



DCHA20003 Supporting Older People with Cognitive and Sensory Changes

Term 1 - 2024

Profile information current as at 10/05/2024 04:30 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 cognitive and sensory impairments in and on the lives of the older person. You will apply the principles of advanced nursing knowledge, law, ethics, and professional attributes in the provision of best practice nursing care for the older person with cognitive and/or sensory impairment. You will apply and justify nursing clinical decision-making in the assessment, planning, implementation and evaluation of nurse-led and collaborative care that aims to maintain or enhance the cognitive and sensory capabilities of the older adult.

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 1 - 2024

- 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. **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 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 cognitive and/or sensory function impairment and the impact of these impairments in and on the lives of older people.
2. Apply contemporary nursing knowledge, ethical, legal, and professional practice concepts to the nursing care of older adults experiencing cognitive and/or sensory impairment.
3. Critically discuss complex nursing care management of the older adult who has cognitive and/or sensory impairment in your context of specialty practice.
4. Justify the nursing care of an older adult experiencing cognitive and/or sensory impairment in your context of nursing practice.

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 - Presentation - 40%	•	•	•	•
2 - Written Assessment - 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

DCHA20003

Supplementary

Gerontological nursing: A holistic approach to the care of older people
(2021)

Authors: Vafeas, C., & Slatyer, S.

Elsevier

Chatswood , NSW , Australia

ISBN: 978-0-7295-4367-5

Binding: eBook

Additional Textbook Information

This textbook is available as an ebook through the CQU library.

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
- Microsoft Word
- 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.
- Online access Australian Standards (through CQU Library)
- CQUniversity Library Nursing Resources
- CQUniversity Library 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

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Leanne Jack Unit Coordinator

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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Healthy Ageing.

Complete the readings and activities as outlined in the Module. Review Assessment One Task Information.

Recorded Zoom - Welcome and unit introduction. Located in the 'Introduction Tile'

Activity - Access the General Discussion page and introduce yourself to your colleagues by providing your:

1. Name
2. Where you work
3. Why you are studying MCN.

Assessments 1 and 2 - Review the assessment tasks and make a study plan.

Foundations of Academic Integrity Program - complete your annual program.

Announcement and Discussion Boards - Check for posts and updates.

Week 2 - 11 Mar 2024

Module/Topic

Chapter

Events and Submissions/Topic

Person-centred Care.

Complete the readings and activities as outlined in the Module.

Recorded Zoom - Person-centred Care. Located in Module under 'learning material'.

Announcement and Discussion Boards - Check for posts and updates.

Week 3 - 18 Mar 2024

Module/Topic

Chapter

Events and Submissions/Topic

Physical Assessment.

Complete the readings and activities as outlined in the Module. Begin to review and research Assessment One.

Zoom Tutorial - Q & A. Please see the module for the link and the date and time.

Announcement and Discussion Boards - Check for posts and updates.

Week 4 - 25 Mar 2024

Module/Topic

Chapter

Events and Submissions/Topic

Psychological and Cognitive Assessments.

Complete the readings and activities as outlined in the Module. Continue working on Assessment One.

Zoom Tutorial - Q & A. Please see the module for the link and the date and time.

Announcement and Discussion Boards - Check for posts and updates.

Week 5 - 01 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Nursing Knowledge and Law

Complete the readings and activities as outlined in the Module.

Recorded Zoom - Available week (Week 6). The Week 5 and Week 6 unit content is combined into one Zoom recording.

Announcement and Discussion Boards - Check for posts and updates.

Vacation Week - 08 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Vacation week.

Please use this mid-term break as an opportunity to rest and recover. Enjoy your break!

No timetabled learning activities. Please use this week to progress your assessments.

Week 6 - 15 Apr 2024

Module/Topic

Chapter

Events and Submissions/Topic

Ethics and the Profession.

Complete the readings and activities as outlined in the Module.

Recorded Zoom - The Four Paradigms of Nursing. Located in Module under 'learning material'.
Announcement and Discussion Boards - Check for posts and updates.

