



# DCHA20001 Ageing in Indigenous People

## Term 1 - 2020

Profile information current as at 04/05/2024 05:56 pm

All details in this unit profile for DCHA20001 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

This unit will give you a detailed understanding of the influence of race and culture on ageing outcomes. The importance of Indigenous ways of knowing about health and how this relates to ageing will be addressed. You will learn and critically reflect on the historical and contemporary socio-political events and systems that impact the quality of life of older Indigenous people. Human rights and social justice issues will be discussed. This will include developing an informed understanding of colonisation processes and intergenerational trauma. You will research the key differences in health outcomes, including an appraisal of the 'gap', between Indigenous and non-Indigenous older people. You will learn about the delivery of culturally competent practice and working together with Indigenous people to promote value and respect for culture.

#### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

#### Pre-requisites or Co-requisites

There are no requisites for this unit.

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 - 2020

- Online

#### 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 Postgraduate 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: 10%

#### 2. **Written Assessment**

Weighting: 50%

#### 3. **Presentation**

Weighting: 40%

### 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 Unit Coordinator

##### Feedback

Despite numerous attempts to promote this unit for Term 1 2019, it has failed to attract students currently enrolled in the course. Some of the weekly learning content will be integrated into units within the new Master of Gerontology course that will be offered in 2020.

##### Recommendation

The learning content will be reviewed, modified and updated to reflect the current requirements of the new Master of Gerontology course.

## Unit Learning Outcomes

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

1. Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
2. Explain Indigenous ways of knowing about health and ageing.
3. Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people
4. Evaluate the ability of services to meet the healthy ageing needs of Indigenous people.

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 10%	•	•	•	
2 - Written Assessment - 50%	•	•	•	
3 - Presentation - 40%				•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research	○	○	○	○
5 - Self-management			○	○
6 - Ethical and Professional Responsibility	○	○	○	○
7 - Leadership			○	○
8 - Aboriginal and Torres Strait Islander Cultures				

## Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 10%	○	○	○	○	○			
2 - Written Assessment - 50%	○	○	○	○		○	○	
3 - Presentation - 40%	○	○	○	○	○	○	○	

## 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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Sue Hunt** Unit Coordinator  
[s.hunt@cqu.edu.au](mailto:s.hunt@cqu.edu.au)

## Schedule

### Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the unit Module 1 - Determinants of Health		

### Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of Health unique to Indigenous population in Australia		

### Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of Health unique to Indigenous population in Australia		

### Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - "Knowing" about "healthy" and "ageing" from the perspective of the Indigenous population in Australia		

### Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Begin Module 2 activities.		<b>Written essay</b> Due: Week 5 Monday (6 Apr 2020) 5:00 pm AEST

### Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your tuition free week		

### Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Key differences in health between Indigenous and non-Indigenous populations in Australia		

### Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Key differences in health between Indigenous and non-Indigenous populations in Australia		

### Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Culturally Competent Practice		

### Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Culturally Competent Practice		<b>Written Assessment</b> Due: Week 9 Monday (11 May 2020) 5:00 pm AEST
<b>Week 10 - 18 May 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Government Strategies		
<b>Week 11 - 25 May 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Government Strategies		
<b>Week 12 - 01 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
Revision & Consolidation		<b>Presentation</b> Due: Week 12 Thursday (4 June 2020) 5:00 pm AEST
<b>Review/Exam Week - 08 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic
<b>Exam Week - 15 Jun 2020</b>		
Module/Topic	Chapter	Events and Submissions/Topic

## Assessment Tasks

### 1 Written essay

#### Assessment Type

Written Assessment

#### Task Description

##### Objectives

This assessment item relates to unit learning outcomes 1 & 2.

- (1) Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
- (2) Explain the Indigenous ways of 'knowing' about health and ageing.

Throughout this unit the learning tasks within each module aim to ensure you are thinking broadly about the influence of external factors on the health of older Indigenous peoples. This task asks you to critically analyse the efficacy of a current government strategy that aims to address the healthy ageing needs of Indigenous people. To do so you will need to apply your knowledge about the unique determinants of health for Indigenous people, as well as Indigenous ways of knowing about health and ageing.

You will need to select a current government strategy that either does or should aim to address the healthy ageing needs of older Indigenous people. The document can be relevant on a local, state or national level.

