



HAGE20001 Opportunities and Challenges of Healthy Ageing

Term 1 - 2020

Profile information current as at 27/04/2024 05:03 pm

All details in this unit profile for HAGE20001 have been officially approved by CQUUniversity 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

This foundation unit will introduce you to core concepts in the field of population ageing. These topics will be presented with personhood and the rights of older people as central themes. There is a specific focus on the strengths and vulnerabilities associated with ageing. The effects of age discrimination and stereotyping will be explored at both an individual and societal level. Healthy ageing theories, frameworks and models will be compared to determine their practical application across different contexts and populations. The suitability of physical, socioeconomic and political environments to meet the needs of older people will be explored.

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 1 - 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: 20%

2. **Written Assessment**

Weighting: 40%

3. **Presentation**

Weighting: 40%

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 Student email

Feedback

Firstly, the opportunity to integrate what I have learnt from this unit into my workplace has been rewarding. The assessments allowed me to develop a worksite tool to use with my ageing clientele. The tool was a success and even more positive was the feedback from the patients who felt empowered by the creation and distribution of the tool with our many services. Lastly, I felt very encouraged to extend and challenge my learning abilities through the course and with the ongoing tuition I received.

Recommendation

Feedback has been taken into account and will be incorporated into the new Master of Gerontology where this unit will be offered.

Feedback from Student email

Feedback

If this subject is guide of what the rest of the course is like, I am excited to continue and learn more. I have found this subject has given me the opportunity to empower me to work more effectively with my ageing patients (65+years) and I am feeling refreshed for the challenges ahead.

Recommendation

Feedback has been taken into account and will be incorporated into the new Master of Gerontology where this unit will be offered.

Feedback from Student email

Feedback

The course of study has increased my knowledge of factors influencing ageing and the interconnection between sensory loss and cognitive changes, related to mobility, depression and social isolation.

Recommendation

Feedback has been taken into account and will be incorporated into the new Master of Gerontology where this unit will be offered.

Feedback from Student email

Feedback

I particularly enjoyed the studies in this unit and the last assignment of "Opportunities and Challenges of Healthy Ageing" particularly, preventative measures, active engagement, promoting independence and shifts in traditional life courses. I would view the course as relevant across all disciplines within the human services sector and particularly relevant to ongoing community engagement and awareness programs.

Recommendation

Feedback has been taken into account and will be incorporated into the new Master of Gerontology where this unit will be offered.

Unit Learning Outcomes

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

1. Identify covert and overt examples of ageism and determine their impact across all levels of society
2. Demonstrate an informed understanding of key healthy ageing concepts and theories
3. Assess specific environments against best practice principles for healthy ageing
4. Examine the strengths and vulnerabilities associated with ageing.

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 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

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

Sue Hunt Unit Coordinator
s.hunt@cqu.edu.au

Schedule

Week 1 - 09 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to HAGE 20001! Module 1 - Identifying 'ageism' and associated impacts		

Week 2 - 16 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Identifying 'ageism' and associated impacts		

Week 3 - 23 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Identifying 'ageism' and associated impacts		

Week 4 - 30 Mar 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Key healthy ageing concepts, models and theories		

Week 5 - 06 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Module 2 - Key healthy ageing concepts, models and theories

Written Essay Due: Week 5 Friday (10 Apr 2020) 5:00 pm AEST
Written Essay Due: Week 5 Thursday (9 Apr 2020) 5:00 pm AEST

Vacation Week - 13 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your tuition free week!		

Week 6 - 20 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Key healthy ageing concepts, models and theories		

Week 7 - 27 Apr 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 -The impact of the environment on healthy ageing outcomes		

Week 8 - 04 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 -The impact of the environment on healthy ageing outcomes		

Week 9 - 11 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 -The impact of the environment on healthy ageing outcomes		

Week 10 - 18 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - The strengths and vulnerabilities associated with ageing		

Week 11 - 25 May 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - The strengths and vulnerabilities associated with ageing		

Week 12 - 01 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - The strengths and vulnerabilities associated with ageing Review and Consolidation		Presentation Due: Week 12 Friday (5 June 2020) 5:00 pm AEST

Review/Exam Week - 08 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Jun 2020

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Essay

Assessment Type

Written Assessment

Task Description

Objectives

This assessment item relates to unit learning outcomes 1 & 2.

