



Course Outline (Higher Education)

School:	School of Health
Course Title:	NURSING CONTEXT 2: LEGAL, ETHICAL AND PROFESSIONAL FRAMEWORKS
Course ID:	SHMCN6001
Credit Points:	15.00
Prerequisite(s):	Nil
Co-requisite(s):	Nil
Exclusion(s):	Nil
ASCED:	060301

Description of the Course:

This course introduces legal, ethical and professional frameworks that affect the nursing profession and professional nursing practice. Students will be able to clearly identify legal, ethical and professional issues, concepts and principles, and explore how these relate to clinical decision-making and the delivery of person-centred / consumer-led care. Professional standards examined include the NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018). Key Acts of Parliament and associated regulations will also be considered, including in relation to drug administration and management, mental health conditions, and work health and safety. Students will be encouraged to explore person-centred care and health care relationships and practice obligations in multidisciplinary healthcare team contexts.

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

Placement Component: No

Supplementary Assessment: Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

Program Level:

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Advanced	■	■	■	■	■	■

Learning Outcomes:

Knowledge:

- K1.** Examine the legal, ethical and professional frameworks that underpin professional nursing in Australia, including their historical and evolving development
- K2.** Explain the requirements for professional registration, scope of practice, and the application of clinical governance and decision-making in professional nursing practice
- K3.** Explore significant aspects of key Acts of Parliament, including in relation to drug administration and management, mental health conditions, and work health and safety
- K4.** Identify the legal and ethical roles and responsibilities of professional nurses, including in relation to the needs of priority populations, incident reporting, mandatory reporting and responding to critical incidents such as assault, patient harm, child abuse and family violence, and in relation to research

Skills:

- S1.** Demonstrate an understanding of and critically analyse key legal and ethical issues for nursing and other healthcare professionals
- S2.** Explain the regulation of and scope of practice in professional nursing
- S3.** Investigate methods of effectively managing information in relation to maintaining freedom of information and people's rights, as a health professional, from a legal perspective and using information communication technologies
- S4.** Develop strategies and resources to aid resolution of legal, ethical and professional issues in the clinical setting
- S5.** Assess nursing graduate capabilities and responsibilities, reflecting the NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Digital Health Framework (2021) and Registered Nurse Cultural Standards (2018).

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.** Critically analyse the requirements for professional regulation and nursing registration
- A4.** Maintain consumer rights and a person-centred focus that is legally and ethically sound in clinical decision-making

Course Content:

The NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018) and Code of Ethics for Nurses (2018), National Safety and Quality Health Service Standards (2017-2019), National Safety and Quality Primary and Community Healthcare Standards (2021), Aged Care Quality Standards (2021), National Standards in Mental Health Services (2017), Prescribing Competencies Framework (2021), National Digital Health Framework (2021), National Health Priority areas and the Registered Nurse Cultural Standards (2018) have informed the syllabus/content of this course.

Principles of Ethics

- Bioethics
- Moral decision making/moral development (e.g. Kohlberg's Model of Moral Development, NMBA decision-making framework)
- Autonomy
- Non-maleficence
- Beneficence

Australian Legal

- The Australian legal system
- Australian Charter of Healthcare Rights
- NMBA Registered Nurse Standards for Practice (2016), Code of Professional Conduct for Nurses (2018), Code of Ethics for Nurses (2018), and AHPRA Guidelines: Mandatory Notifications about Registered Health Practitioners (2020) and Guidelines: Mandatory Notifications about Registered Students (2020)
- Social Media Policy and Academic Integrity

Law of Torts

- Requirements for Valid Consent
- Medical Trespass – Assault and Battery, Do Not Resuscitate
- Restraint & False Imprisonment
- Guardianship laws and regulations (Vic / Qld)
- Mental Health laws and regulations (Vic / Qld)
- Work health and safety laws and regulations
- Medical Negligence

Documentation and digital health

- Principles of effective professional and legal documentation
- Confidentiality & access issues
- Communication & privacy issues
- Medication documentation
- Digital documentation

Medications

- Medication responsibilities & professional regulation

Healthcare Systems, Nursing Profession and Professional Regulation

- Australian Healthcare System including medical benefits schedule
- National Safety and Quality Health Service (NSQHS) Standards (2017), Aged Care Quality Standards (2021)
- The role of AHPRA and governance of nursing workforce
- The role of the Coroner & the Coroner Courts function
- The Health Service Commissioner
- The role of the Mental Health Tribunal and Office of the Chief Psychiatrist
- Mental Health Act
- Voluntary Assisted Dying Act
- Mandatory reporting including child abuse, family violence, professional misconduct, professional impairment

- Historical development of nursing as a profession
- Develop and assess nursing graduate capabilities allocated to this course

Values:

- V1.** Understand the importance of legal principles, ethical frameworks and professional regulation as applied to providing safe and competent person-centred nursing care
- V2.** Appreciate the role of consumer rights in clinical decision making related to person-centred nursing care

Graduate Attributes

The Federation University FedUni graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT1, AT2, AT3
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT2, AT3
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT2, AT3
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K2, K4, S1, S4, S5, A1, A2, A4	AT2

GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	AT2, AT3
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Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S5, A1, A2, A3	Critically review legal and ethical principles, and professional frameworks that inform nursing	Online activities and quizzes	15-25%
K2, K4, S1, S4, S5, A1, A2, A4	Present a critical perspective on a key legal or ethical issue relating to the provision of nursing care to a member of a priority population	Audiovisual presentation	25-35%
K1, K2, K3, K4, S1, S2, S3, S4, S5, A1, A2, A3, A4	Critique of legal, ethical and professional scenarios of relevance to nursing practice	Written Assessment	40-60%

Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)