This task allows you to evaluate how well the government document considers the current and future needs of the Indigenous ageing population. An additional requirement is to provide solutions for any perceived shortcomings.

You will need to consider the specific needs of this generation, and future cohorts of older people. The purpose of this task is to develop your skills in assessing the suitability of government strategies to account for the diverse needs of older Indigenous people. You will need to consider if the strategy has the potential to promote cultural safety and be effective at what it is aiming to achieve.

#### Requirements

##### Tasks:

To begin with you are writing a proposal that will give an outline or summary of your full essay. The proposal is

Assessment 1. You will receive feedback on this proposal, and you will then write the full essay. The full essay is  
Assessment 2. This assessment will entail a critical analysis on the efficacy of a relevant government strategy that aims to address the healthy ageing needs of older Indigenous people.

### **Preparation:**

1. Select a government strategy that has direct implications for older Indigenous people
2. Search for current quality literature (peer-reviewed) on the key determinants of health in older Indigenous people
3. In addition, search for evidence-based literature on how to improve healthy ageing outcomes using culturally appropriate approaches
4. Search for and select quality literature that provides evidence-based information on the efficacy of legislation and policy

### **Proposal Writing:**

1. Write an overview of your essay including your key arguments
2. Include the government strategy you selected and why, along with the determinants of health you consider to be the most relevant and three key journal articles or book chapters you will be using to guide your discussion and support your argument
3. Write a concluding paragraph that summarise your key findings

### **Submission**

Please write your submission using the following presentation style and format, then upload it onto the DCHA 20001 Moodle website using the Assessment 1 link in the Assessment box.

Note: Every assessment would be submitted as a word document. It must be a final draft (no comments or tracked changes)

### **Presentation**

The document should be formatted on A4 International Standard paper with margins of 2.54cm. Line spacing should be set to 1.5. The preferred font size is 12 point. Pages should be numbered in the footer as follows: Title page has no page number; Page numbering begins at the Introduction and includes the References list pages.

#### **Title page**

A cover page with a unit code, assessment number, the proposed title of the assessment, your name, student number, student email address, name of the course (Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing, Graduate Diploma of Dementia Studies), Referencing style: APA 6th, due date, word count, name of Unit Coordinator. If you have an approved extension this needs to be noted on the title page.

#### **Introduction**

The introduction should contain a brief overview of the topic and the key areas or key points that will be the focus of this essay. It should include a clear statement of purpose to provide direction for the reader.

#### **Main body**

The main body of the essay will outline and discuss the strategy, its implications for older Indigenous people and how to improve healthy ageing outcomes using culturally appropriate approaches.

#### **Conclusion**

The conclusion should summarise the proposal findings with key areas outlined as the relate to the overall objectives (above). The conclusion should not include new material.

#### **References**

You should use high quality and current references (within the previous 5 years) to support your writing.

SNMSS uses the CQU APA Referencing Style Edition T3, 2019.

undefined

Refer to: [https://www.cqu.edu.au/\\_data/assets/pdf\\_file/0021/58413/APA\\_referencing\\_guide.pdf](https://www.cqu.edu.au/_data/assets/pdf_file/0021/58413/APA_referencing_guide.pdf)

**Length:** 750 words (+/- 10%).

The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, contents page (optional) and reference list. It includes in-text citations and direct quotations.

### **Assessment Due Date**

Week 5 Monday (6 Apr 2020) 5:00 pm AEST

via Turnitin/Moodle

### **Return Date to Students**

Week 7 Monday (27 Apr 2020)

via Moodle

### **Weighting**

10%

### **Assessment Criteria**

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail 0-49%
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<b>Presentation 5%</b>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack attention to presentation.	Many presentation errors.
<b>Introduction 5%</b>				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
<b>Conclusion 5%</b>				
Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised.	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	Not evident and/or not appropriate.
<b>Referencing 5%</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with <b>no</b> errors.	Generally, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to 6 errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
<b>Selection of government document 30%</b>				
Appropriate selection of government strategy with essential determinants that impact the ageing outcomes of older Indigenous people.	Largely clear cohesive argument made for relevance of government strategy.	Somewhat clear cohesive argument made for relevance of government strategy.	Little argument made for relevance of government strategy.	Minimal argument made for relevance of government strategy.
<b>Selection of determinants of health 30%</b>				
Appropriate selection of <i>essential</i> determinants of health that impact the ageing outcomes of older Indigenous people.	Appropriate selection of determinants of health that impact the ageing outcomes of older Indigenous people.	Appropriate selection of determinants of health that impact ageing outcomes not necessarily specific to older Indigenous people.	Somewhat appropriate selection of determinants of health that impact ageing outcomes. But have little significance to older Indigenous people.	Inappropriate selection of determinants of health that impact the ageing outcomes.
<b>Solution generation 20%</b>				
Appropriate and quality journal articles selected to guide discussion and support arguments.	Appropriate journal articles selected to guide discussion and support arguments.	Appropriate journal articles selected to support arguments.	Somewhat appropriate journal articles selected to support arguments.	Journal articles selected not appropriate to support arguments.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

