



DCHA20003 Supporting Older People with Cognitive and Sensory Changes

Term 1 - 2021

Profile information current as at 03/05/2024 03:32 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

In this unit you will explore the cognitive and sensory changes associated with ageing. You will consider differences in the aging process and how it is impacted by illness and poor health. You will demonstrate evidenced based and best practice in the examination of the changes in cognition and sensory abilities of older people when considering ways to reduce cognitive or sensory decline. You will have the opportunity to create a model of care to enhance the cognitive and sensory abilities of older people using new interventions and strategies.

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 - 2021

- 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. **Online Quiz(zes)**

Weighting: 40%

2. **Written Assessment**

Weighting: 60%

3. **Portfolio**

Weighting: Pass/Fail

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. Analyse the cognitive and sensory changes that may occur with the aging process
2. Investigate the impact of cognitive and sensory changes on the lives of older people
3. Justify the use of evidence based interventions to improve the cognitive and sensory abilities of older people
4. Construct a model of care to enhance cognitive and sensory abilities of older people in the promotion of their independence

There is no external accreditation linked to this unit.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 40%	•	•	•	•
2 - Written Assessment - 60%		•	•	•
3 - Portfolio - 0%	•		•	•

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 - Online Quiz(zes) - 40%	○	○	○	○	○	○	○	
2 - Written Assessment - 60%	○	○	○	○	○	○	○	
3 - Portfolio - 0%	○	○	○	○	○	○	○	

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 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Jen Mulvogue Unit Coordinator
j.mulvogue@cqu.edu.au

Ainslie Monson Unit Coordinator
a.monson@cqu.edu.au

Schedule

Week 1 - 08 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. What is cognition?		

Week 2 - 15 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Module 1 quiz. Due 21/03/2021

Week 3 - 22 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Cognitive changes and influences		

Week 4 - 29 Mar 2021

Module/Topic	Chapter	Events and Submissions/Topic
		Module 2 quiz. Due 04/04/2021

Week 5 - 05 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Sensory changes and influences		

Vacation Week - 12 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 19 Apr 2021

Module/Topic	Chapter	Events and Submissions/Topic
Week 7 - 26 Apr 2021		
Module 4. Stimulating cognitive functioning		Module 3 quiz. Due 25/04/2021
Week 8 - 03 May 2021		
		Module 4 quiz. Due 09/05//2021
Week 9 - 10 May 2021		
Module 5. Cognition and pharmaceutical intervention		
Week 10 - 17 May 2021		
		Module 5 quiz. Due 23/05/21 Portfolio Assessment due 17/05/2021
		Portfolio Due: Week 10 Monday (17 May 2021) 11:00 am AEST
Week 11 - 24 May 2021		
Module 6. Creating and evaluating a care model		Written Assessment due 24/05/2021
		Written Assessment Due: Week 11 Monday (24 May 2021) 11:00 am AEST
Week 12 - 31 May 2021		
		Module 6 quiz. Due 31/05/2021
		Quizzes Due: Week 12 Monday (31 May 2021) 11:00 am AEST
Review/Exam Week - 07 Jun 2021		
Exam Week - 14 Jun 2021		

Assessment Tasks

1 Quizzes

Assessment Type

Online Quiz(zes)

Task Description

There are six quizzes (multiple choice). There is one quiz at the end of each module. The total of the six quizzes accounts for 40% of your overall mark.

The quiz due dates include:

21/03/2021

04/04/2021

25/04/2021

09/05/2021

23/05/2021

31/05/2021

The quizzes will be open a week before the due date of each quiz. You have a week to complete them, however, you only have thirty minutes to complete the quiz from the time you open it.

Number of Quizzes

6

Frequency of Quizzes

Other

Assessment Due Date

Week 12 Monday (31 May 2021) 11:00 am AEST

There is a quiz at the end of each module

Return Date to Students

Week 12 Monday (31 May 2021)

Results will show on completion of the quiz. You have two chances to complete each quiz.

Weighting

40%

Assessment Criteria

Complete the six, multiple-choice quizzes. Each quiz has ten questions. You have two chances to complete the quizzes. The highest score will be recorded as your mark.

