DCHA20003 *Supporting Older People with Cognitive and Sensory Changes*
Term 2 - 2023

Profile information current as at 19/04/2024 06:48 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 have the opportunity to explore the loss of cognitive and sensory functions in and on the lives of older people. You will apply the four governing paradigms of nursing - nursing knowledge, law, ethics, and the profession - in the provision of best practice nursing care for the older person with sensory and cognitive loss. You will justify the nursing clinical decision-making – assessment, plan, intervention/s, evaluation - in the care of older people that aims to maintain or enhance the cognitive and sensory capabilities of older people.

Details

Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *7*
Fraction of Full-Time Student Load: *0.125*

Pre-requisites or Co-requisites

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure (Higher Education Coursework)](#).

Offerings For Term 2 - 2023

- 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. **Presentation**
Weighting: 40%
2. **Portfolio**
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 Feedback from Zoom meetings and discussions with students

Feedback

The coordinator for this unit received feedback from students that the activities, tasks and assessment items were practical and useful.

Recommendation

Continue to include activities, tasks and assessment items that students can relate to.

Unit Learning Outcomes

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

1. Investigate the loss of cognitive and sensory functions in and on the lives of older people.
2. Apply the four paradigms of nursing - nursing knowledge, law, ethics, and the profession - to the nursing care of the older person experiencing sensory and/or cognitive loss.
3. Evaluate contemporary nursing care that aims to maintain or enhance the cognitive and sensory functions of older people.
4. Justify the planned nursing care of older people experiencing sensory and/or cognitive loss, across the different contexts of care.

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

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Presentation - 40%	●	●	●	●
2 - Case Study - 60%	●	●	●	●

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		○		

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)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)

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
Leanne Jack Unit Coordinator
l.jack@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
The older individual and complex care.	Complete the readings and activities as outlined in the Module.	Zoom - Welcome and unit introduction: please see 'virtual class tile' for date and time (includes assessment information).

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
The older individual and complex care.	Complete the readings and activities as outlined in the Module.	Zoom - The individual and complex care. Please see the 'virtual class tile' for dates and times.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic

| Patient Assessment. | Complete the readings and activities as outlined in the Module. | Zoom: Q & A. Please see the 'virtual class tile' for dates and times (includes assessment one information). |

Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Patient Assessment.	Complete the readings and activities as outlined in the Module.	Zoom - Patient assessment. Please see the 'virtual class tile' for dates and times.

Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Four Paradigms of Nursing.	Complete the readings and activities as outlined in the Module.	Zoom: Q & A: Please see 'virtual class tile' for the date and time.

Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Break Week.	Please use this mid-term break as an opportunity to rest and recover.	No timetabled learning activities.

Week 6 - 21 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Four Paradigms of Nursing.	Complete the readings and activities as outlined in the Module.	Assessment One: Oral Presentation **- Due** Wednesday 23rd August, 5 pm. Zoom - Four Paradigms of Nursing. Please see the 'virtual class tile' for the date and time. **Oral Presentation** Due: Week 6 Wednesday (23 Aug 2023) 5:00 pm AEST

Week 7 - 28 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive Impairment.	Complete the readings and activities as outlined in the Module.	Zoom: Q & A: Please see the 'Virtual class tile' for the date and time.

Week 8 - 04 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Cognitive impairment.	Complete the readings and activities as outlined in the Module.	Zoom - Cognitive Impairment (includes assessment two information). Please see the 'virtual class tile' for the date and time.

Week 9 - 11 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Physiological Considerations.	Complete the readings and activities as outlined in the Module.	Zoom: Q & A: Please see the 'virtual class tile' for the date and time.

Week 10 - 18 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Physiological Considerations.	Complete the readings and activities as outlined in the Module.	Zoom- Physiological and Sensory Impairment. Please see the 'virtual class tile' for the date and time.

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Sensory Impairment.	Complete the readings and activities as outlined in the Module.	Zoom: Q & A: Please see the 'Virtual class tile' for the date and time.

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
The older person and deterioration.	Complete the readings and activities as outlined in the Module.	Assessment Two: Case Study – **Due** Wednesday 4th October, 5 pm. Zoom - The Older Person and Deterioration. Please see the 'Virtual class tile' for the date and time. **Case Study** Due: Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success.