via Moodle

## Learning Outcomes Assessed

- Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
- Explain Indigenous ways of knowing about health and ageing.
- Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management



## 2 Written Assessment

### Assessment Type

Written Assessment

### Task Description

#### Objectives

This assessment item relates to unit learning outcome 3.

(3) Determine the potential efficacy of a current government strategy that aims to address the healthy ageing needs of Indigenous people.

This assessment follows on from the proposal developed in Assessment 1. Now that you have received feedback on this proposal you will now write the full essay. The full essay will entail a critical analysis on the efficacy of a relevant government strategy that aims to address the healthy ageing needs of Indigenous people

#### Requirements

##### Tasks:

1. Write an introductory paragraph that describes the importance of government strategies that are culturally appropriate and effective in improving healthy ageing outcomes for Indigenous people
2. State which government strategies you selected and why – provide a succinct and coherent rationale
3. Critically analyse the applicability and appropriateness of the strategies outlined in the document to meet the needs of older Indigenous people
4. Identify any limitations of the government strategies and explain their possible impact and generate recommendations to improve efficacy
5. Write a concluding paragraph that summarises your key findings

##### Submission

Please write your submission using the following presentation style and format, then upload it onto the DCHA 20001 Moodle website using the Assessment 2 link in the Assessment box.

Note: Every assessment should be submitted as a word document. It must be a final draft (no comments or tracked changes).

##### Presentation

The document should be formatted on A4 International Standard paper with margins of 2.54cm. Line spacing should be set to 1.5. The preferred font size is 12 point. Pages should be numbered in the footer as follows: Title page has no page number; Page numbering begins at the Introduction and includes the References list pages.

##### Title page

A cover page with a unit code, assessment number, the proposed title of the assessment, your name, student number, student email address, name of the course (Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing or Graduate Diploma of Dementia Studies), Referencing style: APA 6th, due date, word count, name of Unit Coordinator. If you have an approved extension this needs to be noted on the title page.

##### Introduction

The introduction should contain a brief overview of the topic and the key areas or key points that will be the focus of this essay. It should include a clear statement of purpose to provide direction for the reader.

##### Main body

The main body of the essay will outline and discuss the strategy, its implications for older Indigenous people and how to improve healthy ageing outcomes using culturally appropriate approaches.

##### Conclusion

The conclusion should summarise the essay findings with key areas outlined as the relate to the overall objectives (above). The conclusion should not include new material.

##### References

You should use high quality and current references (within the previous 5 years) to support your writing.

SNMSS uses the CQU APA Referencing Style Edition T3, 2019.

undefined

Refer to: [https://www.cqu.edu.au/\\_data/assets/pdf\\_file/0021/58413/APA\\_referencing\\_guide.pdf](https://www.cqu.edu.au/_data/assets/pdf_file/0021/58413/APA_referencing_guide.pdf)

**Length:** 1500 words (+/- 10%).

The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, contents page (optional) and reference list. It includes in-text citations and direct quotations.

