



DCHA20003 Supporting Older People with Cognitive and Sensory Changes

Term 1 - 2022

Profile information current as at 10/04/2024 01:26 am

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 - 2022

No offerings for DCHA20003

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. **Portfolio**

Weighting: Pass/Fail

3. **Written Assessment**

Weighting: 60%

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 Head of College Nursing advised of the changes in Gerontology courses.

Feedback

In 2020 the Master of Gerontology Course was cancelled due to COVID 19 and subsequent staffing changes. This unit remained as an elective of the Graduate Certificate/Diploma of Gerontology

Recommendation

The unit changes were a result of unit development. Changes include unit update proposal with changes of title and unit outcomes.

Feedback from Assessment feedback from students via unit coordinator

Feedback

The portfolio task confused some students. The Unit Coordinator suggests the use of an exemplar would support student understanding.

Recommendation

Add an exemplar

Feedback from Student feedback in student evaluation

Feedback

Changing staff in middle of course is inappropriate . No time to build relationship,

Recommendation

Suggest offering students a zoom to introduce themselves (new coordinator) at the commencement of the appointment, if this occurs in the future.

Feedback from Student feedback in student evaluation

Feedback

"I loved the written assessment task. It was practical and interesting. The modules and Jen's videos were informative and engaging. Jen has done a great job with the videos as it created a better learning environment and not just reading off a slide"

Recommendation

Continue to use practical and interesting assessment tasks and use video recordings to explain tasks

Feedback from Student feedback in student evaluation

Feedback

" expand and explain your answers above.Quiz is the best aspect of this unit. Generally everyone makes mistake and learn from them. Initially I made mistakes and learned from it."

Recommendation

Students benefit from quizzes with two opportunities to submit. Students noted that it assisted learning.

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

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

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

Schedule

Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. What is cognition?	Selected readings and course materials.	Refer to Moodle site. Read introductory information. Listen to the Welcome video. Review assessment requirements and Zoom time for regular catch-ups with the unit coordinator. See scheduled zoom drop-in tile for dates and times.

Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of module 1	Selected readings and course materials.	Zoom - question and answer session. See scheduled zoom drop-in tile for date and time. Assessment information will be discussed.

Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Cognitive changes and influences	Selected readings and course materials.	Module 1 quiz. Due 21/03/2022

Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of module 2	Selected readings and course materials.	

Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Sensory changes and influences	Selected readings and course materials.	Module 2 quiz. Due 04/04/2022

Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of module 3	Selected readings and course materials.	Zoom - question and answer session. See scheduled zoom drop-in tile for date and time. Assessment information will be discussed and the opportunity to submit a draft for both assessments. Dates for submission of both drafts will be discussed at this Zoom session.

Week 7 - 25 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Stimulating cognitive functioning	Selected readings and course materials.	Module 3 quiz. Due 25/04/2022

Week 8 - 02 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of module 4	Selected readings and course materials.	Zoom - question and answer session. See scheduled zoom drop-in tile for date and time. Assessment 2 information will be discussed.

Week 9 - 09 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 5. Cognition and pharmaceutical intervention	Selected readings and course materials.	Module 4 quiz. Due 09/05/2022

Week 10 - 16 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of Module 5	Selected readings and course materials.	Assessment 2 due - Portfolio Assessment due Wednesday 18th May 2022 Portfolio Due: Week 10 Wednesday (18 May 2022) 11:45 pm AEST

Week 11 - 23 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 6. Creating and evaluating a care model	Selected readings and course materials.	Module 5 quiz. Due 23/05/22

Week 12 - 30 May 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of module 6. complete Assessment 2	Selected readings and course materials.	Module 6 quiz. Due 31/05/2022 Assessment 3 due - Written assessment - Monday 30th May 2022. Zoom - Evaluation, and summary of the unit. See scheduled zoom drop-in tile for date and time. Assessment one information. Written Assessment Due: Week 12 Monday (30 May 2022) 5:00 pm AEST