(1) Identify covert and overt examples of ageism and determine their impact across all levels of society.

(2) Demonstrate an informed understanding of key healthy ageing principles.

Tackling the issue of ageism cross-culturally

This assessment requires you to consider how ageism and the myths around older persons is being tackled by comparing and contrasting two countries and their response to the ageing population and how this aligns with the World Health Organization's Healthy Ageing [WHO] 2015-2030 policy around ageing in the 21st century. You will need to critically evaluate the policies and strategies put forward on a macro-level.

Requirements

Tasks:

1.0 Review the WHO Healthy Ageing Policy 2015-2030. (This can be found on the WHO website)

2.0 Select two countries: you may want to compare and contrast a developing nation with a developed nation and review the ageing policies put forward at a macro-level.

3.0 Discuss how components of these policies and the strategies put forward align with WHO's Healthy Ageing policy 2015-2030. Critically evaluate any differences or similarities between your selected countries.

4.0 Summarise your discussion with key points and a concluding statement by reflecting on any progress that has been made to improve population ageing as an area of focus in these countries.

Submission

Please write your submission using the following presentation style and format, then upload it onto the HAGE 20001 Moodle website using the Assessment 1 link in the Assessment box.

Note: Your assessment is to be submitted as a Word document. It must be a final draft (no comments or tracked changes).

Presentation

Line spacing should be set to 2.0. The preferred font size is 12 point (TNR or Arial). Pages should be placed in the top right-hand corner of each page. Title page has no page number; Page numbering begins at the Introduction and includes the References list pages.

Title page

A cover page with a unit code, assessment number, the proposed title of the assessment, your name, student number, student email address, name of the course (Master of Gerontology, Graduate Certificate in Gerontology, Graduate Diploma of Gerontology, Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing), Referencing style: APA 6th, due date, word count, name of Unit Coordinator. If you have an approved extension this needs to be noted on the title page.

Introduction

The introduction should contain a brief overview of the topic and it should include a clear statement of purpose to provide direction for the reader.

Main body

The main body should focus on the objectives put forward above and be written in a cohesive and coherent manner supported by current evidence from peer-reviewed journals and current textbooks along with reputable websites.

Conclusion

The conclusion should summarise the essay findings with key areas outlined as they relate to the overall objectives (above). The conclusion should not include new material.

References

The last slide should include all references used in your presentation using APA 6th.

You should use high quality and current references (within the previous 5 years) to support your writing.

The School of Nursing, Midwifery and Social Sciences (SNMSS) uses the CQU APA Referencing Style Edition T3, 2019.

Refer to: https://www.cqu.edu.au/_data/assets/pdf_file/0021/58413/APA_referencing_guide.pdf

Length: 1500 words (+/- 10%).

The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, contents page (optional) and reference list. It includes in-text citations and direct quotations.

Assessment Due Date

Week 5 Friday (10 Apr 2020) 5:00 pm AEST

via Turnitin/Moodle

Return Date to Students

Week 7 Friday (1 May 2020)