Assessment Tasks

1 Oral Presentation

Assessment Type
Presentation

Task Description
Aim
The aim of this assessment is to justify why comprehensive assessment is important in older people with cognitive decline.
Instructions
Prepare and deliver a presentation on the assessment and nursing care of cognitive decline experienced by older adults. Choose either dementia or delirium (causes – dehydration OR pain OR infection) to base your presentation on.
Please follow the steps below to complete your assessment task:
1. The first slide will include your name and the title of your presentation.
2. The second slide will use current literature to discuss the indicators of cognitive decline in older adults. Discuss the cause of your chosen focus, dementia OR delirium (causes – dehydration OR pain OR infection) to base your presentation on.
3. Slide 3 will discuss conducting a comprehensive assessment in relation to the four paradigms of nursing – nursing knowledge, law, ethics, and the profession. You must mention validated screening tools to assess physiological, psychological, mental health, and social functioning related to the older adult.
4. Slide 4 will cover the importance of improved cognitive assessments for older adults with cognitive decline with a focus on your health care facility.
5. Slide 5 should explain and justify the most appropriate nursing care approaches to address

cognitive decline experienced by older adults.
6. Slide 6 is your reference list.

Assessment Due Date
Week 6 Wednesday (23 Aug 2023) 5:00 pm AEST

Return Date to Students
Week 8 Wednesday (6 Sept 2023)

Weighting
40%

Assessment Criteria

Key Criteria	High Distinction 100 - 85%	Distinction 84.9 - 75%	Credit 74.9 - 65%	Pass 64.9 - 50%	Fail <49.9%	TOTAL
Slide presentation (10%)	(10-8.5) A total of 6 slides used that are extremely aesthetically pleasing and holds the audience's attention. The slides are free of unnecessary detail, succinct and readable. The slides contain an extremely appealing array of appropriate script and graphics.	(8.4-7.5) A total of 6 slides used that are aesthetically pleasing and holds the audience's attention. The slides are free of unnecessary detail, succinct and readable. The slides contain an appealing array of appropriate script and graphics.	(7.4-6.5) A total of 6 slides used that are mostly aesthetically pleasing and holds the audience's attention. The slides are mostly free of unnecessary detail, succinct and readable. The slides contain appropriate script and graphics.	(6.4-5) A total of 6 slides used that contain some unnecessary detail but are readable. The slides contain somewhat appropriate script and graphics.	(4.9-0) Six slides have not been used. The slides are not aesthetically pleasing and do not hold the audience's attention. The slides contain unnecessary detail, are cluttered and are not readable. The slides do not contain appropriate script and graphics.	
Oral presentation (10%)	(10-8.5) The presenter consistently engages the audience. The presenter speaks very clearly, demonstrating enthusiasm for the topic. Each slide is comprehensively articulated and justified. Topic is very clearly presented. The presenter comprehensively addresses audience questions.	(8.4-7.5) The presenter readily engages the audience. The presenter speaks clearly, demonstrating enthusiasm for the topic. Each slide is clearly articulated and justified. Topic is clearly presented. The presenter clearly addresses audience questions.	(7.4-6.5) The presenter engages the audience. The presenter speaks well and demonstrates some enthusiasm for the topic. Each slide is articulated and justified. Topic is presented. The presenter effectively addresses audience questions.	(6.4-5) The presenter occasionally engages the audience. The presenter speaks well at times and attempts to demonstrate enthusiasm for the topic. Each slide is discussed and somewhat justified. Topic is presented but lacks clarity. The presenter mostly addresses the audience questions.	(4.9-0) The presenter minimally or does not engage the audience in the presentation. The presenter does not speak clearly nor demonstrate enthusiasm for the topic. Each slide is either not discussed or is poorly discussed, or poorly or not justified. Topic is not clearly presented. Audience questions are not adequately addressed.	
Knowledge – of cognitive decline (Slide 2) (20%)	(20-17) Content includes current and comprehensive contextual information on cognitive decline and the various presentations.	(16.9-15) Content mostly includes current and comprehensive contextual information on cognitive decline and the various presentations.	(14.9-13) Some content includes current and comprehensive contextual information on cognitive decline and the various presentations.	(12.9-10) Content lacks the most current and comprehensive contextual information on cognitive decline and the various presentations.	(9.9-0) The content is irrelevant and/or minimally addresses information on cognitive decline and the various presentations.	
Knowledge – assessment in relation to paradigms and tools (Slide 3) (20%)	(20-17) Concise and comprehensive explanation of conducting an assessment in relation to the four paradigms of nursing. Discussion concisely and comprehensively and includes validated screening tools to assess physiological, psychological, mental health, and social functioning.	(16.9-15) Comprehensive explanation of conducting an assessment in relation to the four paradigms of nursing. Discussion comprehensively includes validated screening tools to assess physiological, psychological, mental health, and social functioning.	(14.9-13) Good explanation of conducting an assessment in relation to the four paradigms of nursing. Good discussion of validated screening tools to assess physiological, psychological, mental health, and social functioning.	(12.9-10) Mostly correct explanation of conducting an assessment in relation to the four paradigms of nursing. Discussion of validated screening tools to assess physiological, psychological, mental health, and social functioning, is provided but requires more depth.	(9.9-0) The assessment information is irrelevant and/or minimally addresses conducting an assessment using the four paradigms of nursing. The discussion of the screening tools to assess physiological, psychological, mental health, and social functioning has significant gaps in content, or is missing.	
Critical thinking and advanced knowledge (Slides 4 & 5) (30%)	(30-25.5) Concise and comprehensive explanation and justification of a planned nursing care approach of older adults experiencing cognitive decline.	(25.4-22.4) Comprehensive explanation and justification of a planned nursing care approach of older adults experiencing cognitive decline.	(22.3-19.4) Mostly concise explanation and justification of a planned nursing care approach of older adults experiencing cognitive decline.	(19.3-15) The nursing care approach for older adults experiencing cognitive decline is provided but requires depth of content and discussion.	(14.9-0) The content is irrelevant and/or does not meet/address the task. Content of the nursing approach for older adults experiencing cognitive decline has inaccuracies or is limited in scope.	
Use of evidence (5%)	(5-4.25) Expertly integrates quality references to support and reflect all ideas, factual information, and quotations.	(4.2-3.8) Consistently integrates quality references to support and reflect ideas, factual information, and quotations with 1 or 2 exceptions.	(3.75 – 3.55) Frequently integrates quality references to support and reflect ideas, factual information, and quotations, with 3 or 4 exceptions.	(3.50 – 2.5) Occasionally integrates references to support and reflect ideas, factual information, and quotations, with 5 or 6 exceptions.	(2.45 – 0) Infrequent or fails to attempt (>6 errors) to integrate references to support and reflect ideas, factual information, and quotations.	
Referencing (5%)	(5-4.25) Referencing fully adheres to APA 7th style guidelines and sourced from the CQUniversity library.	(4.2-3.8) Referencing generally adheres to APA 7th style guidelines with 1-2 consistent errors. References are sourced from the CQUniversity library.	(3.75 – 3.55) Referencing mostly adheres to APA 7th style guidelines with 3-4 consistent errors. References are sourced from the CQUniversity library.	(3.50 – 2.5) Referencing occasionally adheres to APA 7th style guidelines with 5-6 consistent errors. References are sourced from the CQUniversity library.	2.45 – 0) Referencing does not adhere to APA 7th style guidelines with more than 6 consistent errors. Some references may not be sources from the CQUniversity library.	