Presentation Due: Week 6
Wednesday (17 Apr 2024) 5:00 pm AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Age-Related Changes.	Complete the readings and activities as outlined in the Module. Review Assessment Two Task Information.	Zoom Tutorial - Q & A: Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Brain Injury and Impact on Cognition.	Complete the readings and activities as outlined in the Module. Review and research for Assessment Two.	Recorded Zoom - Brain Injury and Impact on Cognition. Located in Module under 'learning material'. Announcement and Discussion Boards - Check for posts and updates.

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Delirium, Dementia and the importance of Mental Health.	Complete the readings and activities as outlined in the Module. Continue working on Assessment Two.	Zoom Tutorial - Q & A: Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sensory Deficits (Taste, Hearing & Vision).	Complete the readings and activities as outlined in the Module.	Recorded Zoom - Sensory Deficits (Taste, Hearing & Vision). Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular Conditions and Sensory Impairment.	Complete the readings and activities as outlined in the Module.	Zoom Tutorial - Q & A: Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Deterioration and the Older Adult.

Complete the readings and activities as outlined in the Module.

Zoom Tutorial - Q & A: Please see the module for the link and the date and time.

Announcement and Discussion Boards - Check for posts and updates.

Case Study Due: Week 12
Wednesday (29 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024

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

Exam Week - 10 Jun 2024

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

Assessment Tasks

1 Presentation

Assessment Type

Presentation

Task Description

Aim

The aim of this assessment is to critically discuss the importance and value of assessment and management in older people with cognitive impairment and/or decline.

Instructions

Prepare and deliver a nine-slide presentation to discuss delirium due to an acute change in health in a person that you have cared for.

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. Slide 2 provide an overview of your case study identifying signs and symptoms of the acute illness that led to the delirium.
3. Slide 3 use current literature to discuss the indicators of cognitive decline in older adults.
4. Slide 4 discuss the aetiology of the delirium.
5. Slide 5 discuss the validated screening tools to assess physiological, psychological, mental health, and social functioning related to the older adult.
6. Slide 6 discuss your assessment findings that apply contemporary nursing knowledge, and ethical, legal, and professional practice concepts to the nursing care of the older adult.
7. Slide 7 present the importance of improved cognitive assessments for older adults with cognitive decline in your healthcare facility.
8. Slide 8, explain and justify the most appropriate nursing care approaches to address cognitive decline experienced by older adults and relate this to your healthcare facility.
9. Slide 9 presents your reference list.

Assessment Due Date

Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST

Submit your assessment in Microsoft PowerPoint format only.

Return Date to Students

Week 8 Wednesday (1 May 2024)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, this 'Return to Students Information' is an approximate date.

Weighting

40%

Assessment Criteria

Assessment One - Presentation

Student name:

Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
Slide presentation (10%)	100-85% (10-8.5) A total of 9 slides used that are extremely aesthetically pleasing and hold 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 and are the student's own work.	84.9-75% (8.4-7.5) A total of 9 slides used that are aesthetically pleasing and hold 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 and are the student's own work.	74.9-65% (7.4-6.5) A total of slides used that are mostly aesthetically pleasing and hold the audience's attention. The slides are mostly free of unnecessary detail, succinct, and readable. The slides contain mostly appropriate script and graphics and are the student's own work.	64.9-50% (6.4-5) A total of slides used that contain some unnecessary detail but are readable. The slides contain somewhat appropriate script and graphics and are the student's own work.	<49.9% (4.9-0) Nine 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/or are not readable. The slides do not contain appropriate script and graphics and/or are not the student's own work. (4.9-0)	
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. The 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. The 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. The 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. The topic is presented but lacks clarity. The presenter mostly addresses the audience's questions.	(4.9-0) The presenter minimally or does not engage the audience in the presentation. The presenter does not speak clearly and/or demonstrate enthusiasm for the topic. Each slide is either not discussed or is poorly discussed, or poorly or not justified. The topic is not clearly presented. Audience questions are not adequately addressed. (4.9-0)	
Knowledge of cognitive decline (20%)	(20-17) Content includes current and comprehensive contextual information on cognitive decline and the various presentations supported by valid and relevant research and conveyed using the student's own words.	(16.9-15) Content mostly includes current and comprehensive contextual information on cognitive decline and the various presentations supported by valid and relevant research conveyed in the student's own words.	(14.9-13) Some content includes current and comprehensive contextual information on cognitive decline and the various presentations supported by valid and relevant research conveyed in the student's own words.	(12.9-10) Content lacks the most current and comprehensive contextual information on cognitive decline and the various presentations supported by valid and relevant research conveyed in the student's own words.	(9.9-0) The content is irrelevant and/or minimally addresses information on cognitive decline and the various presentations and/or is not supported by valid and relevant research and/or conveyed in the student's own words.	
Knowledge of assessment in relation to validated screening tools (20%)	(20-17) A concise and comprehensive explanation of conducting an assessment that applies to contemporary nursing knowledge, ethical, legal, and professional practice concepts and includes validated screening tools to assess physiological, psychological, mental health, and social functioning. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(16.9-15) A comprehensive explanation of conducting an assessment that applies to contemporary nursing knowledge, ethical, legal, and professional practice concepts. Discussion comprehensively includes validated screening tools to assess physiological, psychological, mental health, and social functioning. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(14.9-13) A good explanation of conducting an assessment that applies to contemporary nursing knowledge, and ethical, legal, and professional practice concepts. Good discussion of validated screening tools to assess physiological, psychological, mental health, and social functioning. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(12.9-10) Mostly correct explanation of conducting an assessment that applies to contemporary nursing knowledge, and ethical, legal, and professional practice concepts. Discussion of validated screening tools to assess physiological, psychological, mental health, and social functioning, is provided but requires more depth. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(9.9-0) The assessment information is irrelevant and/or minimally addresses conducting an assessment that applies to contemporary nursing knowledge, and ethical, legal, and professional practice concepts. The discussion of the screening tools to assess physiological, psychological, mental health, and social functioning has significant gaps in content or is missing. Explanation is not supported by valid and relevant research and/or is not conveyed using the student's own words.	
Critical thinking and advanced knowledge (30%)	(30-25.5) Concise and comprehensive explanation and justification of a planned nursing care approach for older adults experiencing cognitive decline. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(25.4-22.4) Comprehensive explanation and justification of a planned nursing care approach for older adults experiencing cognitive decline. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(22.3-19.4) Mostly concise explanation and justification of a planned nursing care approach for older adults experiencing cognitive decline. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(19.3-15) The nursing care approach for older adults experiencing cognitive decline is provided but requires depth of content and discussion. Explanation supported by valid and relevant research and is conveyed using the student's own words.	(14.9-0) The content is irrelevant and/or does not meet/address the task. The content of the nursing approach for older adults experiencing cognitive decline has inaccuracies or is limited in scope. Explanation is not supported by valid and relevant research and/or is not conveyed using the student's own words.	
Use of evidence (5%)	(5-4.25) Expertly integrates quality, relevant and valid references to support and reflect all ideas, factual information, and quotations.	(4.2-3.8) Consistently integrates quality, relevant and valid references to support and reflect ideas, factual information, and quotations with 1 or 2 exceptions.	(3.75-3.55) Frequently integrates quality, relevant and valid references to support and reflect ideas, factual information, and quotations, with 3 or 4 exceptions.	(3.50-2.5) Occasionally integrates relevant and valid 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 relevant and valid references to support and reflect ideas, factual information, and quotations.	
Referencing (5%)	(5-4.25) Referencing fully adheres to APA 7 th style guidelines and is sourced from the CQUniversity Library. Literature cited is published in the last 5 years.	(4.2-3.8) Referencing generally adheres to APA 7 th style guidelines with 1-2 consistent errors. References are sourced from the CQUniversity Library. The majority of literature cited is published in the last 5 years.	(3.75-3.55) Referencing mostly adheres to APA 7 th style guidelines with 3-4 consistent errors. References are sourced from the CQUniversity Library. Most of the literature cited is published in the last 5 years.	(3.50-2.5) Referencing occasionally adheres to APA 7 th style guidelines with 5-6 consistent errors. References are sourced from the CQUniversity Library. Some of the literature cited is published in the last 5 years.	(2.45-0) Referencing does not adhere to APA 7 th style guidelines with more than 6 consistent errors. Some references may not be sources from the CQUniversity Library. The majority of literature cited is published ≥5 years.	
TOTAL =						

