DCHA20004 *Service Provision and Ageing*
Term 2 - 2018

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 - 2018

- 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.

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 - Written Assessment - 50%	•	•		
2 - Presentation and Written Assessment - 50%			•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge	○	○	○	○
2 - Communication	○	○	○	○
3 - Cognitive, technical and creative skills	○	○	○	○
4 - Research	○	○	○	○
5 - Self-management				○
6 - Ethical and Professional Responsibility	○	○	○	○
7 - Leadership			○	○
8 - Aboriginal and Torres Strait Islander Cultures				

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes							
	1	2	3	4	5	6	7	8
1 - Written Assessment - 50%	○	○	○	○	○	○	○	
2 - Presentation and Written Assessment - 50%	○	○	○	○	○	○	○	

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

Anne-Marie Holt Unit Coordinator
a.holt2@cqu.edu.au

Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to DCHA 20004 - Service Provision and Ageing. **An overview of service provision and ageing - the key elements** **What to expect from this unit.**		Refer to the Moodle site.

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Evidence-based models of care		Refer to the Moodle site.

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Evidence-based models of care		Refer to the Moodle site.

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Strategies for person-centred care		Refer to the Moodle site.

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic

| **Module 2 - Strategies for relationship-based care** | | Refer to the Moodle site. |

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week - enjoy your break		

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Strategies for partnership-centred care		Refer to the Moodle site. **Written Assessment** Due: Week 6 Friday (24 Aug 2018) 5:00 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3- Best practice principles for health ageing		Refer to the Moodle site. Assessment 1 due Friday 31 August 2018 @5.00pm (AEST)

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3- Best practice principles for health ageing		Refer to the Moodle site.

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3- Best practice principles for health ageing		Refer to the Moodle site.

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Effective communication with the older person		Refer to the Moodle site.

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Effective communication with the older person		Refer to the Moodle site.

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Revision & Consolidation		Refer to the Moodle site. Assessment 2 due Friday 05 October 2018 @ 5.00pm (AEST) **Oral Presentation & Written Assessment** Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
Objectives:
· Select one chronic disease or condition that is associated with and affects a specific 'vulnerable' group of **older** people (e.g. Indigenous Australians, Migrant older people, CALD older people, older people with disabilities, LGBTI). This will be known as your target group.
· Identify enablers and barriers that impact access to and utilization of health services and care for these people and their condition. In doing so, you will also need to discuss some of the difficulties they face in terms of ageism and stereotypes that have been perpetuated throughout their lives.
· From this research, identify specific needs of your chosen target group and their chronic health condition. Integrate this information to produce a summary of recommendations that support best practice in providing health care or a health service for this group of vulnerable older people, for the health issue you have selected.

Tasks:
1.0 Write an Introduction: Select a group of vulnerable older people and a chronic disease or condition that commonly affects this group. Provide information on the incidence or prevalence of this chronic disease or condition specific to your target group. You need to use this information to justify why it is an important chronic health condition in your target group and needs to be prioritised.
2.0 Use the literature to identify potential barriers and enablers for people in your target group when seeking care to prevent or treat this health issue.
3.0 Use the enablers and barriers you identify to discuss the specific needs that should be met to provide service provision and care for this target group. For example, an interpreter, transport.
4.0 Write a brief summary of recommendations that integrates (1) the specific unmet needs of the target group, specific to their chronic condition, and (2) the enablers and barriers to accessing and utilising health care.
5.0 This conclusion of recommendation will provide you with the information you need for Assessment 2.
6.0 The following format should be used:
6.1 Introduction
6.2 Enablers/Barriers
6.3 Specific needs – justify what is currently being met and NOT being met in terms of care/service provision for this group of older people with this chronic condition/disease
6.4 Conclude with a series of recommendations based on what you have identified that will improve access and utilization of health service and care for these people.
7.0 You will need a minimum of 10 credible current (within last 7 years) sources of literature referenced using APA, including peer-reviewed journal articles, and reputable government websites (e.g. AIHW, ABS, NHMRC).

