DCHA20003 *Cognitive and Sensory Changes and Age*
Term 1 - 2019

Profile information current as at 10/04/2024 04:35 am

General Information

Overview

This unit explores how the human body changes as we age, including differentiating between normal ageing processes and those associated with disease. You will discover how ageing impacts individuals' ability to communicate and participate socially and in service provision contexts. Having an understanding of the ageing process and the underlying physiological mechanisms will give you an essential foundation to work well with older people and create strategies to promote healthy ageing. This unit will encourage you to self-reflect on your own professional practice and generate evidence based solutions to enhance service provision.

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 - 2019

- Distance
- 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: 40%
2. **Written Assessment**
Weighting: 10%
3. **Presentation**
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.

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 DDLT and Dean SNMSS

Feedback

Due to low enrolments and low interest - this unit (and course) is now in teach-out mode

Recommendation

This unit is now in teach-out mode.

Unit Learning Outcomes

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

1. Differentiate between cognitive and sensory changes associated with the normal ageing processes and those related to chronic and acute illnesses
2. Examine the implications of sensory and cognitive changes on communication
3. Critically appraise common strategies used to manage communication difficulties against best practice principles
4. Develop communication strategies to enhance and promote respect and personhood.

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 - 40%	●	●		
2 - Written Assessment - 10%			●	●
3 - Presentation - 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	○	○	○	○

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 40%	○	○		○	○	○		
2 - Written Assessment - 10%	○	○	○	○	○	○	○	
3 - Presentation - 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
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Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
• Welcome to the first week of term! Please watch the welcome lecture below, it contains suggestions on what you might like to do this week to orient yourself to, and succeed in, this unit. Explore the Moodle site and check out all the great resources we have on offer at CQUniversity! **Module 1 - Cognitive and Sensory Changes associated with the normal ageing processes and illness**		Refer to the Moodle site. Read the introductory documentation. Familiarise yourself with what is required for your assessments. Details of the assessments are available on the Moodle site. You can begin some pre-readings to prepare for your first assessment.

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Cognitive and sensory changes associated with normal ageing processes and illness		Refer to the Moodle site. Begin Module 1 Activities in the workbook. Develop a plan for your first assessment.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Cognitive and sensory changes associated with normal ageing processes and illness		Refer to the Moodle site. Continue with the readings and activities for Module 1 in the workbook.

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Implications of sensory and cognitive changes on communication		Refer to the Moodle site. Begin Module 1 Part 2 readings and activities from the workbook. Week 4: Assessment 1 due. **The implications of cognitive changes as people age** Due: Week 4 Friday (05 April 2019) 5:00 pm AEST **Written Essay - The implications of cognitive changes as people age (1200 words)** Due: Week 4 Friday (5 Apr 2019) 5:00 pm AEST

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Implications of sensory and cognitive changes on communication		Refer to the Moodle site. Continue working on the activities in the workbook for Module 2.

Vacation Week - 15 Apr 2019

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

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Implications of sensory and cognitive changes on communication		Refer to the Moodle site. Continue with Module 2 readings and activities from your workbook.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Communication strategies		Refer to the Moodle site. Undertake Module 3 readings and activities from your workbook. Week 7: Assessment 2 due. **The implications of sensory changes as people age** Due: Week 7 Friday (03 May 2019) 5:00 pm AEST **Written Essay - The implications of sensory changes as people age (750 words)** Due: Week 7 Friday (3 May 2019) 5:00 pm AEST

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Communication strategies		Refer to the Moodle site. Continue with Module 3 readings and activities from your workbook.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Communication Strategies		Refer to the Moodle site. Continue with Module 3 readings and activities from your workbook.

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 -Communication strategies to enhance and promote respect and "personhood"		Refer to the Moodle site. Undertake Module 4 readings and activities from your workbook.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Communication strategies to enhance and promote respect and "personhood"		Refer to the Moodle site. Continue with Module 4 readings and activities from your workbook.

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review and consolidation.		Week 12: Assessment 3 due **ONLINE PRESENTATION:** Due: Week 12 Organise a mutual agreed upon day/time with your Lecturer/Tutor during week 12 **Online Oral presentation** Due: Week 12 Monday (3 June 2019) 8:00 am AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic

1 Written Essay - The implications of cognitive changes as people age (1200 words)

Assessment Type
Written Assessment

Task Description
Cognitive changes are different for each person and may also vary from one day to another. Wisdom and expertise can improve with age while the speed of processing information (particularly new information), decision making and some types of memory decline. These changes may challenge an individual's ability to live independently, pursue favourite activities and maintain a sense of identity.
Assessment 1 requires you to examine and analyse the impact of normal cognitive changes on an older person's
(1) Ability to live independently,
(2) Pursue their favourite activities and
(3) Maintain a sense of identity.
For this assessment you are required to:
1.0 Critically examine and explore the cognitive changes that occur as part of the normal ageing process as compared with those related to chronic disease.
2.0 Discuss the implications for the varying causes of changes identified above in relation to any communication changes people need to make or adjust.
3.0 Make recommendations for individuals to reduce the risks associated with cognitive decline.
4.0 You are required to use a variety of credible academic resources including government reports, health and aged sector reports (e.g. Dementia Australia, Aged Care) **and** published journal articles to support your essay. All references must be from 2012 and beyond.
Word count: 1200 (+/- 10% excluding references)
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.
Due date: Week 4 (Friday 05.04.19 - 5.00pm AEST)
Total percentage – 40% of overall mark

