DCHA20002 *Ageing in Rural and Remote Areas*
Term 2 - 2018

Profile information current as at 01/05/2024 04:35 am

All details in this unit profile for DCHA20002 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

In this unit you will explore the impacts of healthy ageing directly related to living in remote and/or rural areas. You will examine current health policies and determine their applicability for meeting the needs of the people living in rural and remote areas to healthy ageing.

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 2 - 2018

- Distance

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: 50%
2. **Written Assessment**
Weighting: 50%

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.

Unit Learning Outcomes

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

1. Explain the determinants that lead to negative health outcomes for people living in rural and remote areas
2. Evaluate the efficacy of current government strategies that address the healthy ageing needs of people living in rural and remote areas
3. Determine the impact of unique factors associated with ageing in rural and remote populations
4. Evaluate community and health services and their applicability to meet the healthy ageing needs of rural and remote populations.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— N/A Level   ○ Introductory Level   ○ Intermediate Level   ● Graduate Level   ○ Professional Level   ○ Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	●	●		
2 - Written Assessment - 50%			●	●

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
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 - 50%	○	○		○	○			
2 - Written Assessment - 50%	○	○		○		○	○	

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

Anne-Marie Holt Unit Coordinator
a.holt2@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Overview of ageing in rural and remote areas		Refer to Moodle site

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of health unique to ageing in rural and remote communities		Refer to Moodle site

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Determinants of health unique to ageing in rural and remote communities		Refer to Moodle site

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Key differences in ageing issues in rural and remote areas		Refer to Moodle site

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Key differences in ageing issues in rural and remote areas		Refer to Moodle site

Vacation Week - 13 Aug 2018

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

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Government policy and strategies in ageing in rural and remote communities		Refer to Moodle site Assignment 1 due - Friday 24 August 2018 **Compare and contrast contemporary ageing issues in rural and remote communities and urban areas** Due: Week 6 Friday (24 Aug 2018) 5:00 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Government policy and strategies in ageing in rural and remote communities		Refer to Moodle site

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Capacity building in rural and remote health workforce in context of ageing		Refer to Moodle site

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Capacity building in rural and remote health workforce in context of ageing		Refer to Moodle site

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Critical appraisal of current government policy and strategies in rural and remote ageing		Refer to Moodle site

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Critical appraisal of current government policy and strategies in rural and remote ageing		Refer to Moodle site

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision and consolidation		Refer to Moodle site Assignment 2 due Friday 05 October 2018 **Capacity building in rural and remote health - Is the health workforce prepared?** Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Compare and contrast contemporary ageing issues in rural and remote communities and urban areas

Assessment Type
Written Assessment

Task Description

Objectives:

· **Discuss the current trends/patterns in ageing and health in rural and/or remote areas and compare how these differ from urban areas.**

· **Consider the impact of the above on providing health care/services and/or programs that support healthy ageing within remote/rural areas**

Tasks & Assignment structure:

· **Read: Review the two articles provided on the Moodle site. The articles introduce in a very 'broad sense' some of the current issues of ageing in rural and/or remote areas.**

· **Select one health issue/topic that is specific to older adults who live in rural and/or remote areas along with one of the social determinants of health (SDoH) specific to ageing in rural and/or remote communities. For example, Depression (Health topic) and Social isolation (SDoH)**

· **Provide a rationale for action relating to your chosen topic/issue as a priority area in healthy ageing in rural and/or remote communities.**

· **Identify barriers to either health service provision or health program activities that relate directly to your selected health issue/topic and how these are impacted by the SDoH you have selected.**

· **Find a specific program or service in a rural or remote community that is addressing your chosen health issue/topic. Identify any problems related to this program/service and make recommendations to address these.**

· **Be sure to write a concluding paragraph that summarizes your key findings and presents a logical close to your paper.**

Assessment Due Date
Week 6 Friday (24 Aug 2018) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students
Week 8 Friday (7 Sept 2018)
via Moodle site

