



# HAGE20001 Contemporary Approaches to Gerontological Care

## Term 1 - 2022

Profile information current as at 08/05/2024 03:06 am

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

In this unit you will explore the 'big picture' in the care of older people. You will reflect on the various perspectives of aging, including ageism, and how these perspectives can impact the care of older people. You will analyse the challenges related to the aging population in respect of the current health reform debate. You will scrutinise environments where older people live and assess the impact of these environments on their quality of life. You will apply models and theories to creatively plan new and innovative care ventures that include: a person-centred focus; with micro and macro aspects of design; and futured focussed design, to provide appropriate solutions to real-world care problems.

### 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 - 2022

- 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. **Online Quiz(zes)**

Weighting: 40%

#### 2. **Portfolio**

Weighting: Pass/Fail

#### 3. **Written Assessment**

Weighting: 60%

### Assessment Grading

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

## CQUniversity Policies

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

You may wish to view these policies:

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

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

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Assessment feedback from students via unit coordinator

##### Feedback

Assessment items lack clarity. The Unit Coordinator suggests aligning the the first half of the unit content with assessment one and the second half of the unit content with assessment two.

##### Recommendation

Review assessments to provide clarity in item. Review due dates and align with unit content.

#### Feedback from Unit content feedback from students via unit coordinator

##### Feedback

"Personal lectures were really great. More please. I liked the specificity of each one and the perspective provided. More resources would be good too. Readings were great, would love more."

##### Recommendation

Continue regular zoom sessions. Suggest adding more reading materials to unit content in future units.

## Unit Learning Outcomes

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

1. Analyse covert and overt ageism in society and its impact on the lives of older people
2. Evaluate specific environments using the best practice principles for healthy ageing
3. Apply gerontological models and theories to the care of older people.
4. Justify the use of strengths based models associated with ageing in the care of older people.

This unit is not linked to external accreditation

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 40%	•	•	•	•
2 - Written Assessment - 60%			•	•
3 - Portfolio - 0%	•	•		

### 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 - Online Quiz(zes) - 40%	○	○	○	○	○	○		
2 - Written Assessment - 60%	○	○	○	○		○		
3 - Portfolio - 0%	○	○	○	○	○	○		

## 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

**Ainslie Monson** Unit Coordinator

[a.monson@cqu.edu.au](mailto:a.monson@cqu.edu.au)

**Jen Mulvogue** Unit Coordinator

[j.mulvogue@cqu.edu.au](mailto:j.mulvogue@cqu.edu.au)

## Schedule

### Week 1 - 07 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 1 Identifying (and dispelling) ageism in society</b>	Selected readings and course materials.	Refer to Moodle site. Read introductory information. Listen to the Welcome video. Review Assessment requirements and Zoom times and dates for regular catch-ups with the unit coordinator. See scheduled zoom drop-in tile for date and time.

### Week 2 - 14 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of module 1	Selected readings and course materials.	<b>Module 1 Quiz. Due 17 March 2022.</b> Zoom - question and answer session. See scheduled zoom drop-in tile for date and time. Assessment information will be discussed.

### Week 3 - 21 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 2 Population ageing and what that means to health care</b>	Selected readings and course materials.	

### Week 4 - 28 Mar 2022

Module/Topic	Chapter	Events and Submissions/Topic
Continuation of module 2	Selected readings and course materials.	<b>Module 2 quiz. Due 1 April 2022.</b> Zoom - question and answer session re unit modules content and assessment one information. See scheduled zoom drop-in tile for date and time. Assessment 2 information will be discussed.

### Week 5 - 04 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
<b>Module 3 Global agendas to promote healthy ageing</b>	Selected readings and course materials.	

### Vacation Week - 11 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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### Week 6 - 18 Apr 2022