Assessment Due Date
Week 4 Friday (5 Apr 2019) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students
Vacation Week Friday (19 Apr 2019)
via Moodle site

Weighting
40%

Assessment Criteria
Please refer to Moodle site for Assessment Rubric

Referencing Style

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

Submission
Online

Submission Instructions
via Turnitin on Moodle site

Learning Outcomes Assessed

- Differentiate between cognitive and sensory changes associated with the normal ageing processes and those related to chronic and acute illnesses
- Examine the implications of sensory and cognitive changes on communication

Graduate Attributes

- Knowledge

- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

2 Written Essay - The implications of sensory changes as people age (750 words)

Assessment Type
Written Assessment

Task Description
Sensory functions are often the first noticeable changes with ageing, eyesight can start to deteriorate as early as 20 years of age and auditory changes can bring about hearing loss, lowered ability to recognise speech and hypersensitivity to noisy environments. Much like the changes in cognitive function, these changes may challenge an individual's ability to live independently, pursue favourite activities and maintain a sense of identity.
Assessment 2 requires you to discuss the impact of normal sensory changes on an older person's
(1) Ability to live independently,
(2) Pursue their favourite activities and
(3) Maintain a sense of identity.
For this assessment you are required to:
1.0 Select either an auditory or visual change that occurs as part of the normal ageing process and link this to the cognitive changes you have examined and analysed above in Assessment 1.
2.0 You need to discuss how this sensory change makes the older person more vulnerable when experiencing cognitive changes as well.
3.0 You are required to use a variety of credible academic resources including government reports, health and aged sector reports (e.g. Dementia Australia, Aged Care) **and** published journal articles to support your essay. All references must be from 2012 and beyond.
Word count: 750 (+/- 10% excluding references)
The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.
Due date: Week 7 Friday 03.05.19 – 5.00pm (AEST)
Total percentage – 10% of overall mark

Assessment Due Date
Week 7 Friday (3 May 2019) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students
Week 9 Friday (17 May 2019)
via Moodle site

Weighting
10%

Assessment Criteria
Please refer to the Moodle site for Assessment Rubric

Referencing Style

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

Submission
Online

Submission Instructions
via Turnitin on Moodle site

Learning Outcomes Assessed

- Critically appraise common strategies used to manage communication difficulties against best practice principles
- Develop communication strategies to enhance and promote respect and personhood.

Graduate Attributes

- Knowledge
- Communication

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

3 Online Oral presentation

Assessment Type
Presentation

Task Description
The challenges of cognitive and sensory ageing may be more apparent now days as our current environment requires older persons to engage in highly technical and fast paced or timed tasks associated with living. These can be quite stressful to an older person who is unfamiliar with these situations or activities that at times may be quite stressful and pose emotional, physical or other health -related consequences.

You are to develop and give a presentation to older adults at a 'mock' community forum (e.g. Rotary, Lions Club, and Senior Citizens Centre) that aims to encourage individuals to reduce the risks associated with cognitive and sensory changes that occur with age. This will include 'debunking' some of the myths associated with cognitive and sensory decline. You will need to provide some thoughtful and considered strategies (or recommendations) that older people can use to mitigate the cognitive and sensory changes that occur with age. These need to be both practical and pragmatic

- identify cognitive and sensory changes that occur as a person ages
- critically assess the implications of these changes for an older person in terms of living on a daily basis with focus on communication
- develop two-three recommendations or strategies in relation to communication that would mitigate these changes
- justify your recommendations with quality-based evidence from credible sources
- the duration of the presentation should be 15-20 minutes
- referencing of the material you have presented will be provided on the last 'slide' using APA correctly

You will organize with your Lecturer a day/time in Week 12 to present this via Zoom.
Word count: No prescribed word count, however 10-12 PowerPoint slides should be sufficient
Due date: Week 12 - Organise a mutually agreed upon day/time with your Lecturer/Tutor during week 12
Total percentage – 50% of overall mark

Assessment Due Date
Week 12 Monday (3 June 2019) 8:00 am AEST
via Zoom (arrange a time with your Lecturer/Tutor)

Return Date to Students
Week 12 Friday (7 June 2019)
via Moodle

Weighting
50%

Assessment Criteria
Please refer to the Moodle site for the Assessment Rubric

Referencing Style

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

Submission
No submission method provided.

Learning Outcomes Assessed

- Critically appraise common strategies used to manage communication difficulties against best practice principles
- Develop communication strategies to enhance and promote respect and personhood.

Graduate Attributes

- Knowledge
- Communication
- Research

- Self-management
- Ethical and Professional Responsibility

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