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 5%				
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 little attention to presentation or detail.	Many presentation errors.
Introduction 5%				
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.
Conclusion 5%				
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.	No recognisable conclusion or conclusion is inappropriate.
Referencing 5%				
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 **no** 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 six 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.
Approach and Argument 80%				
Selection of health topic 25%				
Excellent selection of health topic specific to area of ageing and appropriate selection of determinants that impact the ageing outcomes of older people in rural and /or remote communities	Very good selection of health topic specific to area of ageing and appropriate selection of determinants that impact the ageing outcomes of older people in rural and /or remote communities.	Good selection of health topic specific to area of ageing and appropriate selection of determinants that impact the ageing outcomes of older people in rural and /or remote communities.	Fair selection of health topic specific to area of ageing and appropriate selection of determinants that impact the ageing outcomes of older people in rural and /or remote communities.	Irrelevant (and inappropriate) selection of health topic specific to area of ageing and appropriate selection of determinants that impact the ageing outcomes of older people in rural and /or remote communities.
Justification development 25%				
Clear and cohesive argument made for justification as a priority area in healthy ageing.	Largely clear and cohesive argument made for justification as a priority area in healthy ageing.	Somewhat clear and cohesive argument made for justification as a priority area in healthy ageing.	Little argument made for justification as a priority area in healthy ageing.	Minimal argument made for justification as a priority area in healthy ageing.
Appraisal of health program/service 30%				
Excellent selection and critical appraisal of health program/service addressing the health issue/topic.	Very good selection and critical appraisal of health program/service addressing the health issue/topic.	Good selection and critical appraisal of health program/service addressing the health issue/topic.	Fair selection and minimal appraisal of health program/service addressing the health issue/topic.	Inappropriate selection and poor appraisal of health/program service addressing the health issue/topic.

Referencing Style

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

Submission
Online

Submission Instructions
via Turnitin on Moodle site

Learning Outcomes Assessed

- Explain the determinants that lead to negative health outcomes for people living in rural and remote areas
- Evaluate the efficacy of current government strategies that address the healthy ageing needs of people living in rural and remote areas

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management

2 Capacity building in rural and remote health - Is the health workforce prepared?

Assessment Type

Written Assessment

Task Description

Topic: Australia's population is ageing rapidly, with rural and remote areas being more widely affected by the consequences of this.

Consider: Is the health workforce prepared for this?

Task & Assignment Structure:

· Select an area of health care/service provision within a rural or remote community.

· Identify workforce issues experienced by your selected service

· Discuss the complexities(consider barriers and enablers) identified from literature that are specific to your chosen health service in the area of ageing in rural or remote communities, in terms of health care or health service provision. Be sure to include any workforce issues for the remote/rural service you have chosen.

· Identify government policy and/or strategy that is in place to address the issues you have identified including government policy/strategies that support capacity building and competencies in the rural/remote health workforce

· Provide recommendations for your chosen service that may assist them with their enablers and barriers for providing services to older people who live within their community. Be sure to write a concluding paragraph that summarizes your key findings and presents a logical close to your paper.

Assessment Due Date

Week 12 Friday (5 Oct 2018) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Exam Week Friday (19 Oct 2018)
via Moodle

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 5%				
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 little attention to presentation or detail.	Many presentation errors.
Introduction 5%				
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.

Conclusion 5%

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.	No recognisable conclusion or conclusion is inappropriate.

Referencing 5%

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 **no** 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 six 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.

Approach and Argument 80%

Selection of health care or service in a rural or remote setting 25%

Excellent selection of health care or service specific to area of ageing and has clearly identified workforce issues experienced by this care or service provider.	Very good selection of health care or service specific to area of ageing and has clearly identified workforce issues experienced by this care or service provider.	Good selection of health care or service specific to area of ageing and has identified a workforce issues experienced by this care or service provider.	Selection of health care or service is too broad and not specific to area of ageing, however had identified workforce issues experienced by this care or service provider.	Irrelevant selection of health care or service, provides little or no understanding of workforce issues.

Identification and justification of barriers and enablers 25%

Identifies appropriate barriers and enablers with highly developed and articulated justification.	Identifies appropriate barriers and enablers with well-developed justification.	Identifies appropriate barriers and enablers with minimal justification.	Identifies some or only a few barriers and enablers with limited justification.	Minimal or no identification of enablers and barriers.

Government policy or strategy and recommendations 30%

Excellent selection of government policy, clearly identifies and discusses recommendations to support workforce issues identified.	Very good selection of government policy, clearly identifies and discusses recommendations to support workforce issues identified.	Good selection of government policy, but needs to discuss more clearly how this can be used as a basis for recommendations to support workforce issues identified.	Government policy is very broad with minimal discussion of recommendations to support workforce issues identified.	Inappropriate or no selection and poor appraisal of recommendations.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
via Turnitin on Moodle site

Learning Outcomes Assessed

- Determine the impact of unique factors associated with ageing in rural and remote populations
- Evaluate community and health services and their applicability to meet the healthy ageing needs of rural and remote populations.

Graduate Attributes

- Knowledge
- Communication
- Research
- 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