Module/Topic	Chapter	Events and Submissions/Topic
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Continuation of module 3	Selected readings and course materials.	<b>Module 3 quiz. Due 21 April 2022.</b> Zoom - question and answer session re unit modules content and assessment one information. See scheduled zoom drop-in tile for date and time. Assessment 2 information will be discussed.
<b>Week 7 - 25 Apr 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Module 4 Healthy aging concepts, models, and practice</b>	Selected readings and course materials.	<b>Assessment 2 - Portfolio</b> is due for submission - Wednesday 27th April 2022 at 5.00 pm.  <b>Portfolio</b> Due: Week 7 Wednesday (27 Apr 2022) 5:00 pm AEST
<b>Week 8 - 02 May 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Continuation of module 4	Selected readings and course materials.	<b>Module 4 quiz. Due 5 May 2022.</b> Zoom - question and answer session re unit modules content and assessment one information. See scheduled zoom drop-in tile for date and time. Assessment 3 information will be discussed.
<b>Week 9 - 09 May 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Module 5 Healthy aging theories in modern-day</b>	Selected readings and course materials.	
<b>Week 10 - 16 May 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Continuation of module 5	Selected readings and course materials.	<b>Module 5 quiz. Due 12 May 2022.</b> Zoom - question and answer session re unit modules content and assessment one information. See scheduled zoom drop-in tile for date and time. Assessment 3 information will be discussed.
<b>Week 11 - 23 May 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Module 6 Healthy environments for best practice</b>	Selected readings and course materials.	<b>Assessment 3 - Written assessment</b> is due for submission - Thursday 26th May 2022 at 5.00 pm. <b>Written Assessment</b> Due: Week 11 Thursday (26 May 2022) 5:00 pm AEST
<b>Week 12 - 30 May 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Continuation of module 6, and complete module 6 quiz	Selected readings and course materials.	<b>Module 6 quiz. Due 02 June 2022.</b> Zoom - Evaluation, and summary of the unit. See scheduled zoom drop-in tile for date and time.  <b>6 Quizzes</b> Due: Week 12 Monday (30 May 2022) 11:45 pm AEST
<b>Review/Exam Week - 06 Jun 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

## Assessment Tasks

### 1 6 Quizzes

**Assessment Type**

Online Quiz(zes)

**Task Description**

There are six quizzes in total. Each module has a quiz. There are ten multiple-choice questions in each quiz. Each quiz has a start date and finish date. Start dates for the quiz are located in the assessment Moodle tile.

Quiz due dates:

Quiz One: 17/3/2022

Quiz Two: 01/04/2022

Quiz Three: 21/04/2022

Quiz Four: 05/05/2022

Quiz Five: 12/05/2022

Quiz Six: 02/06/2022

**Number of Quizzes**

6

**Frequency of Quizzes**

Other

**Assessment Due Date**

Week 12 Monday (30 May 2022) 11:45 pm AEST

Complete quizzes at the end of each module. You have two attempts for each quiz. The highest score is recorded.

**Return Date to Students**

Results for the quiz will be available immediately after the attempt is complete

**Weighting**

40%

**Assessment Criteria**

Complete the six, multiple-choice quizzes. Each quiz has ten questions. You have two chances to complete the quizzes. Each question is worth one mark. The highest score will be recorded as your mark.

Each quiz will open a week before its due date. However, you only have thirty minutes to complete each quiz, from the time you open it.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted. Results for the quiz will be available immediately after the attempt is complete

**Learning Outcomes Assessed**

- Analyse covert and overt ageism in society and its impact on the lives of older people
- Evaluate specific environments using the best practice principles for healthy ageing

- Apply gerontological models and theories to the care of older people.
- Justify the use of strengths based models associated with ageing in the care of older people.

### **Graduate Attributes**

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

## **2 Portfolio**

### **Assessment Type**

Portfolio

### **Task Description**

#### **Aim**

This assessment aims to provide you with the opportunity to demonstrate your knowledge, skills, and abilities in the provision of non-ageist health care for older people.

#### **Instructions**

The portfolio aims to provide you with the opportunity to demonstrate your knowledge to discuss three examples of ageism in the aged care setting. Using the scholarly literature to identify and justify the use of four interventions to eliminate ageism in the aged care setting. Your discussion is to be substantiated by the literature.

Please follow the steps below to complete your assessment task:

**Step 1.** Review the current media on the health care of the older person in the aged care setting - photographs, newspaper, podcast, video - and select three examples of ageism.

**Step 2.** Explore the literature on ageism (overt and covert) in the aged care setting and the impact on the older person, staff, and greater society.

**Step 3.** Justify the implementation of four recommendations that could be implemented to eliminate ageism in the aged care setting.

#### **Support**

You can provide a draft of your assessment for review, before submitting the assessment. The Unit Coordinator will provide informal feedback on the first page of your draft. Please email your draft to the Unit Coordinator [a.monson@cqu.edu.au](mailto:a.monson@cqu.edu.au) by Monday, 18<sup>th</sup> April 2022, 5.00 pm (AEST).