Assessment Due Date
Week 6 Friday (24 Aug 2018) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students
Week 8 Friday (7 Sept 2018)
via Moodle site

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 5%				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was little attention to presentation or detail.	Many presentation errors.
Introduction 5%				

Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.

Conclusion 5%

Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised.	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	No recognisable conclusion or conclusion is inappropriate.

Referencing 5%

Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with **no** errors.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.

Target group needs and justification of chronic condition/disease 20%

Justification of target group and chronic condition/disease has been substantiated through use of the literature at a highly competent level in a coherent and succinct manner	Justification of target group and chronic condition/disease has been substantiated through use of the literature at a competent level	Justification of target group and chronic condition/disease has been substantiated through use of the literature but lacks coherency and clarity	Justification of target group and chronic condition/disease has been substantiated with a minimal use of the literature and provides a very basic overview	Fails to or provide little understanding of the target group, chronic condition /issue and its significance to health care

Identification of enablers/barriers and specific needs for health service/care 40%

Thoughtfully and thoroughly explains how enablers and barriers influence access and utilization of health services and care in the target group. Identifies specific needs that must be met to improve access to and utilization of health care for the chronic disease in this target group.	Explains how enablers and barriers influence access and utilization of health services and care in the target group. Identifies specific needs that must be met to improve access to and utilization of health care for the chronic disease in this target group.	Identifies some but not all enablers and barriers that influence access and utilization of health services and care in the target group. Identifies some but not all needs that must be met to improve access to and utilization of health care for the chronic disease in this target group	Identifies enablers and barriers influence access and utilization of health services and care in the target group but does not integrate this with the needs that must be met to improve access to and utilization of health care for the chronic disease in this target group.	Fails to or provide little understanding of the enablers/barriers and needs of the target group and chronic disease/condition.

Summary of recommendations 20%

Recommendations are well –thought-out, are realistic, practical and highly feasible based on the best and most current evidence.	Recommendations are realistic and practical based on the best and most current evidence but may not be highly feasible.	Recommendations are provided but need to be more realistic, practical, feasible using the best and most current evidence	Recommendations are provided but need to be considered more in the context of feasibility and practicality.	No or unrealistic recommendations are provided with little understanding of what is required.

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 Oral Presentation & Written Assessment

Assessment Type
Presentation and Written Assessment

Task Description
Objectives:
From the report you generated in the first assessment, you will develop a 'brown bag' lunchtime presentation using PowerPoint. The purpose of this presentation is to educate health care professionals about working with the target group

you identified in Assessment 1. In doing so, you will encourage the attendees to reflect on whether current health care policy at this facility/worksite meets the needs of the target group you have identified. This presentation will also include a 'handout' that they can take with them after your presentation.

Tasks:

Presentation – (90%)

1.0 Provide an introductory slide that discusses the impact of the chronic condition/disease on the vulnerable group of older adults that you have chosen.

2.0 Develop a series of slides that cover the following key points:

2.1 Enablers and barriers to accessing and utilizing health care services for this chronic condition/issue and how these are influenced by ageism and stereotypes.

2.2 Identify the specific needs that are NOT begin met when providing care for the target group.

2.3 Recommend and discuss some strategies that can be implemented to improve service delivery for your target group and therefore improve access and utilization of health care and services.

2.4 These strategies need to take into consideration current health care policy of the facility/worksite and the integration of your recommendations.

3.0 Conclude with you key 'take home' message that you would like your audience to leave with.

4.0 A final slide should have your references listed using APA.

Educational handout – (10%) – approximately 500 words

Develop a handout that your participants can take with them after your presentation with the key message you would like them to leave with. This should include – recommendations for best practice, any specific strategies that have worked or not worked. You should also include your name and contact details if they would like to contact you in the future for further information.