TOTAL =

Marker's comments:

Referencing Style

-

Submission
Online

Submission Instructions
Submission will be a two-part process: 1. You will be presenting live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be filmed for marking purposes. Only your lecturer will have access to this video which will be stored securely. 2. Please submit your presentation slides by the due date via the Unit Moodle site.

Learning Outcomes Assessed

- Investigate the loss of cognitive and sensory functions in and on the lives of older people.
- Apply the four paradigms of nursing - nursing knowledge, law, ethics, and the profession - to the nursing care of the older person experiencing sensory and/or cognitive loss.
- Evaluate contemporary nursing care that aims to maintain or enhance the cognitive and sensory functions of older people.
- Justify the planned nursing care of older people experiencing sensory and/or cognitive loss, across the different contexts of care.

2 Case Study

Assessment Type
Portfolio

Task Description
Aim
The aim of this assessment is to develop and justify the planned nursing care of older people experiencing loss of sensory functioning. Patricia Coomber is a 79-year-old female who has been experiencing hearing loss exacerbated by her diagnosis of dementia – Alzheimer's disease. She is experiencing tinnitus, muffling of speech and has trouble understanding words especially when participating in group activities when the room is full of other residents. Mrs. Coomber's untreated hearing has resulted in social withdrawal, social isolation, and loneliness, which is now affecting her psychosocial, cognitive health and well-being.

Instructions
Please follow the steps below to complete your task:

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).

2. Access the [NANDA nursing care plans](#) and use the five-column format to develop your nursing care plan for Mrs. Coomber. This format allows you to include your nursing assessment diagnosis, outcomes, intervention and rationale, and evaluation (approximately 500 words).

3. Search the current literature on the nursing assessment and management of an older person with hearing loss to support the content of the nursing care plan developed for Mrs. Coomber.

4. Justify your nursing care plan (approximately 2,200 words) – include a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the desired outcomes.

5. Your justification should relate to the:

a. Contemporary nursing care that aims to maintain or enhance the sensory functions of the older person.

a. Legal requirements in delivering nursing care and how they may limit the nursing care you deliver to Mrs. Coomber.

6. Provide a concise conclusion summarising the main concepts in your assessment (approximately 200 words).

7. Once your work has been assessed, make your corrections, and add your document to your Portfolio documents in your ePortfolio. Access to ePortfolio is located on the top right-hand side of the DCHA 20003 Unit Moodle page.