Each quiz will open a week before its due date. However, you only have thirty minutes to complete each quiz, from the time you open it.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Complete quizzes following each module

Learning Outcomes Assessed

- Analyse the cognitive and sensory changes that may occur with the aging process
- Investigate the impact of cognitive and sensory changes on the lives of older people
- Justify the use of evidence based interventions to improve the cognitive and sensory abilities of older people
- Construct a model of care to enhance cognitive and sensory abilities of older people in the promotion of their independence

Graduate Attributes

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

2 Written Assessment

Assessment Type

Written Assessment

Task Description

UNIT CODE DCHA20003

UNIT TITLE Supporting older people with cognitive and sensory changes.

Assessment 1 - Written Assessment

Type: Report

Due date: Time (11 am) 24th May 2021. Week 11

Weighting: 60%

Length: Word count 2000 words (+/- 10%)

Unit Coordinator: Jen Mulvogue

Learning outcomes assessed

2. Investigate the impact of cognitive and sensory changes on the lives of older people
3. Justify the use of evidence-based interventions to improve the cognitive and sensory abilities of older people
4. Construct a model of care to enhance cognitive and sensory abilities of older people in the promotion of their independence

Aim

The aim of this written assessment is for you to develop a model of care to enhance the cognitive and sensory abilities of older people and to justify this model of care.

Instructions

You are required to construct a model of care relevant to older people with cognitive and sensory challenges. This will be an experimental model of care. Ideas for your model should come from studying existing models, exploring the literature, and carefully analysing your target group/or the individual needs of the person you have selected. Your justification for your model will then include the knowledge and information from this research.

To complete this assessment, you are required to:

1. Select one of the following groups or individuals on which to construct your model of care:
 - A small group of older people who live in a retirement home and would like to be more physically active.
 - Twenty older people with moderate to severe dementia, who reside in a specialist dementia unit.
 - Five older people who are deaf and who have joined a day respite program.
 - An older person with Lewy body dementia and schizoaffective disorder
 - A Vietnam Veteran who experiences severe post-traumatic stress
2. Develop a model of care from studying and critiquing existing models and researching relevant literature
3. Provide a detailed explanation of how your model relates to your target group/individual and how your model of care will assist the group /individual to enhance cognitive and sensory abilities. (You can use conceptual models, mind maps, tables, and figures, however, you must meet the word count.)
4. Justify your model of care with supporting, relevant literature and critique of existing models.
5. Include at least four take-home lessons arising from your engagement with this assessment.

Literature and references

In this assessment use at least 10 references to support your discussion. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing.

Support

You can provide a draft of your assessment for review, prior to submitting the assessment. The Unit Coordinator will provide informal feedback on the first page of your draft. Please email your draft to the Unit Coordinator by the 14th of May, 2021.

Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a footer.
- Write in the third-person perspective.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).
- The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references

and direct quotations.

Resources

- You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
- We recommend you read the marking rubric before beginning your assessment.
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).
- This is a helpful website with some ideas on report writing <https://www.wordy.com/writers-workshop/writing-an-academic-report/>
- The Moodle site has some links to report writing tools, to assist you with structure and essential elements of report writing development.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Assessment Due Date

Week 11 Monday (24 May 2021) 11:00 am AEST

Submit to Moodle using assessment tab

Return Date to Students

Review/Exam Week Tuesday (8 June 2021)

Students will be emailed when marking is complete

Weighting

60%

Assessment Criteria

UNIT CODE DCHA20003

UNIT TITLE Cognitive and Sensory Changes and Age

Written Assessment. Term 1.

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	Fail (content absent) 0%
Completion of the required task (10%)	Exemplary effort. Professional approach, attending to all requirements and tasks. Attention to detail is without fault and all requirements of the task have been met. (8.5-10)	Excellent effort attending to the requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.5-8.4)	Good effort attending to the requirements of the task. All items demonstrate due attention to detail with some gaps. (6.5-7.4)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that affect the attention to required tasks. (5-6.4)	Submission is missing aspects of task or task requirements that have been misunderstood. (<5)	Submission is missing most aspects of the task. There is little evidence of task requirements. (0)
Summary of discussion (10%)	The Summary clearly connects all aspects of the discussion. (8.5-10)	Summary mostly connects all aspects of the discussion. (7.5-8.4)	Summary connects some (but misses others) aspects of the discussion. (6.5-7.4)	Although there are gaps, there are sufficient connections to aspects of the discussion. (5-6.4)	There are little or no connections between aspects of the discussion. (<5)	No summary. (0)