##### Assessment Due Date

Week 9 Monday (11 May 2020) 5:00 pm AEST

via Turnitin/Moodle

##### Return Date to Students

Week 11 Monday (25 May 2020)

via Moodle

## Weighting

50%

## Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail 0-49%
<b>Presentation 5%</b>				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was evidence of lack of attention to presentation.	Many presentation errors.
<b>Introduction 5%</b>				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
<b>Conclusion 5%</b>				
Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised.	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	Not evident and/or not appropriate.
<b>Referencing 5%</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with <b>no</b> errors.	Generally, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to 6 errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
<b>Critical analysis of government document 40%</b>				
High level of analysis reflected in a clear cohesive.	High level of analysis reflected in a largely clear cohesive argument.	Some level of analysis reflected in a somewhat clear cohesive argument.	Some analysis apparent. Argument is a little disjointed.	Minimal analysis or lack of analysis.
<b>Understanding of impact of document 20%</b>				
High level of understanding and analysis of the impact of the document.	Sound level of understanding and analysis of the impact of the document.	Some understanding of the impact of the document.	Basic level of understanding of the impact of the document.	Minimal or no understanding.
<b>Solution generation 20%</b>				
Appropriate recommendations and <b>excellent</b> strategies to improve the document based on strong critical analysis.	Appropriate recommendations and very good strategies to improve the document based on good critical analysis.	Appropriate recommendations with a limited number of strategies to improve the document based on some level of critical analysis.	Somewhat appropriate recommendations, however strategies to improve the document need more thought/consideration.	Minimal or very poorly generated solutions and/or no integration with critical analysis.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

## Submission

Online

## Submission Instructions

via Moodle

## Learning Outcomes Assessed

- Explain the unique determinants that influence healthy ageing outcomes for Indigenous people.
- Explain Indigenous ways of knowing about health and ageing.
- Determine the potential efficacy of a current government strategy aims to address the healthy ageing needs of Indigenous people

## Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Ethical and Professional Responsibility
- Leadership

### 3 Presentation

#### **Assessment Type**

Presentation

#### **Task Description**

##### **Objectives**

This assessment item relates to unit learning outcome 4.

(4) Evaluate the ability of services to meet the healthy ageing needs of Indigenous people.

This task asks you to develop best practice recommendations for providing culturally safe services to older Indigenous people. You may like to make recommendations relevant to your own workplace or area of interest. To do so, you will need to apply your knowledge about the unique determinants of health for Indigenous people, as well as Indigenous ways of 'knowing' about health and ageing. Other areas you may like to consider when developing your presentation are the changes associated with ageing, common illnesses and disabilities associated with ageing, along with empowerment and strengths-based approaches to ageing and healthy ageing principles.

##### **Requirements**

##### **Tasks:**

You are creating an oral presentation that is designed to provide recommendations for culturally safe service provision for older Indigenous people. Create the presentation as if you would be presenting to colleagues who have varying but relatively basic understanding of the needs of older Indigenous people. You must successfully translate knowledge to justify your recommendations. Your colleagues have the capacity to implement the recommendations and you need to convince them of their value. The information and knowledge you have gathered from both Assessment 1 and 2 will provide some good background information.

##### **Preparation:**

1. Select an area of service provision
2. Search for current quality literature on providing culturally safe services to older Indigenous people
3. Search for literature on Indigenous ways of 'knowing' about health and ageing that you believe will be appropriate to apply to your selected area of service provision
4. Generate best practice recommendations for providing services to older Indigenous people tailored to your workplace or area of interest
5. Communicate with your Lecturer to set up a time and date for your presentation using Zoom (refer to Moodle site) OR you may choose to pre-record via You Tube and upload

##### **Submission**

Please write your submission using the following presentation style and format, then upload it onto the DCHA 20001 Moodle website using the Assessment 3 link in the Assessment box.

Note: Every assessment should be submitted as a word document. It must be a final draft (no comments or tracked changes).

##### **Presentation**

The presentation needs include either PowerPoint or Prezi slides and may be pre-recorded before submission. It can be recorded using You Tube and submitted via the assessment submission point on Moodle. The slides need to include a References list (last slide using APA 6th).

##### **Title page**

A cover page with a unit code, assessment number, the proposed title of the research topic assessment, your name, student number, student email address, name of the course (Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing, Graduate Diploma of Dementia Studies), Referencing style: APA 6th, due date, word count, name of Unit Coordinator. If you have an approved extension this needs to be noted on the title page.

##### **Presentation format:**

1. The presentation should be 15 minutes in duration with a maximum of 10 -12 PowerPoint or Prezi slides
2. Information on the slides should be referenced (cited) appropriately. Provide a slide at the end of the presentation with the references listed using APA
3. Your presentation should include an introduction to the topic, the importance of culturally safe service provision (including the impacts of not providing this)
4. Introduce your area of service provision with respect to ageing and Indigenous people and culture
5. Provide recommendations for improving service provision for older Indigenous people, prioritising the most salient issues that have the greatest impact
6. Outline and discuss the benefits of the recommendations you have made by justifying and supporting this with the

literature you have reviewed

7. Summarise your key findings by putting forward a concluding statement

## References

You should use high quality and current references (within the previous 5 years) to support your writing.

