DCHA20004 *Service Provision and Ageing*
Term 2 - 2020

Profile information current as at 07/05/2024 04:50 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 - 2020

- 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. **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.

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 AIMS

Feedback

This unit has had low student enrolments.

Recommendation

Due to the low interest shown in this unit, it is no longer taking new admissions. Any relevant unit content will be integrated into the new Master of Gerontology.

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.

IT Resources

You will need access to the following IT resources:

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

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition (APA 7th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 13 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to unit - an overview	Selected readings and course materials	

Week 2 - 20 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence-based models of care	Selected readings and course materials	

Week 3 - 27 Jul 2020

Module/Topic	Chapter	Events and Submissions/Topic
Evidence-based models of care continued	Selected readings and course materials	Tutorial

Week 4 - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for person-centred care	Selected readings and course materials	

Week 5 - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for relationship-based care	Selected readings and course materials	

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Strategies for partnership-centred care	Selected readings and course materials	Tutorial

Week 7 - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Best practice principles for healthy ageing	Selected readings and course materials	Essay Due: Week 7 Friday (4 Sep 2020) 5:00 AEST **An ageing population and the increasing numbers of Australians with a disability bring future challenges for provision of services and assistance. Discuss the role of the older unpaid carer in our society.** Due: Week 7 Friday (4 Sept 2020) 5:00 pm AEST

Week 8 - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Best practice principles for healthy ageing continued	Selected readings and course materials	

Week 9 - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Best practice principles for healthy ageing continued	Selected readings and course materials	

Week 10 - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective communication with older people	Selected readings and course materials	

Week 11 - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Effective communication with older people	Selected readings and course materials	

Week 12 - 05 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic
Revision and consolidation	Selected readings and course materials	**Pressentation and handout** Due: Week 12 Friday (9 Oct 2020) 5:00 pm AEST

Review/Exam Week - 12 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 19 Oct 2020

Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 An ageing population and the increasing numbers of Australians with a

disability bring future challenges for provision of services and assistance. Discuss the role of the older unpaid carer in our society.

Assessment Type
Written Assessment

Task Description
Overall length
 2000 words: 4 topics described in 500 words each
Learning Outcomes Assessed

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

The Task
1. Identify 4 significant issues for unpaid carers of a spouse, a child or a relative with a disability

Preparation
1. Search the research and grey literature for at least 10 quality articles or reports that discuss the role of older people as unpaid carers.

Writing
The following outline must be followed for all 4 topics chosen

1. Write a brief justification for your choice of topic
2. Outline the contributions made by the older person to our society
3. Discuss the financial and social implications of your chosen topic
4. Identify and describe services or programs that can assist the older person that relate to your chosen topic

Assessment Due Date
Week 7 Friday (4 Sept 2020) 5:00 pm AEST

Return Date to Students
Week 9 Friday (18 Sept 2020)

Weighting
50%

Assessment Criteria

Assessment Criteria

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 proofread. Written in a clear & cohesive style.	Very well presented. Minimal spelling & grammatical errors. Well proofread. Written in a clear & easy to read style.	Well presented. Some spelling & grammatical errors. Written in an easy to read style.	There may be one or more areas where there was evidence of lack of attention to presentation.	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 &/or not appropriate.
Conclusion 5%	Provides a logical, concise & 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 & has introduced some new information.	Not evident &/or not appropriate.
Referencing 5%	Consistently integrates up-to-date references to support & reflect all ideas, factual information & quotations. Accurate APA in-text citations & reference list formatted correctly with no errors.	Generally integrates up-to-date references to support & reflect ideas, factual information & quotations, with 1 to 2 exceptions. Accurate APA in-text citations & reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support & reflect ideas, factual information & quotations, with 3 to 4 exceptions. Accurate APA in-text citations & reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support & reflect ideas, factual information & quotations, with 5 to 6 exceptions. Accurate APA in-text citations & reference list formatted correctly with 5 to 6 errors.	Failure or rarely attempts to integrate up-to-date references to support & reflect ideas, factual information & quotations (>7 errors). Inaccurate use of APA for in-text citations & poorly formatted reference list.

