DCHA20003 *Cognitive and Sensory Changes and Age*
Term 1 - 2020

Profile information current as at 20/04/2024 01:57 pm

All details in this unit profile for DCHA20003 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 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 - 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: 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 Unit Coordinator

Feedback

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

Recommendation

Integration of the learning materials and content from this unit for the Master of Gerontology course will occur with reflection on components that are specifically aligned with the overall learning outcomes of this course in Gerontology.

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	◦	◦	◦	◦

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - 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
a.holt2@cqu.edu.au
Sue Hunt Unit Coordinator
s.hunt@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
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 - 16 Mar 2020

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 - 23 Mar 2020

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 - 30 Mar 2020

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 5 - 06 Apr 2020

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. **Assessment 1 due - Thursday 09 April 2020 5:00pm (AEST)** **Written Assessment - 1200 words** Due: Week 5 Thursday (9 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/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 - 27 Apr 2020

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 8 - 04 May 2020

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. **Assessment 2 due - Thursday 07 May 2020 5:00pm (AEST)** **WRITTEN ASSESSMENT - 1000 words** Due: Week 8 Thursday (7 May 2020) 5:00 pm AEST

Week 9 - 11 May 2020

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 - 18 May 2020

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 - 25 May 2020

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 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
		Assessment 3 due - Thursday 04 June 2020 5:00pm (AEST)
Review and consolidation		**Presentation** Due: Week 12 Thursday (4 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 15 Jun 2020		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment - 1200 words

Assessment Type
Written Assessment

Task Description
Objectives
This assessment item relates to unit learning outcome 1.
(1) Differentiate between cognitive and sensory changes associated with the normal ageing processes and those related to chronic and acute illnesses.
This essay requires you to investigate and discuss any social factors that lead to higher cognitive and sensory function over the lifespan and how these can contribute and support healthy ageing.
Requirements
Tasks:
1.0 Identify and discuss some of the cognitive and sensory changes that occur over the lifespan and the influence of these on healthy ageing.
2.0 Consider and critically examine any social factors that may influence higher cognitive and sensory function by delaying the adverse effects of these as an individual ages.
3.0 Make recommendations for individuals to find opportunities to support their social needs and increase social engagement over the lifespan.
Submission
Please write your submission using the following presentation style and format, then upload it onto the DCHA20003 Moodle website using the Assessment 1 link in the
Assessment box.
Note: Your assessment is to be submitted as a word document. It must be a final draft (no comments or tracked changes).
Presentation
Line spacing should be set to 2.0. The preferred font size is 12 point (TNR or Arial). Pages should be placed in the top right-hand corner of each page. 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 (Master of Gerontology, Graduate Certificate in Gerontology, Graduate Diploma of Gerontology, Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing), 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 specific higher cognitive and sensory functions 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 any social factors that contribute to delaying any potential adverse effects of reduced higher cognitive and sensory functions over the lifespan, particularly as an individual ages. The determinants that positively affect this also need to be discussed. Discussion will also include any sound and realistic recommendations to increase or find opportunities to support social needs and increase social engagement over the lifespan, thereby encouraging healthy ageing.
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. A minimum of 10 including peer reviewed journal articles and government reports should be used.
The School of Nursing, Midwifery and Social Sciences (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

Length: 1200 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 Thursday (9 Apr 2020) 5:00 pm AEST
via Turnitin/Moodle

Return Date to Students
Week 7 Thursday (30 Apr 2020)
via Moodle

Weighting
40%

Assessment Criteria

	High Distinction 85 - 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%
Introduction 5%	The introduction *very* clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction somewhat clearly, and succinctly introduces the essay topic and provides direction for the reader.	The introduction introduces the essay and provides direction for the reader. However, there is some lack of clarity and it needs to be more succinct.	The introduction poorly introduces the essay and provides little/no direction for the reader.
Referencing use/ References 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 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.
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.
Identification of cognitive and sensory changes across the lifespan 30%	Identification of main cognitive and sensory changes that occur as part of normal ageing. Considers and discusses these as integral to ageing well and productively. **Integrates** (links) this information together in a **highly** coherent and succinct manner.	Identification of main cognitive and sensory changes that occur as part of normal ageing. Considers and discusses these as integral to ageing well and productively. **Integrates** (links) this information together in a coherent and succinct manner.	Identification of main cognitive and sensory changes that occur as part of normal ageing. Considers and discusses these as integral to ageing well and productively. **Integrates** (links) this information together to a certain level but needs to be more coherent and succinct.	Identification of main cognitive changes that occur as part of normal ageing. Minimal integration or fails to integrate these cohesively into ageing well and productively.	Little or poor understanding demonstrated in this area.
Critical examination of social factors that influence higher cognitive and sensory functioning 35%	Identifies and evaluates cognitive and sensory changes to a *highly* adequate level by incorporating their impact on healthy ageing.	Identifies and evaluates cognitive and sensory changes to a very good level by incorporating their impact on healthy ageing.	Identifies and evaluates cognitive and sensory changes to a somewhat adequate level by incorporating their impact on healthy ageing. However, some omissions have been made.	Identifies and evaluates cognitive and sensory changes but fails to integrate these into any discussion about their impact on healthy ageing.	Little or poor understanding demonstrated in this area.
Recommendations to support social needs and improve social interaction over the lifespan 20%	Provides excellent recommendations based on relevant information that can support social needs and promote social engagement and links these very well to healthy ageing.	Provides very good recommendations based on relevant information that can support social needs and promote social engagement and links these very well to healthy ageing.	Provides some recommendations based on relevant information that can support social needs and promote social engagement and links these very well to healthy ageing.	Provides a limited number of recommendations based on relevant information that can support social needs and promote social engagement and links these very well to healthy ageing.	Little or poor understanding demonstrated in this area.