Referencing Style

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

Submission

Online

Submission Instructions

Submission will be a two-part process: 1. Please submit your presentation slides by the due date via the Unit Moodle site. 2. 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.

Learning Outcomes Assessed

- Investigate cognitive and/or sensory function impairment and the impact of these impairments in and on the lives of older people.
- Apply contemporary nursing knowledge, ethical, legal, and professional practice concepts to the nursing care of older adults experiencing cognitive and/or sensory impairment.
- Critically discuss complex nursing care management of the older adult who has cognitive and/or sensory impairment in your context of specialty practice.
- Justify the nursing care of an older adult experiencing cognitive and/or sensory impairment in your context of nursing practice.

2 Case Study

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is to critically discuss and justify the planned nursing care and comfort of an older adult at the end of life.

Colleen Quill is an 82-year-old female who has dementia – Alzheimer's disease, hypertension, type-2 diabetes, lung cancer, and chronic obstructive pulmonary disease (COPD) and has recently received a positive polymerase chain reaction (PCR) test for Coronavirus (COVID-19). Since contracting COVID-19 her health has expeditiously deteriorated, with the main symptom being increasing, intractable dyspnoea. This symptom has become very distressing for Colleen who is displaying symptoms of wheezing, chest tightness, and heart palpitations and pain. Mrs. Quill's untreated dyspnoea and pain associated with cancer pain are causing significant distress to her and her family, which is now affecting her psychosocial, physical, and 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. Quill. 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 planned nursing care of an older person with Alzheimer's disease at end-of-life to support the content of the nursing care plan developed for Mrs. Quill. Assessment screening tools should include one cognitive screening assessment tool and one end-of-life clinical pathway.
4. Justify your nursing care plan (approximately 2,200 words) – include a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and desired outcomes.
5. Your justification should relate to the:
 - a. Contemporary nursing care practices to provide care and comfort based on individual needs and preferences.
 - b. Ethical, legal, and professional practice concepts in delivering end-of-life nursing care and how they may limit the nursing care you deliver to Mrs. Quill.
6. Provide a concise conclusion summarising the main concepts in your assessment (approximately 200 words).

Assessment Due Date

Week 12 Wednesday (29 May 2024) 5:00 pm AEST

Submit your assessment in Microsoft Word format only.

Return Date to Students

Exam Week Wednesday (12 June 2024)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, this 'Return to Students Information' is an approximate date.