SNMSS uses the CQU APA Referencing Style Edition T3, 2019.

Refer to: [https://www.cqu.edu.au/\\_data/assets/pdf\\_file/0021/58413/APA\\_referencing\\_guide.pdf](https://www.cqu.edu.au/_data/assets/pdf_file/0021/58413/APA_referencing_guide.pdf)

**Length:** Presentation and PowerPoint slides - approximately 2000 words (+/- 10%).

The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, contents page (optional) and reference list. It includes in-text citations and direct quotations.

## Assessment Due Date

Week 12 Thursday (4 June 2020) 5:00 pm AEST

via Turnitin/Moodle

## Return Date to Students

Exam Week Thursday (18 June 2020)

via Moodle

## Weighting

40%

## Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail 0-49%
<b>Overall presentation and structure 25%</b>				
There is a clear and succinct introduction and conclusion, the Presenter introduces the topic and outlines the direction of the presentation and brings the presentation to a logical close.	There is a clear and appropriate introduction/ conclusion, the Presenter introduces the topic and outlines the direction of the presentation and brings the presentation to a coherent close.	There is an appropriate introduction/ conclusion and the direction of the presentation is logical.	The introduction/ direction/ conclusion is mostly apparent.	Presentation is not clear There is no recognisable introduction/ and/or direction in the presentation and/ or no clear conclusion.
<b>Presenting skills and topic content 50%</b>				
Excellent execution of presentation. The presenter demonstrates an expert command of the topic and the presentation is well-paced, confident and compelling. The submitted written material (i.e. presentation slides) is very well-presented with no errors. Content is entirely relevant for the audience.	A very good presentation. The presenter demonstrates a very sound understanding of the topic and the presentation is delivered confidently. The written material (i.e. presentation slides) has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure). Content is very relevant for the audience.	A good presentation. The presenter demonstrates a sound understanding of the topic and the presentation is delivered well. The written material (i.e. presentation slides) has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). Content is relevant for the audience.	The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material (i.e. presentation slides) has 3 or 4 inconsistent errors (spelling, grammar and paragraph structure). Content is somewhat relevant for the audience.	Poorly executed presentation. The presentation style is not engaging/ credible, and presenter does not demonstrate a grasp of the content. The written material (i.e. presentation slides) has many inaccuracies in spelling, grammar and paragraph structure. (> 5 errors). Content is not relevant for the audience. It is either unlikely to be understood or is too simplistic for them.
<b>Referencing 5%</b>				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with <b>no</b> errors.	Generally, integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to 6 errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
<b>Use of background information to inform presentation 20%</b>				
Content is entirely relevant to the topic; the approach comprehensively addresses the task and the presentation proceeds logically within time limit set. Highly insightful and very thoughtful use of information from Assessment 1 and 2 to inform presentation. Recommendations thoroughly and realistically address complex problems. Recommendations are prioritised appropriately.	Content is very relevant to the topic; the approach clearly addresses the task and the presentation proceeds logically within time limit set. Insightful and thoughtful use of information from Assessment 1 and 2 to inform presentation. Recommendations realistically address problems. Recommendations are prioritised appropriately.	Content is appropriate to the topic; the approach mostly addresses the task and the presentation for the most part proceeds logically within time limit set. Insightful and good use of information from Assessment 1 and 2 to inform presentation. Recommendations address problems. Recommendations are prioritised appropriately.	Content is addressing the topic, but the presentation at times is repetitive or lacks cohesion and is within the set time limit with a 10% allowance (under or over time limit) set. Good use of information from Assessment 1 and 2 to support presentation but lacks integration. Recommendations address problems.	Content is irrelevant and or does not address the topic and the presentation lacks cohesion. The time limit has not been adhered to. Poor use of background information to inform presentation. Recommendations do not address problems.

## Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

**Submission**

Online

**Submission Instructions**

via Moodle

**Learning Outcomes Assessed**

- Evaluate the ability of services to meet the healthy ageing needs of Indigenous people.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility
- Leadership

## 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