Assessment Due Date
Week 12 Friday (5 Oct 2018) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students
Exam Week Friday (19 Oct 2018)
via Moodle site

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation Skills 10%				
The presenter demonstrated a well-articulated presentation. Presentation slides were very well presented with no errors and were aesthetically pleasing.	The presenter demonstrated a well-articulated presentation. Presentation slides were well presented with minimal errors and were aesthetically pleasing.	The presenter demonstrated a moderate level of skill (articulation) in the presentation. Presentation slides were presented with some errors and were somewhat aesthetically pleasing.	The presenter demonstrated a well-articulated presentation. Presentation slides were very well presented with no errors and were aesthetically pleasing.	Poorly presented slides. Many errors with formatting.
Efficacy and organisation 5%				
Slides and notes are used very well. There is a clear and appropriate introduction. The conclusion successfully pulls presentation together.	Slides and notes are used well. There is a clear and appropriate introduction. The conclusion successfully pulls presentation together.	Slides and notes are used well. There is a somewhat clear and appropriate introduction. The conclusion pulls presentation together.	Slides and notes are not clear and/or appropriate. The introduction and conclusion fail to pull the presentation together.	There is no recognizable introduction and/or conclusion. Slides and notes are poorly synchronized.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with **no** errors.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Introduction – Impact of chronic condition/disease & vulnerable group 15%				
Thoughtfully and thoroughly outlines the vulnerable group, justifies the chronic condition/disease and frames it within the context of access to and utilization of care/services in a highly cognizant manner.	Thoughtfully and thoroughly outlines the vulnerable group, justifies the chronic condition/disease and frames it within the context of access to and utilization of care/services in a cognizant manner.	Thoughtfully outlines the vulnerable group, justifies the chronic condition/disease however needs to frame this within the context of access to and utilization of care/services in a more coherent and integrated manner.	Considers the vulnerable group, justifies the chronic condition but needs to provide evidence that supports this in the context of access to and utilization of care/services.	Very little or unable to justify the target group, chronic condition/disease and the impact of this on access to and utilization of car/services.
Identification and articulation of enablers, barriers and specific needs that determine access to and utilization of care/services 20%				

Summarises by succinctly and cohesively integrating key findings on the enablers, barriers and specific needs that must be met to improve access to and utilization of health care/services.	Summarises by succinctly and cohesively integrating key findings on the enablers, barriers and specific needs that must be met to improve access to and utilization of health care/services	Summarises by integrating key findings on the enablers, barriers and specific needs that must be met to improve access to and utilization of health care/services, however could do with better alignment to overall objective of presentation.	Summarises the key findings on the enablers, barriers and specific needs that must be met to improve access to and utilization of health care/services to a minimum level.	Very little or unable to provide an adequate summary of key findings.

Strategies and Recommendations to inform current heath care policy 30%

Strategies and recommendations are well –thought-out, are realistic, practical and highly feasible based on the best and most current evidence.	Strategies and recommendations are realistic and practical based on the best and most current evidence but may not be highly feasible.	Strategies and recommendations are provided but need to be more realistic, practical, feasible using the best and most current evidence.	Strategies and recommendations are provided but need to be considered more in the context of feasibility and practicality.	No or unrealistic strategies and recommendations are provided with little understanding of what is required.

Educational handout 15%

Handout includes a summary of key points and recommendations that clearly and succinctly provide key strategies and recommendations that can be used in practice. Formatted and written in a highly professional manner.	Handout includes a summary of key points and recommendations that provide key strategies and recommendations that can be used in practice. Formatted and written in a highly professional manner.	Handout includes a summary of some but not all key points and recommendations and a minimal number of key strategies and recommendations that can be used in practice. Formatting needs improvement, writing needs to be more succinct and coherent.	Handout too brief, includes a summary of some but not all key points and recommendations and provides a minimal number of strategies and recommendations that can be used in practice. Formatting needs improvement, writing needs to be more succinct and coherent.	No handout provided.

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

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