via Moodle

Weighting

20%

Assessment Criteria

	High Distinction 85 - 100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail 0-49%
Introduction 10%	The introduction very clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction somewhat clearly, and succinctly introduces the essay topic and provides direction for the reader.	The introduction introduces the essay and provides direction for the reader. However, there is some lack of clarity and it needs to be more succinct.	The introduction poorly introduces the essay and provides little/no direction for the reader.
Referencing use/ References 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 6 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.
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.
Selection and application of population ageing strategies to WHO Healthy Ageing Policy 2015-2030 for two countries selected 30%	<i>Highly</i> appropriate and cogent application and excellent alignment of strategies. Demonstrates a <i>high</i> level of understanding of the significance of population ageing at the macro-level.	Very appropriate and cogent application and excellent alignment of strategies. Demonstrates a good level of understanding of the significance of population ageing at the macro-level.	An appropriate and cogent application with excellent alignment of strategies. However, needs to demonstrate more clearly an understanding of the significance of population ageing at the macro-level.	Appropriate application with some alignment of strategies but needs to make this more meaningful and explicit.	Little or poor understanding demonstrated in this area.
Critical evaluation of any similarities and differences in strategies between these countries 30%	Evaluation has been completed to an <i>extremely</i> high level in a coherent and succinct manner.	Evaluation has been completed to a very high level in a coherent and succinct manner.	Evaluation has been completed to an adequate level in a coherent and succinct manner.	Evaluation has been completed but requires a more nuanced approach that demonstrates a deeper understanding and meaning.	Little or poor understanding demonstrated in this area.
Summative reflection on progress being made in implementation of these strategies 20%	Provides <i>excellent</i> summative reflection on progress being made.	Provides very good summative reflection on progress being made.	Provides a fair summative reflection but misses some key areas or does not integrate these well.	Provides a somewhat limited reflection and/or does not integrate key areas well.	Little or poor understanding demonstrated in this area.

Referencing Style

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

Submission

Online

Submission Instructions

via Moodle

Learning Outcomes Assessed

- Identify covert and overt examples of ageism and determine their impact across all levels of society

Graduate Attributes

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

2 Written Essay

Assessment Type

Written Assessment

Task Description

Objectives

This assessment item relates to unit learning outcomes 3.

(3) Assess specific environments against best principles for healthy ageing.

Environmental Evaluation

This assessment requires you to examine and analyse how compliant your local neighbourhood is with active ageing policy and principles. You need to investigate if your local neighbourhood promotes healthy and active ageing to its older residents. This essay enables you to demonstrate an understanding of the Active Ageing Policy put forward by the State Government for the state in which you reside.

Requirements

Tasks:

- 1.0 This is a persuasive essay to analyse the ability of a chosen environment to facilitate healthy ageing. Recommendations also need to be made that support and promote environmental interventions for healthy ageing.
- 2.0 Download your local state governments active/healthy ageing policy/framework. You may find your local government also has resources that you can draw upon.
- 3.0 Consider and discuss the demographic profile of older persons in your local area.
- 4.0 Select two areas from the policy/framework and critically appraise its use and implementation. Identify any shortcomings and generate some solutions to address these issues.
- 5.0 Use current and quality literature to support your discussion. This needs to provide an evidence-based justification for your argument. The World Health Organization [WHO] also has resources that can be used here.

Submission

Please write your submission using the following presentation style and format, then upload it onto the HAGE 20001 Moodle website using the Assessment 2 link in the Assessment box.

Note: Your assessment is to be submitted as a Word document. It must be a final draft (no comments or tracked changes).

Presentation

Line spacing should be set to 2.0. The preferred font size is 12 point (TNR or Arial). Pages should be placed in the top right-hand corner of each page. Title page has no page number; Page numbering begins at the Introduction and includes the References list pages.

Title page

A cover page with a unit code, assessment number, the proposed title of the assessment, your name, student number, student email address, name of the course (Master of Gerontology, Graduate Certificate in Gerontology, Graduate Diploma of Gerontology, Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing), Referencing style: APA 6th, due date, word count, name of Unit Coordinator. If you have an approved extension this needs to be noted on the title page.

Introduction

The introduction should contain a brief overview of the topic and the specific higher cognitive and sensory functions that will be the focus of this essay. It should include a clear statement of purpose to provide direction for the reader.

Main body

The main body of the essay will include a critical evaluation/analysis of the environment (local neighbourhood) along with an appropriate application of the components of Healthy Ageing Framework you have selected that is discussed in a highly cogent manner. Discussion will also include any sound and realistic recommendations to increase address any complex problems that may be discovered in this evaluation/analysis.

Conclusion

The conclusion should summarise the essay findings with key areas outlined as they relate to the overall objectives (above). The conclusion should not include new material.