Criteria					
Discussion of the role & needs of older unpaid carers 25%	Demonstrates a very thorough & in-depth understanding of the factors associated with unpaid caring as an older person. Consolidates this to a high standard with reference to vulnerable populations of older people.	Demonstrates a thorough & in-depth understanding of the factors associated with unpaid caring as an older person. Consolidates this to a good standard with reference to vulnerable populations of older people.	Demonstrates an understanding of the factors associated with unpaid caring as an older person. Consolidates this to an adequate standard with reference to vulnerable populations of older people.	Demonstrates a limited understanding of the factors associated with unpaid caring as an older person, however the discussion does not link this clearly to vulnerable populations of older people.	Fails to or provide little understanding of this criteria.
Analysis of the impact of unpaid caring on older people 30%	Thoughtfully & thoroughly explains how financial & social disadvantage experienced by unpaid caregivers is impacted by ageing. Discusses to a very high standard the impact of this on utilisation of health services by both the caregiver & person being cared for.	Thoroughly explains how financial & social disadvantage experienced by unpaid caregivers is impacted by ageing. Discusses to a good standard the impact of this on utilisation of health services by both the caregiver & person being cared for.	Explains how financial & social disadvantage experienced by unpaid caregivers is impacted by ageing. Discusses the impact of this on utilisation of health services by both the caregiver & person being cared for.	Explains how financial & social disadvantage experienced by unpaid caregivers is impacted by ageing. Identifies a minimum number of factors related to this. Discusses to a minimal level the impact of this on utilisation of health services by both the caregiver & person being caring for.	Fails to or provide little understanding of the impact of unpaid caring on an older person & their utilisation of health services.
Summary & integration of best practice, service provision & needs older unpaid carers 25%	Summarises extremely well by discussing some of the programs available to support & assist older unpaid carers. Consolidates this discussion in a highly articulate & coherent manner.	Summarises by discussing some of the programs available to support & assist older unpaid carers. Consolidates this discussion in an articulate & coherent manner.	Summarises by discussing some of the programs available to support & assist older unpaid carers. Consolidates this discussion in a fairly coherent manner.	Summarises by discussing some of the programs available to support & assist older unpaid carers. Provides little or no consolidation in this discussion.	Fails to or provides no summary.

Referencing Style

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

Submission
Online

Submission Instructions
Your submission must be uploaded as a single Microsoft Word file (doc or docx format).

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 Pressentation and handout

Assessment Type
Presentation and Written Assessment

Task Description
Length

- Presentation - 4 x 2 min presentations (May be prerecorded with voice over)
- Handout 4 x 250 words to support each presentation

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.

The Task
This task builds on the work you completed in Assessment 1. You are developing a series of information presentations that will be used to educate conference delegates in the disability area you focused on in Assessment 1. This presentation will discuss the role of older unpaid carers. You will also support your presentation with written justification. The presentation and handout will do the following:
1. Evaluate the effectiveness of Australian government disability and ageing policy to meet the needs of older unpaid carers.
2. Recommend best practice concepts for relevant service providers in this disability area that can support and assist unpaid carers.

Presentation (90% of mark for Assessment 2)
1. You are talking for 2 minutes each on 4 topics, but will provide written script to accompany your presentation of 250 words for each topic.
2. Develop a maximum of 3 presentation slides per topic.
3. Information within slides should be referenced where needed. Provide a slide at the end of the presentation with the references listed. You may like to number the references for this assessment to make the slides more presentable.
4. Include an introduction to each topic that links to assessment 1.
5. The main focus on the role of unpaid carers in this disability area. Present any relevant policy that impacts older unpaid carers and the disability area you selected. Briefly evaluate the effectiveness of this policy to meet the needs of older unpaid carers.
6. Provide feasible strategies and recommendations to improve service provision to older unpaid carers. Discuss how these recommendations will impact the care recipient.
7. Conclude with your key findings and the message you want to leave your audience with.