Review/Exam Week - 06 Jun 2022

Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 13 Jun 2022		
Module/Topic	Chapter	Events and Submissions/Topic
Online quiz(zes) Due: Exam Week Monday (13 June 2022) 11:45 pm AEST		

Assessment Tasks

1 Online quiz(zes)

Assessment Type

Online Quiz(zes)

Task Description

There are six quizzes in total. Each module has a quiz. There are ten multiple-choice questions in each quiz. Each quiz has a start date and finish date. The dates of the quizzes are listed on the unit profile and in the assessment tile in Moodle.

The quiz due dates include:

Quiz One: 21/3/2022

Quiz Two: 04/04/2022

Quiz Three: 25/04/2022

Quiz Four: 09/05/2022

Quiz Five: 23/05/2022

The Quizzes will be open a week before the due date for each quiz. You have a week to complete them. You have 30 minutes to complete the quiz from the time you open it.

Number of Quizzes

6

Frequency of Quizzes

Other

Assessment Due Date

Exam Week Monday (13 June 2022) 11:45 pm AEST

Complete quizzes at the end of each module.

Return Date to Students

Week 12 Monday (30 May 2022)

The Quiz outcome will be available to you on completion of 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. Each question is worth one mark. 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

You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted. Results for the quiz will be available immediately after the attempt is complete.

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 Portfolio

Assessment Type

Portfolio

Task Description

Aim

The portfolio aims to provide you with the opportunity to demonstrate your knowledge and abilities in using new ideas and evidence-based interventions in the development/adaptation of a model of care to support the cognitive and sensory abilities of older people.

Instructions

You are to prepare a portfolio of evidence-based, or emerging interventions (using photographs, images, or media) to improve cognition. You will need to select four cognitive or sensory stimulation interventions listed in Module 5 content to complete the task. Analyse the interventions and explain how these assist an older person to maintain functioning. Your discussion, including analysis, will be substantiated by the literature, and have considered copyright requirements from media or photographic sources.

Please follow the steps below to complete your assessment task:

Step 1. Collect and explain four examples of evidence-based, or emerging interventions, that improve a person's cognition and sensory abilities. You may include diagrams, photographs, images. Ensure you have referenced each intervention correctly.

Step 2. Analyse the interventions and explain how these assist an older person to maintain functioning. Your discussion, including analysis, will be substantiated by the literature, and have considered copyright requirements from media or photographic sources.

Step 3. Describe the model of care you have created / will adapt and justify its use to maintain older people's cognition and sensory abilities. Your model should include:

- Aim
- Actions
- Outcomes

Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. 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.

Requirements

1. 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).
2. Include page numbers on each page in a header.
3. Write in the third-person perspective, keeping your writing as objective as possible.
4. Use formal academic language.
5. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

Support

You can provide a draft of your assessment for review, before 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 a.monson@cqu.edu.au by Tuesday, 10th May 2022, 5.00 pm (AEST).

Resources

- You can use unit-provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- 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](#).

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. To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt. A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task.

Assessment Due Date

Week 10 Wednesday (18 May 2022) 11:45 pm AEST
Submit to Moodle via the assessment tab

Return Date to Students

Week 11 Monday (23 May 2022)
Students will be notified on the Moodle forum page and by email when the portfolio is marked.

Weighting

Pass/Fail

Assessment Criteria

DCHA20003

Supporting Older People with Cognitive and Sensory Changes – Assessment 2 - Portfolio

To achieve a pass in this assessment students must be successful in half of major criteria e.g., 2/4; 3/6. This is a PASS/FAIL portfolio. To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt. A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task.

PASS	FAIL
Content	

PASS	FAIL
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Step 1. 1. Four examples of evidence-based, or emerging interventions, that improve a person's cognition and sensory abilities are evident.

1. Four examples of evidence-based, or emerging interventions, that improve a person's cognition and sensory abilities are not evident.