References

You should use high quality and current references (within the previous 5 years) to support your writing. The School of Nursing, Midwifery and Social Sciences (SNMSS) uses the CQU APA Referencing Style Edition T3, 2019. Refer to: https://www.cqu.edu.au/_data/assets/pdf_file/0021/58413/APA_referencing_guide.pdf

Length: 2500 words (+/- 10%).

The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the

cover page, contents page (optional) and reference list. It includes in-text citations and direct quotations.

Assessment Due Date

Week 5 Thursday (9 Apr 2020) 5:00 pm AEST
via Turnitin/Moodle

Return Date to Students

Week 7 Friday (1 May 2020)
via Moodle

Weighting

40%

Assessment Criteria

	High Distinction 85 - 100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail 0-49%
Introduction 5%	The introduction very clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction clearly, convincingly and succinctly introduces the essay topic and provides direction for the reader.	The introduction somewhat clearly, and succinctly introduces the essay topic and provides direction for the reader.	The introduction introduces the essay and provides direction for the reader. However, there is some lack of clarity and it needs to be more succinct.	The introduction poorly introduces the essay and provides little/no direction for the reader.
Referencing use/References 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 6 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.
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.
Critical analysis of environment 30%	High level of analysis reflected in a clear cohesive argument.	Good level of analysis reflected in a clear cohesive argument.	Fair level of analysis reflected in a somewhat clear cohesive argument.	Very little or minimal analysis reflected in a somewhat clear argument.	Little or poor understanding demonstrated in this area.
Application of Healthy Ageing Framework 30%	Appropriate application of Healthy Ageing Framework. Used <i>extremely</i> well to support discussion.	Appropriate application of Healthy Ageing Framework. Used very well to support discussion.	Minimal application of Healthy Ageing Framework. Used minimally to support discussion.	Little or no application of Healthy Ageing Framework. Poor or little/no supporting discussion.	Little or poor understanding demonstrated in this area.
Solution generation 25%	Recommendations thoroughly and realistically address complex problems. Recommendations are appropriately prioritized.	Recommendations realistically address complex problems. Recommendations are appropriately prioritized.	Minimal recommendations to realistically address complex problems. Recommendations are somewhat appropriately prioritized.	Little or no Recommendations to address complex problems and/or poorly discussed and not realistic/feasible.	Little or poor understanding demonstrated in this area.

Referencing Style

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

Submission

Online

Submission Instructions

via Moodle

Learning Outcomes Assessed

- Demonstrate an informed understanding of key healthy ageing concepts and theories
- Assess specific environments against best practice principles for healthy ageing

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

3 Presentation

Assessment Type

Presentation

Task Description

Objectives

This assessment item relates to unit learning outcomes 4.

(4) Examine strengths and vulnerabilities associated with ageing.

Design a 20-minute PowerPoint or Prezi presentation for a group of senior high school students to dispel the myths around ageing and older people. The objective of this activity is to provide evidence that dispels or refutes these myths to encourage young people to 're-think' the perceptions and knowledge about older people and getting old.

Requirements

Tasks:

1.0 You will need to design and give a 20-minute powerpoint presentation to a group of senior high school students to challenge their perceptions and thoughts about older people and ageing. Thereby, increasing their knowledge about older persons and ageing myths.

2.0 You need to use 10 of the most common myths about older people and ageing and provide the evidence that refutes these.

3.0 These myths need to be based on biological, psychological, social, functional and spiritual factors (e.g. to be old is to be sick). Ageing is a highly individual process that varies from person to person and this is an important consideration to articulate to the audience as well.

4.0 You will need to support your presentation with credible and current sources of evidence from the literature (within the last 5 years).

Submission

Please record your presentation and upload it with your power point slides onto the HAGE 20001 Moodle website using the Assessment 3 link in the Assessment box.

Note: Every assessment must be submitted as a final draft (no comments or tracked changes).

Presentation

The presentation needs include either PowerPoint or Prezi slides and pre-recorded before submission. It can be recorded using You Tube and submitted via the assessment submission point on Moodle. The slides need to include a References list (last slide using APA 6th).