The analysis draws on literature to demonstrate and to justify knowledge of a model of care. (20%)	Analyses and justifies and logically assimilate evidence from multiple diverse areas to fit model structure to arrive at an explanation of impact with no errors. (16.9-20)	Analyses and justifies and logically assimilate evidence from multiple areas to fit model structure to arrive at an explanation of impact with some minor errors. (14.9 – 16.89)	Analyses, justifies and assimilates some evidence from areas to fit model structure to arrive at an explanation of impact with some errors. (12.9-14.89)	Analysis and justification identifies and assimilates sufficient evidence from areas to fit model structure to arrive at an explanation of impact. (9.9-12.89)	Analysis and justification present a poorly conceived and insufficient evidence to fit model structure to arrive at an inadequate explanation of impact. (<9.9)	No analysis present. (0)
The analysis draws on knowledge of cognitive and sensory challenges and analyses methods to enhance cognitive and sensory abilities (20%)	Knowledge of cognitive and sensory challenges and ways to enhance them has been applied correctly in the analysis. Expressed succinctly and with clarity showing linkages with concepts learned in the unit. (16.9-20)	Knowledge of cognitive and sensory challenges and ways to enhance them has been applied in analysis with only minor misunderstandings. Expressed with clarity using some linkages with concepts learned in the unit. (14.9-16.89)	Knowledge of cognitive and sensory challenges and ways to enhance them has been applied in analysis with only minor misunderstandings. Is mostly clear with minor misunderstanding as they relate to concepts learned in the unit. (12.9-14.89)	Knowledge of cognitive and sensory impairments and ways to enhance is used in only some areas s, with some misunderstandings. Illustrates satisfactory comprehension but has some misunderstanding as they relate to concepts learned in the unit and/or it may lack some detail. (9.9-12.89)	Knowledge of cognitive and sensory impairments and ways to enhance is insufficiently used, and/or are incorrectly applied analysis. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<9.9)	Knowledge and skills are not present in the analysis. Inadequate linkages with concepts learned in the unit. (0)
Analysis of how the model of care relates to the selected group or the individual and how this enhances cognitive and sensory abilities (20%)	Analysis of how the model of care relates to the selected group or individual is linked with concepts learned in the unit and there is correctly applied analysis and how this relates to gerontological interventions. (16.9-20)	Analysis of how the model of care relates to the selected group or individual is linked with concepts learned in the unit and there are only minor misunderstandings on linkages and how this relates to gerontological interventions. (14.9-16.89)	Analysis of how the model of care relates to the selected group or individual is linked with concepts learned in the unit and there are only minor misunderstandings on linkages and how this relates to gerontological interventions. It is mostly clear with minor misunderstanding of concepts learned in the unit. (12.9-14.89)	Analysis of how the model of care relates to the selected group or individual is linked with concepts learned in the unit and there are only minor misunderstandings on linkages and how this relates to gerontological interventions. It is mostly clear with minor misunderstanding of concepts learned in the unit and/or it may lack some detail. (9.9-12.89)	Analysis of how the model of care relates to the selected group or individual is linked with concepts learned in the unit and there is insufficiently explained or incorrectly applied in the analysis. Illustrates unsatisfactory comprehension and has little to no relationship to concepts learned in the unit and/or is lacking greatly in detail. (<9.9)	Analysis of how the model of care relates to the selected group or individual is linked with concepts learned in the unit and are not present in analysis and there are Inadequate linkages with concepts learned in the unit. (0)
Lessons learned through assessment (10%)	At least four major 'take home' lessons have been expressed arising from engagement with the assessment. (8.5-10)	Three major 'take-home' lessons have been expressed arising from engagement with the assessment. (7.5-8.4)	Two major 'take-home' lessons have been expressed arising from engagement with the assessment. (6.5 – 7.4)	One major 'take home' lesson was expressed arising from engagement with the assessment. (5-6.4)	The major 'take home' lesson expressed arising from engagement with the assessment was not relevant. (<5)	No 'take home' lessons have been expressed arising from engagement with the assessment. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling, and punctuation. Uses appropriate writing and referencing styles. No or very minor mistakes evident. (8.5-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation, and referencing mistakes evident. (7.5-8.4)	Quality of writing is of a good standard with a few grammar, spelling punctuation, and referencing mistakes evident. (6.5-7.4)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling, and referencing mistakes evident. (5-6.4)	Quality of writing and presentation is at a poor standard with many mistakes and a lack of clarity evident. (<5)	Little to no meaningful writing. (0)

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit via Moodle using the assessment tab

Learning Outcomes Assessed

- Investigate the impact of cognitive and sensory changes on the lives of older people
- Justify the use of evidence based interventions to improve the cognitive and sensory abilities of older people
- Construct a model of care to enhance cognitive and sensory abilities of older people in the promotion of their independence

Graduate Attributes

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

3 Portfolio

Assessment Type

Portfolio

Task Description

UNIT CODE DCHA20003

UNIT TITLE Supporting older people with cognitive and sensory changes.

