and reflect on healthcare problems and identify relevant ethical and legal issues.
3. Develop a broad and coherent body of knowledge of how legislation, policies, frameworks, codes, and guidelines are applied to nursing practice in Australia.

Assessment Due Date

Week 8 Wednesday (1 May 2024) 6:00 pm AEST

Penalties will apply for late submissions

Return Date to Students

Week 11 Friday (24 May 2024)

Feedback will be provided via the Turnitin Feedback Studio.

Weighting

25%

Assessment Criteria

Criteria	High Distinction (85-100%)	Distinction (75-84%)	Credit (65-74%)	Pass (50-64%)	Fail (0-49%)
Ethical dilemma regarding withholding clinical information Weight 30%	A comprehensive analysis of the key ethical issues involved in withholding clinical information, demonstrates a sophisticated understanding of how withholding information may impact the patient. (30-25.4)	Effective analysis of the key ethical issues demonstrates a good understanding of how withholding information may impact the patient. (25.3-22.4)	Solid analysis of the key ethical issues demonstrating a sound understanding of how withholding information may impact the patient. (22.3-19.4)	Basic analysis of the key ethical issues, demonstrating a satisfactory understanding of how withholding information may impact the patient. (19.3-14.9)	The ethical issue is unclear or non-evident. Vague or inaccurate link of the key ethical issues may impact the patient. (14.8-0)
Analysis of legal issues Weight 40%	An in-depth analysis of the legal issues involved in withholding clinical information, which includes a compelling and complete evaluation of the impact on patient outcomes. (40-33.8)	A thorough analysis of the legal issues, which includes a convincing evaluation of the impact of withholding information on patient outcomes. (33.7-29.8)	A sound analysis of the legal issues, which includes a sound evaluation of the impact of withholding information on patient outcomes. (29.7-25.8)	A basic analysis of the legal issues, which includes a basic evaluation of the impact of withholding information on patient outcomes. (25.7-19.8)	Insufficient analysis of the legal issues demonstrates an incomplete evaluation of the impact of withholding information on patient outcomes. (19.7-0)
Reflection on withholding clinical information Weight 15%	Insightful reflection regarding own views on whether nurses should withhold clinical information if it goes against their personal values. (15-12.7)	Thoughtful reflection regarding own views on whether nurses should withhold clinical information if it goes against their personal values. (12.6-11.2)	Sound reflection regarding own views on whether nurses should withhold clinical information if it goes against their personal values. (11.1-9.7)	Cursory reflection regarding your views on whether nurses should withhold clinical information if it goes against their personal values. (9.6-7.4)	Little or no reflection regarding your views on whether nurses should withhold clinical information if it goes against their personal values. (7.3-0)
Presentation style (Spoken narration) Weight 5%	Highly commanding and engaging speaking voice evidenced by a sophisticated use of volume, pitch, and pace. Demonstrates expert understanding of the use of communication techniques to convey key messages. (5-4.2)	Commanding and engaging speaking voice evidenced by a fluent use of volume, pitch, and pace. Demonstrates proficient understanding of the use of communication techniques to convey key messages. (4.1-3.7)	Accomplished speaking voice evidenced by coherent use of volume, pitch, and pace. Demonstrates a solid understanding of the use of communication techniques to convey key messages. (3.6-3.2)	Adequate speaking voice is evidenced by a basic use of volume, pitch and pace that could be strengthened to better engage the audience. Demonstrates a basic understanding of the use of most communication techniques to convey key messages. (3.1-2.5)	Speaking voice difficult to understand/not available. Limited use of volume, pitch and/or pace, or distracting background noise. Demonstrates limited understanding of the use of communication techniques to convey key messages. (2.4-0)
Slide creation and mechanics Weight 5%	Presents highly effective and visually appealing slides. Student visible throughout. Correct number of slides. Highly effective, logical structure and sequence of ideas that is clear and easy to follow. Text is easy to read; layout and graphics enhance understanding of content. No spelling/grammatical errors. (5-4.2)	Presents effective, visually appealing slides. Student visible throughout. Correct number of slides. Effective, logical structure and sequence of ideas that is easy to follow. Text is easy to read; layout and graphics enhance understanding of content. Very minor spelling/grammatical errors. (4.1-3.7)	Presents appropriate slides with a coherent structure and sequence of ideas that are mostly easy to follow. Student visible throughout. Correct number of slides. Text is occasionally difficult to read due to overcrowding or too many ideas per slide. Graphics replicate content. Minor spelling/grammatical errors. (3.6-3.2)	Presents basic slides with a simple structure and sequence of ideas, which are not always logical or easy to follow. Student visible throughout. May have incorrect number of slides. Layout, text, or slide inclusions occasionally detract from the content. Minor spelling/ grammatical errors. (3.1-2.5)	Presents inadequate slides. Student not visible throughout. Incorrect number of slides. The structure and sequence of ideas are confusing and difficult to follow. The layout, text, and slide inclusions are overcrowded and detract from the content. Numerous spelling/ grammatical errors. (2.4-0)
Use of evidence and referencing format as per APA 7th edition. Weight 5%	Judiciously integrates an extensive range of relevant literature from scholarly sources to support the oral presentation, ≥10 relevant credible references. APA 7 th edition referencing conventions have always been applied accurately and consistently. (5-4.2)	Effectively integrates an in-depth range of relevant literature from scholarly sources to support the oral presentation. 9 relevant, credible references. APA 7 th edition referencing conventions have been used almost always accurately and consistently. (4.1-3.7)	Sound integration of a substantial range of literature from scholarly sources to support the oral presentation. 8 relevant, credible references. APA 7 th edition referencing conventions are used with few errors or minor inconsistencies. (3.6-3.2)	Satisfactory integration of a range of literature from varied sources, some of which are not credible or relevant, that has been used to support the oral presentation. 7 relevant, credible references. APA 7 th edition referencing conventions have some errors and inconsistencies. (3.1-2.5)	Literature from sources is irrelevant and/or not credible, or no literature is used to support the oral presentation. Fewer than 7 relevant, credible references. APA 7 th edition referencing conventions are minimal or non-existent. (2.4-0)