Assessment Due Date
Week 12 Friday (9 Oct 2020) 5:00 pm AEST

Return Date to Students
Review/Exam Week Monday (12 Oct 2020)

Weighting
50%

Assessment Criteria

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Structure 20%				
Efficacy and organisation 5%				
Slides and notes are used very effectively. There is a clear and succinct introduction and conclusion. The slides introduce the topic, outline the direction of the presentation and bring the presentation to a logical close.	Slides and notes are used effectively. There is a clear and appropriate introduction and conclusion. The slides introduce the topic, outline the direction of the presentation and bring the presentation to a coherent close.	Slides and notes are used very well. There is an appropriate introduction and conclusion and the direction of the presentation is logical.	Slides and notes are clear. The introduction, direction and conclusion are mostly apparent.	Slides and notes are not clear. There is no recognisable introduction, direction or conclusion.
Presentation 10%				
Excellent presentation. The presenter demonstrates an expert command of the topic and the presentation is well-paced, confident and compelling. The submitted written material (i.e. presentation slides) is very well-presented and free from errors.	A very good presentation. The presenter demonstrates a very sound understanding of the topic and the presentation is delivered confidently. The written material (i.e. presentation slides) has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure).	A good presentation. The presenter demonstrates a sound understanding of the topic and the presentation is delivered well. The written material (i.e. presentation slides) has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure).	The presenter demonstrates an understanding of the topic and the presentation conveys this. This assignment could be improved through improved pacing or other delivery style factors. The written material (i.e. presentation slides) has 3 or 4 inconsistent errors (spelling, grammar and paragraph structure).	A poor presentation. The presentation style is not engaging or credible and the presenter does not demonstrate a grasp of the content. The written material (i.e. presentation slides) has many inaccuracies in spelling, grammar and paragraph structure. (>5 errors).
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions.	Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations.
Accurate APA referencing. No errors.	Accurate APA referencing. 1 error.	Accurate APA referencing. 2 errors.	Accurate APA referencing. 3 errors.	More than 3 errors.
Approach and Argument 70%				
Relevancy and depth 10%				
Content is entirely relevant to the topic, the approach comprehensively addresses the task and the presentation proceeds logically and is within the set time limit.	Content is very relevant to the topic, the approach clearly addresses the task and the presentation proceeds logically and is within the set time limit.	Content is appropriate to the topic, the approach mostly addresses the task and the presentation for the most part proceeds logically and is within the set time limit	Content addresses the topic but the presentation is at times repetitive or lacks cohesion and is not within the set time limit.	Content is irrelevant and or does not address the topic and the presentation lacks cohesion. The time limit has not been adhered to.
Effectiveness of policy 30%				
Thoughtfully and thoroughly evaluates the effectiveness of policy to meet the needs of older unpaid carers.	Thoroughly evaluates the effectiveness of policy to meet the needs of older unpaid carers.	Evaluates the effectiveness of policy to meet the needs of older unpaid carers.	Attempts to evaluate the effectiveness of policy to meet the needs of older unpaid carers.	No evaluation of the effectiveness of policy to meet the needs of older unpaid carers.
Best practice concepts 30%				
Strategies and recommendations are well-thought-out, realistic, practical and based on the best current evidence.	Strategies and recommendations are realistic, practical and based on the best current evidence.	Strategies and recommendations are provided but need to be more realistic, practical, and evidence-based.	Strategies and recommendations are provided but are not realistic, practical or evidence-based.	No or unrealistic strategies and recommendations are provided with little understanding of what is required.
Educational handout 10%				

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Handout includes a summary of key points that clearly and succinctly provide strategies and recommendations that can be used in practice. Formatted and written in a highly professional manner.	Handout includes a summary of key points that provide strategies and recommendations that can be used in practice. Formatted and written in a professional manner.	Handout includes a summary of some but not all key points 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.	Handout does not adequately summarise key points and is formatted poorly.

Submission
Offline Submission Course
No
Online Submission Course
Yes
Group Submission Course
No
Submission Instructions Description
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 will 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 and handout via the Moodle site.
Conditions
Use minimum mark or grade?
No

Referencing Style

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

Submission
Online

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

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