Portfolio

Type: Portfolio

Due date: Time 11 am 17th May 2021. (Monday, Week 10).

Weighting: PASS/FAIL

Length: Open

Unit Coordinator: Jen Mulvogue

Learning outcomes assessed

3. Justify the use of evidence-based interventions to improve the cognitive and sensory abilities of older people.

4. Construct a model of care to enhance the cognitive and sensory abilities of older people in the promotion of their independence.

Aim

The aim of the portfolio is for you to collate information on evidence-based interventions to improve the cognitive and sensory abilities of older people. The portfolio is a place for reflection and to generate new ideas and concepts.

Instructions

There are three parts to the portfolio.

Part 1.

Collect examples of evidence-based, or emerging interventions, to improve cognition. You may draw, use photographs, images, other forms of media. Ensure you have referenced correctly and consider copyright requirements. Part 1 provides an opportunity for you to gather and build ideas.

Part 2.

For each of the interventions provided in Part 1, provide a reflection on the intervention and how the intervention may be used in a gerontological setting, and how it assists an older person to maintain independence. Consider the evidence base in your reflections and how the intervention will assist an older person to maintain their independence and its capacity to be included in a model of care. In your reflection, consider various evidence to aid your thinking.

*note – there is no definitive number of interventions you need to collate and reflect on. However, you do need to demonstrate that you have met the listed learning outcomes.

Literature and references

In this assessment there is no criteria for the number of references you should use. You should consider using references when you have used material from another source, and to guide you and to support your work. Consider the validity of the references you use. Journal articles should be peer-reviewed sources or textbooks. When sourcing information, consider the five elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

Requirements

- The portfolio does not require conventional font. You can be as creative as you like. You can use third-person language or first-person language. Reflective pieces (if you use them) often use first-person language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

Resources

- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).
- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

This is a PASS/FAIL portfolio, however, if you do FAIL on your first attempt, you will be given the opportunity to re-submit within a specific time frame.

Assessment Due Date

Week 10 Monday (17 May 2021) 11:00 am AEST

Submit to Moodle via the assessment tab

Return Date to Students

Week 12 Monday (31 May 2021)

Students will receive an email when the portfolio is marked.

Weighting

Pass/Fail

Assessment Criteria

UNIT CODE DCHA20003

UNIT TITLE Supporting older people with cognitive and sensory changes.
ASSESSMENT Portfolio. Term 1.

3. Justify the use of evidence-based interventions to improve the cognitive and sensory abilities of older people.
4. Construct a model of care to enhance cognitive and sensory abilities of older people in the promotion of their independence.

Key Criteria

Pass

Fail

Comments

Collect examples of evidence-based, or emerging interventions, to improve cognition. Draw, use photographs, images, other forms of media. Ensure you have referenced correctly and consider copyright requirements. Gather ideas. Use this opportunity to build ideas.	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail. Tasks required: Collate evidence-based interventions to improve cognitive and sensory abilities.	Submission is missing aspects of task or task requirements that have been misunderstood. The evidence interventions are not collated.
Complete a reflective piece for each intervention, drawing on the evidence base to justify its use and its ability to promote independence.	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail.	Submission is missing aspects of task or task requirements have been misunderstood.
Write a short analysis on how you have used evidence-based interventions to construct a model of care.	The analysis draws on evidence-based interventions to construct a model of care.	The analysis does not describe evidence-based interventions to construct a model of care or is not clearly described.

This is a PASS/FAIL assessment piece. If you do fail on your first attempt, you will be provided an opportunity to re-submit, within a specific timeframe.

Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

Submission

Online

Submission Instructions

Submit to Moodle under the assessment tab.

Learning Outcomes Assessed

- Analyse the cognitive and sensory changes that may occur with the aging process
- Justify the use of evidence based interventions to improve the cognitive and sensory abilities of older people
- Construct a model of care to enhance cognitive and sensory abilities of older people in the promotion of their independence

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