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site. Please follow the instructions under the Assessment 2 tab, on how to submit an oral presentation.

Learning Outcomes Assessed

- Analyse and reflect on healthcare problems and identify relevant ethical and legal issues.
- Develop a broad and coherent body of knowledge of how legislation, policies, frameworks, codes, and guidelines are applied to nursing practice in Australia.

3 Written assessment, Workbook

Assessment Type

Written Assessment

Task Description

Weighting: 60%

Length: Approximately 2000 words

Aim

This assessment aims to develop the knowledge of ethical and legal issues pertaining to nursing practice in Australia.

Instructions

Please follow the steps below to complete your assessment task:

1. This workbook consists of 9 modules representing the learning material from weeks 4 to 12. Each module consists of several tasks/activities.
2. You are required to download the workbook document and complete all tasks/activities using this document as your template.
3. Some activities require short answers to questions; others require the application of the theory to a given scenario. A suggested word count has been indicated for some of the activities.
4. All your responses must be based on credible evidence derived from peer-reviewed literature or credible websites. Please provide references as indicated.
5. Please abide by the rules of academic integrity, and work independently. This is NOT a group assessment.
6. Please submit your completed workbook as an MS Word document.

Literature and references

In this assessment, where references are required, you must use contemporary references (<5 years) to support your discussion as noted below. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks, and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

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).
- 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.
- We recommend that you access your discipline-specific library guide: the Nursing and Midwifery Guide and Social Work and Community Services Guide.
- 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.

Learning Outcomes:

1. Demonstrate an informed understanding of the basic concepts and principles that underpin Australian healthcare law.
2. Analyse and reflect on healthcare problems and identify relevant ethical and legal issues.
3. Develop a broad and coherent body of knowledge of how legislation, policies, frameworks.

Assessment Due Date

Week 12 Wednesday (29 May 2024) 6:00 pm AEST

Penalties will apply for late submissions

Return Date to Students

We plan to return the assessments by Friday 21 June 2024. Feedback will be available in Turnitin Feedback Studio

Weighting

60%

Assessment Criteria

No Assessment Criteria

Referencing Style

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

Submission

Online

Submission Instructions

Please submit the assessment on the template provided as an MS Word document via Moodle, Assessment 3 tab.

Learning Outcomes Assessed

- Demonstrate an informed understanding of the basic concepts and principles that underpin Australian healthcare law.
- Analyse and reflect on healthcare problems and identify relevant ethical and legal issues.
- Develop a broad and coherent body of knowledge of how legislation, policies, frameworks, codes, and guidelines are applied to nursing practice in Australia.

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