Referencing Style

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

Submission
Online

Submission Instructions
via Moodle

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 ASSESSMENT - 1000 words

Assessment Type
Written Assessment

Task Description
Objectives
This assessment item relates to unit learning outcome 2.
(2) Examine the implications of sensory and cognitive changes on communication.
This essay requires you to complete a critical reading activity and write an essay that presents a coherent argument on the premise that
"Ageing stereotypes can hurt older adults' memory!"
You will need to write an argument that supports this premise that includes three to four fully refenced paragraphs using current literature to support your discussion.
Requirements
Tasks:
1.0 Download the following news article:
Ageing Stereotypes can hurt older adults' memory
(University of Southern California, 2013). A link will be provided in the unit weekly materials on Moodle.
2.0 The essay involves writing a coherent argument that supports the premise put forward in the news article in Science Daily above.
3.0 The essay will need a short introduction and conclusion along with three to four fully referenced paragraphs using current literature (peer reviewed within the least 5 years) to support your discussion.
Submission
Please write your submission using the following presentation style and format, then upload it onto the DCHA20003 Moodle website using the Assessment 2 link in the
Assessment box.
Note: Your assessment is to be submitted as a word document. It must be a final draft (no comments or tracked changes).
Presentation
Line spacing should be set to 2.0. The preferred font size is 12 point (TNR or Arial). Pages should be placed in the top right-hand corner of each page. 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 (Master of Gerontology, Graduate Certificate in Gerontology, Graduate Diploma of Gerontology, Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing), 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 it should include a clear statement of purpose to provide direction for the reader.
Main body
The main body of the essay will include a coherent and logically developed discussion using three to four paragraphs to present an argument that supports the premise above. You will need to find at least 5 peer-reviewed journal articles to support your discussion.
Conclusion
The conclusion should summarise the key points made and bring the essay to a logical close. 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.
The School of Nursing, Midwifery and Social Sciences (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

Length: 1000 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 8 Thursday (7 May 2020) 5:00 pm AEST
via Turnitin/Moodle

Return Date to Students
Week 10 Thursday (21 May 2020)
via Moodle

Weighting
10%

Assessment Criteria

	High Distinction 85 - 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%
Introduction 10%	The introduction *very* clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction somewhat clearly, and succinctly introduces the essay topic and provides direction for the reader.	The introduction introduces the essay and provides direction for the reader. However, there is some lack of clarity and it needs to be more succinct.	The introduction poorly introduces the essay and provides little/no direction for the reader.
Referencing use/ References 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 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.
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.
Argument/s to support premise 80%	Provides a *highly* credible argument to support premise. This is articulated in a highly coherent and succinct manner.	Provides a very credible argument to support premise. This is articulated in a very coherent and succinct manner.	Provides a somewhat credible argument to support premise. This is articulated in a fairly coherent and succinct manner.	Provides an argument to support premise, however there are many key areas/points not considered.	Fails to provide a credible argument to support the premise.

Referencing Style

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

Submission
Online

Submission Instructions
via Moodle

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 Presentation

Assessment Type
Presentation

Task Description

Objectives

This assessment item relates to unit learning outcomes 3 & 4.

(3) Critically appraise common strategies used to a manage communication difficulties against best practice principles.

(4) Develop communication strategies to enhance and promote respect and person-hood.

Develop a 20-minute community forum presentation from the Assessment 2 topic – on ageism and cognitive decline. Specifically, the impact of ageist attitudes towards people who may be experiencing some form of cognitive decline and how this influences communicating with older persons.

Requirements

Tasks:

1.0 Develop a 20-minue presentation on the topic above to improve the communication skills with older persons for a community forum.

2.0 Use current evidence via references from peer-reviewed journals to support your discussion

3.0 Articulate this at a suitable level for your audience.

Submission

Please write your submission using the following presentation style and format, then upload it onto the DCHA 20003 Moodle website using the Assessment 3 link in the

Assessment box.

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

Presentation

The presentation needs include either PowerPoint or Prezi slides and 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 assessment, your name, student number, student email address, name of the course (Master of Gerontology, Graduate Certificate in Gerontology, Graduate Diploma of Gerontology, Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing), 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 introductory slide should contain a brief overview of the topic and it should include a clear statement of purpose to provide direction for the audience.

Main body

The main body of the presentation will include a coherent and logically developed discussion that aims to inform and improve the knowledge in your audience of the topic being presented. You will need to make sure that you articulate this at a level that is appropriate to your audience with no professional jargon etc. You will need to find at least 5 peer-reviewed journal articles to support your discussion.

Conclusion

The conclusion (slide) should summarise the key points made and bring the presentation to a logical close. The conclusion should not include new material.

References

The last slide should include all references used in your presentation using APA 6th.

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

The School of Nursing, Midwifery and Social Sciences (SNMSS) use 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

Length: Presentation and 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

50%

Assessment Criteria

	High Distinction 85 - 100%	Distinction 75 – 84%	Credit 65 – 74%	Pass 50 – 64%	Fail Below 50%

Overall presentation and structure 25%	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.
Presenting skills and topic content 50%	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 and has 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 5 or 6 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 too simplistic for them.
Use of background information to inform presentation 20%	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 addresses the topic, but the presentation at time 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 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 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.

Referencing Style

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

Submission
Online

Submission Instructions
via Moodle

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