Step 2. 1. Analysis of the interventions and an explanation of how these assist an older person to maintain functioning is evident. Your discussion, including analysis, is substantiated by the literature, with consideration of copyright requirements from media or photographic sources.

2. Analysis of the interventions and an explanation of how these assist an older person to maintain functioning is not evident. The discussion is not substantiated by the literature, with no consideration of copyright requirements from media or photographic sources.

Step 3. 1. A model of care you have created / adapted is described and justification of its use to maintain older people's cognition and sensory abilities is evident. The model includes an aim, actions, and outcomes

1. A model of care created/or adapted is not evident or no justification is provided.

WORD COUNT, SPELLING ERRORS

1. Word count is adhered to. 2. The document contains no more than 5 spelling errors

1. Word count is not adhered to. 2. The document contains more than 5 spelling errors

REFERENCING

1. Discussion is substantiated with peer-reviewed literature. 2. The literature cited is relevant and current (≤ 7 years). 3. APA 7th referencing (CQU style) has been used with less than 5 consistent errors in the text. 4. APA 7th referencing (CQU style) has been used with less than 5 consistent errors in the reference list.

1. Discussion is not substantiated with peer-reviewed literature. 2. The literature cited is not relevant and/or not current (≤ 7 years). 3. APA 7th referencing (CQU style) has not been used in text or there are more than 5 consistent errors. 4. APA 7th referencing (CQU style) has not been used in the reference list or there are more than 5 consistent errors.

ALLOCATED GRADE - PASS / FAIL MARKER

Referencing Style

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

Submission

Online

Submission Instructions

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

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

3 Written Assessment

Assessment Type

Written Assessment

Task Description

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

For this assessment, you are required to construct a model of care relevant to older people with cognitive and sensory challenges. You will need to explain your model and justify its use with older people. Ideas for your model will come from your study of existing models, exploring the literature, and carefully analysing your target group.

Please follow the steps below to complete your assessment task:

Step 1. Identify and describe the group of older people that your developed model will be applied to. You may use one of the following or develop your own:

- o Older people who have been diagnosed with early-stage Parkinson's disease and live independently with community support for shopping and cleaning
- o Older people with Lewy Body dementia who live alone and have periods of depression
- o Older people diagnosed with dementia at various stages who live in a Residential Aged Care Facility

Step 2. Develop an appropriate and relevant model of care by investigating existing models and the scholarly literature.

Step 3. Provide a detailed explanation of how your model relates to your target group to justify its development and application. You can use conceptual models, mind maps, tables, and figures to help explain your model.

Step 4. Substantiate your explanation and justify your model of care using scholarly literature including the adaptation of existing models.

Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible "grey literature". When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature must be from reputable sources such as from government, university, or peak national bodies: for example, Aged & Community Services Australia (ACSA) or Leading Age Services Australia (LASA) or Aged Care Quality and Safety Commission (ACQSC), or other such as these.

Requirements

1. 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).
2. Include page numbers on each page in a header.
3. Write in the third-person perspective, keeping your writing as objective as possible.
4. Use formal academic language.
5. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

Support

You can provide a draft of your assessment for review, before 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 Tuesday 17th of May 2022.

Resources

1. You can use unit-provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
3. We recommend you use EndNote to manage your citations and reference list. However, this is not mandatory. More information on how to use EndNote is available at the [CQUniversity Library website](#).
4. 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.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

Marking Criteria

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

Assessment Due Date

Week 12 Monday (30 May 2022) 5:00 pm AEST

Submit to Moodle using assessment tab

Return Date to Students

Review/Exam Week Monday (6 June 2022)

Students will be notified the Moodle forum and by email when marking is complete.