Assessment Due Date
Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Return Date to Students
Exam Week Wednesday (18 Oct 2023)

Weighting
60%

Assessment Criteria

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%	TOTAL

Criterion					
Introduction and conclusion (10%)	The portfolio has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the portfolio, and the conclusion succinctly summarises the key points.	The portfolio has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the portfolio, and the conclusion summarises most key points.	The portfolio has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the portfolio, and the conclusion summarises some key points.	An introduction and conclusion have been attempted. The introduction provides limited background information and outline of the portfolio's direction, and the conclusion has a few key points.	The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.
Nursing assessment and management (20%)	The portfolio provides an comprehensive search of the literature on the nursing assessment and management of an older person with cognitive decline and hearing loss to support the content of the nursing care plan developed for Mrs Coomber.	The portfolio provides a clear search of the literature on the nursing assessment and management of an older person with cognitive decline and hearing loss to support the content of the nursing care plan developed for Mrs Coomber.	The portfolio partly provides a search of the literature on the nursing assessment and management of an older person with cognitive decline and hearing loss to support the content of the nursing care plan developed for Mrs Coomber.	The portfolio lacks some content that indicates an incomplete search of the literature on the nursing assessment and management of an older person with cognitive decline and hearing loss to support the content of the nursing care plan developed for Mrs Coomber.	There is minimal, incorrect or omitted content of the nursing assessment and management of an older person with cognitive decline and hearing loss to support the content of the nursing care plan developed for Mrs Coomber.
Nursing care plan (25%)	Concise and comprehensively devised NANDA nursing care plan to develop a nursing care plan for Mrs Commber. Content includes the use of the five-column format and screening tools such as SM-8.	Concisely devised NANDA nursing care plan to develop a nursing care plan for Mrs Coomber. Content includes the use of the five-column format and screening tools such as SM-8.	Mostly concisely devised NANDA nursing care plan to develop a nursing care plan for Mrs Coomber. Some content includes the use of the five-column format and screening tools such as SM-8.	NANDA nursing care plan is provided; there are some gaps in the use of all five-column format and screening tools such as SM-8.	There is minimal or no NANDA nursing care plan or screening tools provided.
Critical thinking – Nursing care plan (30%)	Concise and comprehensive NANDA nursing care plan. Content includes a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the aimed outcomes to maintain to enhance the cognitive functions of the older person and legal requirements in the delivery of nursing care and how they may limit the nursing care delivered to Mrs Coomber.	Concise NANDA nursing care plan provided. Content mostly includes a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the aimed outcomes to maintain to enhance the cognitive functions of the older person and legal requirements in the delivery of nursing care and how they may limit the nursing care delivered to Mrs Coomber.	Mostly concise NANDA nursing care plan provided. Some content includes a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the aimed outcomes to maintain to enhance the cognitive functions of the older person and legal requirements in the delivery of nursing care and how they may limit the nursing care delivered to Mrs Coomber.	The devised NANDA nursing care plan is not concise and/or does not enhance the cognitive functions of the older person. The content is limited in the discussion of legal requirements in the delivery of nursing care and how they may limit the nursing care delivered to Mrs Coomber.	There is minimal or no NANDA nursing care plan and/or jusitification provided. Discussion of the legal requirements in the delivery of nursing care and how they may limit the nursing care delivered to Mrs Coomber is limited or omitted.
Professional writing and presentation (10%)	Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15 contemporary peer reviewed journal articles. Formatting requirements applied without error.	Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline frequently used. The assessment is substantiated with 12-14 contemporary peer reviewed journal articles. Formatting requirements applied with minimal error.	Content is mostly clear, correct and presented logically, demonstrating sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline mostly used. The assessment is substantiated with 10–13 contemporary peer reviewed journal articles. Formatting requirements applied with some error.	Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline frequently used. The assessment is substantiated with 9 contemporary peer reviewed journal articles. Formatting requirements applied with moderate error.	Content is consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. Language of the discipline infrequently or incorrectly used. The assessment is substantiated with 8 or less contemporary peer reviewed journal articles. Formatting requirements are inaccurately or not applied.
Referencing (5%)	Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	Acknowledges majority or sources and/or meets APA (7th Edition) referencing standards with 1 or 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 3 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	Acknowledges sources and/or meets APA (7th Edition) referencing standards with 4 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	Multiple sources not acknowledged and/or multiple APA (7th Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.

TOTAL

Marking comments:

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

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

Learning Outcomes Assessed

- Investigate the loss of cognitive and sensory functions in and on the lives of older people.
- Apply the four paradigms of nursing - nursing knowledge, law, ethics, and the profession - to the nursing care of

the older person experiencing sensory and/or cognitive loss.
- Evaluate contemporary nursing care that aims to maintain or enhance the cognitive and sensory functions of older people.
- Justify the planned nursing care of older people experiencing sensory and/or cognitive loss, across the different contexts of care.

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