

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	LEGAL & ETHICAL DECISION MAKING IN PERSON-CENTRED CARE
<b>Unit ID:</b>	NURBN1001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	060301

## Description of the Unit:

This unit introduces legal and ethical frameworks that impact on nursing profession and professional nursing practice. Students will be able to clearly identify legal and ethical issues, concepts and principles and explore how these relate to the delivery of patient centred care and clinical decision making. Professional standards including: scope of practice, NMBA National Competency Standards for Registered Nurses; NMBA National Competency Standards for Enrolled Nurses (2002); NMBA Code of Professional Conduct for Nurses and Code of Ethics for Nurses, and regulation will be outlined and students will be encouraged to explore health care relationships and practice obligations in a multidisciplinary healthcare team environment.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience: Student is not undertaking work experience in industry.

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	✓	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Explore the ethical, legal and professional frameworks that underpin professional nursing in Australia;
- K2.** Discuss the application of these frameworks in relation to scope of practice and professional nursing practice;
- K3.** Explain the requirements for registration and the application of clinical governance and decision making in nursing practice, to develop a more professional self, including the Registered Nurse Practice Standards (2016)
- K4.** Identify the legal and ethical roles and responsibilities of professional nurses, including responses to critical incidents and vulnerable populations;

#### Skills:

- S1.** Critically analyse and demonstrate an understanding of legal & ethical issues for healthcare professionals and develop strategies and resources to aid resolution in the clinical setting;
- S2.** Explain the scope of practice and professional regulation of Nursing;
- S3.** Investigate methods of managing information effectively from a legal perspective, in maintaining FOI and person's rights as a health professional;
- S4.** Analyse the outcomes of the application of professional frameworks for the nurse and individuals, groups, communities and populations;

#### Application of knowledge and skills:

- A1.** Differentiate between legal and ethical issues and apply principles of law and ethics that influence nursing practice;
- A2.** Demonstrate knowledge of common law and statute law pertinent to health professional practice;
- A3.** Demonstrate knowledge of the requirements for professional regulation and nursing registration; and
- A4.** Maintain consumer rights and a person-centred focus that is legally and ethically sound in clinical decision making.

#### Unit Content:

NMBA Registered Nurse Standards for Practice 2016

Topics may include:

- Principles of Ethics
  - Bioethics
  - Moral decision making
  - Autonomy
  - Non-maleficence
  - Beneficence
- Australian Legal system
  - The Australian Court System

- Sources of Law (Common and Statute Law)
- Types of Law (Substantive and Procedural Law)
- Australian Charter of Healthcare Rights
- NMBA National Competency Standards for Registered Nurses; NMBA Code of Professional Conduct for Nurses and Code of Ethics for Nurses
- Law of Torts
  - Requirements for Valid Consent
  - Medical Trespass - Assault and Battery
  - Guardianship (Victorian Civil and Administrative Tribunal [VCAT]/Office of the Public Advocate [OPA])
  - Person Responsible/Next of Kin (NOK)
  - Restraint and False Imprisonment
  - Medical Negligence
- Documentation
  - Principles of effective legal documentation
  - Confidentiality and access issues
  - Communication and privacy issues
- Medications
  - Medication responsibilities and professional regulation
- Professional Regulation
  - The role of the Coroner and the Coroner Courts function
  - The Health Complaints Commissioner

### Graduate Attributes

Federation graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical, creative and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens.

FedUni graduate attributes statement. To have graduates with knowledge, skills and competence that enable them to stand out as critical and enquiring learners who are capable, flexible and work ready, and responsible, ethical and engaged citizens. These have been applied to nursing context below:

Nursing Graduate Attributes:

The Bachelor of Nursing is a graduate capabilities outcomes-based curriculum. This unit develops and/or assesses the following Federation University Australia and Registered Nursing Graduate Capabilities and the NMBA Registered Nurse Standards for Practice

Federation University Graduate Attributes	Registered Nurse Graduate Capabilities	Low Focus	Medium Focus	High Focus	Assessed
<b>Responsible, ethical, engaged</b> Social/cultural perspectives Local/national/international communities	1. Professional and ethical decision maker			X	X
	2. Politically astute, situational leader and citizen		X		
	3. Socially and culturally aware agent for change		X		

<b>Critical, creative and enquiring</b> Problem solver Ongoing learning	4. Critical, reflective thinker adept in clinical reasoning	X			
	5. Creative problem solver		X		X
	6. Life-long researcher				
<b>Capable, flexible and work ready</b> Communication skills Independent & collaborative worker	7. Skilled therapeutic Communicator		X		
	8. Capable Inter-Disciplinary Healthcare Team Member		X		X
	9. Competent, caring, safe and professional practitioner			X	X

### Learning Task and Assessment:

Planned Student Learning Experience

A 15 credit point unit will involve a minimum of 150 hours of learning. For every one hour of teacher directed learning there will be a minimum of two hours of student/learner directed learning. The Teacher-directed hours of student learning in this unit will be experienced primarily through teaching innovations like interactive technology enhanced learning, class discussions, audio-visual presentations, flexible blended and on-line learning, low and high fidelity simulations, exploration of case studies and inquiry-based learning. Active participation is encouraged during class sessions. Attendance at all clinical placement and laboratory sessions is compulsory.

Learner- directed hours will include focused learning activities, simulated laboratory learning, practice and reflection on practice, and role modelling. Students are expected to access electronic research databases and use computers to facilitate learning.

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S4, A1, A2, A3, A4	Critique of a legal and/or ethical case scenario.	Essay (Case Scenarios)	60-80%
K2, S2, S3, S4	Critical review of professional frameworks, legal and ethical principles that inform nursing.	On-line activities	20-40%

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment

5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit** No

Date:

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)