Weighting

60%

Assessment Criteria

Assessment 3 Rubric DCHA 20003 Term 1, 2022 - Written assessment - Essay

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Structure					
<i>Efficiency & organisation 10%</i>					
An articulate essay. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion. 10-8.45	A well-written essay. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion. 8.44-7.45	Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion. 7.44-6.45	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident. 6.44—4.95	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close. 4.94-0.00	No introduction or conclusion present. 0.00
<i>Presentation 10%</i>					
Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors. 10-8.45	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure). 8.44-7.45	A good presentation of assignment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure). 7.44-6.45	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure). 6.44—4.95	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors). 4.94-0.00	Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. 0.00
<i>Substantiation of discussion 5%</i>					
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 10 contemporary* peer-reviewed journal articles have been cited. 5.00-4.23	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 8-10 contemporary* peer-reviewed journal articles have been cited. 4.22-3.73	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 6-7, contemporary* peer-reviewed journal articles have been cited. 3.72-3.23	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 5-6, contemporary* peer-reviewed journal articles have been cited. 3.22-2.48	Discussion is not or infrequently attempting to (> 7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 4 contemporary* peer-reviewed journal articles have been cited. 2.47-0.00	No references present. 0.00
<i>Referencing 5%</i>					
Accurate APA referencing . No errors. 5.00-4.23	Mostly accurate APA referencing . 1-2 consistent errors (maybe made multiple times). 4.22-3.73	Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times). 3.72-3.23	Occasionally accurate APA referencing . 4 consistent errors (made multiple times). 3.22-2.48	APA referencing not used, or more than 5 inaccuracies. 2.47-0.00	No references present. 0.00
Identify and describe the group of older people that your developed model will be applied 20%					
Discussion provides an excellent description of a group of older people that the developed model will be applied. 20.00-16.90	Discussion provides a very clear description of a group of older people that the developed model will be applied. 16.90-14.90	Discussion provides a clear description of a group of older people that the developed model will be applied. 14.90-12.90	There is a lack of some content that describes older people that the developed model will be applied 12.90-9.90	The content is irrelevant and/or does not address the task. 9.90-0.00	There is no description of a group of older people or a developed model. 0.00
Development of a model of care 20%					
Extremely concise and comprehensive model of care by investigating existing models and the scholarly literature is reflected in the literature. 20.00-16.90	Concise and comprehensive model of care by investigating existing models and the scholarly literature is reflected in the literature. 16.90-14.90	Mostly concise and comprehensive model of care by investigating existing models and the scholarly literature is reflected in the literature. 14.90-12.90	Model of care is not concise and/or not comprehensive by investigating existing models and the scholarly literature is reflected in the literature. 12.90-9.90	The content is irrelevant and/or does not address the task. 9.90-0.00	There is no model of care investigating existing models of care resent. 0.00
Critical analyses of how your model relates to your target group to justify its development and application 30%					
A high-level critical analysis is reflected of a health promotion strategy and related campaign aimed at a target area such as Alzheimer's disease, Type II diabetes, arthritis or cancer, or another National Health Priority requiring health promotion of older persons and how this enhances cognitive and sensory abilities. 30.00-25.35	The appropriate level analysis is reflected of a health promotion strategy and related campaign aimed at a target area such as Alzheimer's disease, Type II diabetes, arthritis or cancer, or another National Health Priority requiring health promotion of older persons and how this enhances cognitive and sensory abilities. 25.34-22.35	The clear level analysis is reflected in a clear cohesive argument that includes a target area aimed at a target area such as Alzheimer's disease, Type II diabetes, arthritis or cancer, or another National Health Priority requiring health promotion of older persons and how this enhances cognitive and sensory abilities. 22.34-19.35	There is a lack of some content and analysis relevant to a target area such as Alzheimer's disease, Type II diabetes, arthritis or cancer, or another National Health Priority requiring health promotion of older persons and how this enhances cognitive and sensory abilities 19.34-14.85	The discussion lacks cohesion and analysis. 14.84-0.00	There is no analysis present. 0.00

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site (under assessment tab) in Microsoft Word format only.

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

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