



DCHA20004 Service Provision and Ageing

Term 2 - 2017

Profile information current as at 28/04/2024 03:51 am

All details in this unit profile for DCHA20004 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 barriers and enablers to provide best practice in delivering services to the older person whilst relating to specific considerations for vulnerable populations. You will determine the relevance of policy in meeting the needs of older people with specific needs and provide recommendations to ensure best practice concepts are available for utilisation.

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 2 - 2017

- Distance

Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**

Weighting: 50%

2. **Presentation and Written Assessment**

Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Unit Learning Outcomes

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

1. Justify the needs of older people from vulnerable populations
2. Identify the barriers and enablers to providing best practice in specific services settings for the older person
3. Evaluate the effectiveness of policy to meet the needs of vulnerable older populations
4. Generate and transmit best practice concepts appropriate for a relevant service provider.

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Due to the contemporary nature of this study journal articles will be the bulk of information. As a result there will be no prescribed text book, although some may be suggested for additional reading during the course.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Lisa Hee Unit Coordinator
l.hee@cqu.edu.au

Schedule

Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to DHCA 200004 Module 1. Stereotypes of dementia and subsequent homogenisation		

Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Stereotypes of dementia and subsequent dehumanization of the person with dementia.		

Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Theories of Personhood		

Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Personhood and Dementia.		

Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Personhood and dementia		Written Assessment Due: Week 5 Friday (11 Aug 2017) 8:00 pm AEST

Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. The lived experience of dementia		

Week 6 - 21 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. The relationship between the lived experience of dementia and personhood.		

Week 7 - 28 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. The relationship between the lived experience of dementia and personhood.		

Week 8 - 04 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Recommendations		

Week 9 - 11 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Recommendations		

Week 10 - 18 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Recommendations		

Week 11 - 25 Sep 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision of course content and preparation of final assessment.		2. Presentation and Written Assessment. Due: Week 11 Friday (29 Sept 2017) 8:00 pm AEST

Week 12 - 02 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic
Revision of course content and preparation of final assessment.		

Review/Exam Week - 09 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 16 Oct 2017

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

A written report

- Course Weighting: 50%
- Word Count: 1800 words +/- 10% (excluding references)

Topic:

As the older population continues to grow faster than ever before it is imperative that services provided to the needs of older people include those within vulnerable populations.

Task & Assignment Structure:

- Identify a vulnerable population that includes older people.
 - Compare the needs of the older people within this group with the 'main stream' population and contrast differences identified.
 - Identify a service setting for the older person within the vulnerable group chosen above.
 - Identify barriers and enablers for the older person within your chosen vulnerable group to receive best practice from your chosen service setting
 - Make recommendations based on your findings.
 - Be sure to write a concluding paragraph that summarizes your key findings and presents a logical close to your paper.
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Assessment Due Date

Week 5 Friday (11 Aug 2017) 8:00 pm AEST

Return Date to Students

Week 8 Friday (8 Sept 2017)

Weighting

50%

Assessment Criteria

A complete marking guide will be provided in the DCHA20004 Moodle site. Additionally there will be information from the unit coordinator regarding the requirements of the assessment and how it will be evaluated.

Referencing Style

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

Submission

Online

Learning Outcomes Assessed

- Justify the needs of older people from vulnerable populations
- Identify the barriers and enablers to providing best practice in specific services settings for the older person

Graduate Attributes

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

2 2. Presentation and Written Assessment.

Assessment Type

Presentation and Written Assessment

Task Description

Topic.

The evaluation of policy appropriateness for the ageing persons within vulnerable populations and applicability to best practice for relevant service providers.

The Task

You are creating an oral presentation that is designed to comprehensively evaluate your chosen policy. This will include your analysis of the policy's relevance for service providers to provide best practice to the ageing population within vulnerable groups. You will also write a short accompanying written handout for audience members. You will design your presentation and handout to be suitable to be presented to an audience of your professional colleagues.

Preparation

1. Select a policy to evaluate. You are encouraged to discuss your selection and approach to this task with your lecturer.

2. Search for and select quality literature that provides evidence-based information on best practice in your selected field in terms of improving quality of life for older people within a vulnerable population.

Presentation

1. You are talking for 10 minutes, this roughly equates to 1300 words.
2. Develop a maximum of 10 slides.
3. Information within slides should be referenced where appropriate. Provide a slide at the end of the presentation with the references listed.
4. Your presentation should include an introduction to the topic of policy evaluation.
5. State which policy and vulnerable population group you selected and why.
6. Critically analyse the efficacy of the policy to ensure best practice for service providers to include the needs of the older population within your chosen vulnerable group
7. Identify any limitations of the policy, explain their impact and generate recommended modifications to improve efficacy.
8. Conclude with your key findings and the message you want to leave your audience with.

Writing

9. Write an accompanying written handout for audience members that contains the key points from your presentation focussing on the recommendations you have made.

Assessment Due Date

Week 11 Friday (29 Sept 2017) 8:00 pm AEST

Return Date to Students

Exam Week Friday (20 Oct 2017)

2 weeks after submission date.

Weighting

50%

Assessment Criteria

Submission will be a two part process:

1. You will present live to your lecturer using Zoom, a videoconferencing program. Your lecturer will assist you in using Zoom and arrange a suitable time with you to present.
2. Please submit your presentation slides (PowerPoint format) and accompanying written handout (Microsoft Word format) via the Moodle site. Do not submit in PDF or any other format.

A complete marking guide will be provided in the DCHA20004 Moodle site. Additionally there will be information from the unit coordinator regarding the requirements of the assessment and how it will be evaluated.

Referencing Style

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

Submission

Online

Submission Instructions

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Learning Outcomes Assessed

- Evaluate the effectiveness of policy to meet the needs of vulnerable older populations
- Generate and transmit best practice concepts appropriate for a relevant service provider.

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