Title page

A cover page with a unit code, assessment number, the proposed title of the assessment, your name, student number, student email address, name of the course (Master of Gerontology, Graduate Certificate in Gerontology, Graduate Diploma of Gerontology, Graduate Certificate in Healthy Ageing or Graduate Diploma of Healthy Ageing), Referencing style: APA 6th, due date, word count, name of Unit Coordinator. If you have an approved extension this needs to be noted on the title page.

Introduction

The introduction should contain a brief overview of the topic selected and it should include a clear statement or purpose.

Main body

The main body of the presentation will include a coherent and logically developed discussion that aims to inform and improve the knowledge in your audience of the topic being presented. You will need to make sure that you articulate this at a level that is appropriate to your audience with no professional jargon etc. You will need to find at least 5 peer-reviewed journal articles to support your discussion.

Conclusion

The conclusion should summarise the key points made and bring the presentation to a logical close. The conclusion should not include new material.

References

The last slide should include all references used in your presentation using APA 6th.

You should use high quality and current references (within the previous 5 years) to support your writing.

The School of Nursing, Midwifery and Social Sciences (SNMSS) uses the CQU APA Referencing Style Edition T3, 2019.

Refer to: https://www.cqu.edu.au/_data/assets/pdf_file/0021/58413/APA_referencing_guide.pdf

Length: Presentation and Power Point slides approximately 2000 word (+/- 10%).

Assessment Due Date

Week 12 Friday (5 June 2020) 5:00 pm AEST
via Moodle

Return Date to Students

Exam Week Friday (19 June 2020)
via Moodle

Weighting

40%

Assessment Criteria

	High Distinction 85 - 100%	Distinction 75 - 84%	Credit 65 - 74%	Pass 50 - 64%	Fail 0- 49%
Overall presentation and structure 25%	There is a clear and succinct introduction and conclusion: they introduce the topic and outline the direction of the presentation/bring presentation to a logical close.	There is a clear and appropriate introduction/ conclusion: they introduce the topic and outline the direction of the presentation/bring presentation to a coherent close.	There is an appropriate introduction/ conclusion and the direction of the presentation is logical.	The introduction/ direction/ conclusion is mostly apparent.	Presentation is not clear There is no recognisable introduction/ and/or direction in the presentation and/ or no clear conclusion.
Presenting skills and topic content 50%	Excellent execution of 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. Content is entirely relevant for the audience.	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). Content is very relevant for the audience.	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). Content is relevant for the audience.	The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material (i.e. presentation slides) has 3 or 4 inconsistent errors (spelling, grammar and paragraph structure). Content is somewhat relevant for the audience.	Poorly executed presentation. The presentation style is not engaging/credible, and 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). Content is not relevant for the audience. It is either unlikely to be understood or too simplistic for them.
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 6 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.
Use of background information to inform presentation 20%	Content is entirely relevant to the topic. The approach comprehensively addresses the task and the presentation proceeds logically within time limit set. Highly insightful and very thoughtful use of information from Assessment 1 and 2 to inform presentation. Recommendations thoroughly and realistically address complex problems. Recommendations are prioritized appropriately.	Content is very relevant to the topic. The approach clearly addresses the task and the presentation proceeds logically within time limit set. Insightful and thoughtful use of information from Assessment 1 and 2 to inform presentation. Recommendations realistically address problems. Recommendations are prioritized appropriately.	Content is appropriate to the topic. The approach mostly addresses the task and the presentation for the most part proceeds logically within time limit set. Insightful and good use of information from Assessment 1 and 2 to inform presentation. Recommendations address problems. Recommendations are prioritized appropriately.	Content addresses the topic, but the presentation at time is repetitive or lacks cohesion and is within the set time limit with a 10% allowance (under or over time limit) set. Good use of information from Assessment 1 and 2 to support presentation but lacks integration. Recommendations address problems.	Content is irrelevant and or does not address the topic and the presentation lacks cohesion. The time limit has not been adhered to. Poor use of background information to inform presentation. Recommendations do not address problems.

Referencing Style

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

Submission

Online

Submission Instructions

via Moodle

Learning Outcomes Assessed

- Examine the strengths and vulnerabilities associated with ageing.

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