Weighting

60%

Assessment Criteria

Assessment Two - Written Assessment (case study)						Student Name:
Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5-100% (10-8.5) The case study has a clear and succinct introduction and conclusion conveyed using the student's own words. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points.	74.50-84.49% (8.4-7.5) The case study has a clear introduction and conclusion conveyed using the student's own words. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points.	64.50-74.49% (7.4-6.5) The case study has an adequate introduction and conclusion conveyed using the student's own words. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points.	49.50-64.49% (6.4-5) An introduction and conclusion have been attempted and conveyed using the student's own words. The introduction provides limited background information and an outline of the case study's direction, and the conclusion has a few key points.	<49.5% (4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not conveyed using the student's own words. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Nursing assessment and management (20%)	(20-17) The case study provides a comprehensive search of the literature on the nursing assessment and management of an older person with cognitive decline at end-of-life to support the content of the nursing care plan developed for Mrs Quill.	(16.9-15) The case study provides a clear search of the literature on the nursing assessment and management of an older person with cognitive decline at end-of-life to support the content of the nursing care plan developed for Mrs Quill.	(14.9-13) The case study partly provides a search of the literature on nursing assessment and management of an older person with cognitive decline at end-of-life to support the content of the nursing care plan developed for Mrs Quill.	(12.9-10) The case study 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. Quill.	(9.9-0) 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 Quill.	
Nursing care plan (25%)	(25-15.5) Concise and comprehensively devised NANDA nursing care plan developed for Mrs Quill and is conveyed in the student's own words. Content includes the use of the five-column format, one cognitive screening assessment tool, and one end-of-life clinical pathway.	(15.4-12.4) Mostly concisely devised NANDA nursing care plan for Mrs Quill and is conveyed in the student's own words. Content includes the use of the five-column format one cognitive screening assessment tool and one end-of-life clinical pathway.	(12.3- 9.4) Mostly concisely devised NANDA nursing care for Mrs Quill and is conveyed in the student's own words. Some content includes the use of the five-column format, one cognitive screening assessment tool, and one end-of-life clinical pathway.	(9.3-6) NANDA nursing care plan is provided and is conveyed in the student's own words; there are some gaps in the use of all five-column formats one cognitive screening assessment tool and one end-of-life clinical pathway.	(5.9-0) There is minimal or no NANDA nursing care plan, end-of-life clinical pathway, or screening tools provided for Mrs Quill and/or content is not conveyed in the student's own words.	
Critical thinking - Nursing care plan (30%)	(30-25.5) 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 or enhance the cognitive function of the older person. Ethical, legal, and professional concepts in the delivery of end-of-life nursing care and how have been comprehensively discussed, supported by valid and relevant research and is conveyed using the student's own words.	(25.4-22.4) 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 or enhance the cognitive function of the older person. Ethical, legal, and professional practice concepts in the delivery of end-of-life nursing care have been concisely discussed supported by valid and relevant research and is conveyed using the student's own words.	(22.3-19.4) 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 or enhance the cognitive functions of the older person. ethical, legal, and professional practice concepts in the delivery of end-of-life nursing care have been discussed supported by valid and relevant research and is conveyed using the student's own words.	(19.3-15) 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 ethical, legal, and professional practice concepts in the delivery of end-of-life nursing care however is supported by valid and relevant research and is conveyed using the student's own words.	(14.9-0) There is minimal or no NANDA nursing care plan and/or justification provided. Discussion of the ethical, legal, and professional practice concepts in end-of-life nursing care is limited or omitted and/or is not supported by valid and relevant research and/or is not conveyed using the student's own words.	
Professional writing and presentation (10%)	(10-8.5) Content is students own work, 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. The 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. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated by 13-14 contemporary peer-reviewed journal articles. Formatting requirements applied with minimal error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct, and presented logically, demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated by 11-12 contemporary peer-reviewed journal articles. Formatting requirements applied with some error. Adheres to the word count.	(6.4-5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated by 9-10 contemporary peer-reviewed journal articles. Formatting requirements applied with moderate error. Adheres to the word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥ 4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated by 8 or fewer contemporary peer-reviewed journal articles. Formatting requirements are inaccurate or not applied. Deviates +/- 10% of the word count.	

Referencing (5%)	(5-4.25) Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.2-3.8) Acknowledges majority of sources and/or meets APA (7 th Edition) referencing standards with 1-2 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.75-3.55) Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Multiple sources not acknowledged and/or ≥ 4 APA (7 th Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.
TOTAL					

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the Assessment 2 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Investigate cognitive and/or sensory function impairment and the impact of these impairments in and on the lives of older people.
- Apply contemporary nursing knowledge, ethical, legal, and professional practice concepts to the nursing care of older adults experiencing cognitive and/or sensory impairment.
- Critically discuss complex nursing care management of the older adult who has cognitive and/or sensory impairment in your context of specialty practice.
- Justify the nursing care of an older adult experiencing cognitive and/or sensory impairment in your context of nursing practice.

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