#### **Literature and references**

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies.

#### **Requirements**

1. Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
2. Include page numbers on each page in a header.
3. Write in the third-person perspective, keeping your writing as objective as possible.
4. Use formal academic language.
5. Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

#### **Resources**

- You can use unit-provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
- We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).
- We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the [CQUniversity Library website](#).



- For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
- Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

### Assessment Due Date

Week 7 Wednesday (27 Apr 2022) 5:00 pm AEST

Submit your assessment via the unit Moodle site in Microsoft Word format only

### Return Date to Students

Week 9 Wednesday (11 May 2022)

Students will be notified by the Moodle forum and by an email when the marking is complete.

### Weighting

Pass/Fail

### Assessment Criteria

#### HAGE 20001

#### Contemporary Approaches to Gerontological Care - Assessment 2

To achieve a pass in this assessment students must be successful in half of the major criteria e.g., 2/4; 3/6. This is a PASS/FAIL portfolio. To achieve a passing grade for this unit you are required to pass this assessment item. If you do not pass this assessment item, you may be offered an opportunity to re-attempt. A re-attempt may be offered if you have demonstrated a reasonable initial attempt to complete all components of the task.

PASS	FAIL
<p><b>Content</b></p> <p><b>Step 1.</b> 1. A review of the current media on the health care of the older person in the aged care setting – photographs, newspaper, podcast, a video was evident, and three examples of ageism were identified</p> <p><b>Step 2 and 3</b> 1. Exploration of the literature on ageism (overt and covert) in the aged care setting and the impact on the older person, staff, and greater society was evident with the implementation of four recommendations that could be implemented to eliminate ageism in the aged care setting.</p> <p><b>WORD COUNT, SPELLING ERRORS</b></p> <p>1. Word count is adhered to. 2. The document contains no more than 5 spelling errors.</p> <p><b>REFERENCING</b></p> <p>1. Discussion is substantiated with peer-reviewed literature. 2. The literature cited is relevant and current (<math>\leq 7</math> years). 3. APA 7th referencing (CQU style) has been used with less than 5 consistent errors in the text. 4. APA 7th referencing (CQU style) has been used with less than 5 consistent errors in the reference list.</p>	<p>1. A review of the current media on the health care of the older person in the aged care setting – photographs, newspaper, podcast, a video was not evident, and three examples of ageism were not identified.</p> <p>1. Exploration of the literature on ageism (overt and covert) in the aged care setting and the impact on the older person, staff, and greater society was not evident with the implementation of four recommendations that could be implemented to eliminate ageism in the aged care setting.</p> <p>1. Word count is not adhered to. 2. The document contains more than 5 spelling errors.</p> <p>1. Discussion is not substantiated with peer-reviewed literature. 2. The literature cited is not relevant and/or not current (<math>\leq 7</math> years). 3. APA 7th referencing (CQU style) has not been used in text or there are more than 5 consistent errors. 4. APA 7th referencing (CQU style) has not been used in the reference list or there are more than 5 consistent errors.</p>

ALLOCATED GRADE - PASS / FAIL MARKER

### Referencing Style

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

### Submission

Online

### Submission Instructions

Submit your assessment via the unit Moodle site in Microsoft Word format only

### Learning Outcomes Assessed

- Analyse covert and overt ageism in society and its impact on the lives of older people
- Evaluate specific environments using the best practice principles for healthy ageing

## Graduate Attributes

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

## 3 Written Assessment

### Assessment Type

Written Assessment

### Task Description

#### Aim

The aim of this written assessment is to provide you with the opportunity to demonstrate knowledge of gerontological theories and models of care and the benefits of strength-based models of care with ageing adults.

#### Instructions

You are writing an academic essay that requires you to analyse the relationship between your selected theory and related model of care (models are the application of theories). You should demonstrate how your model is strength-based and justify how the model selected can lead to positive health outcomes for older people. Your discussion is to be substantiated by the literature.

Please follow the steps below to complete your assessment task:

**Step 1.** Select one model of care and the related theory. You can use one of the models and related theories from Modules 4 & 5 or one from the scholarly literature.

**Step 2.** Critique the model and related theory and use examples to demonstrate how it is strength-based.

**Step 3.** Justify how the model of care can assist to develop positive health outcomes for older people.

#### Support

You can provide a draft of your assessment for review, before submitting the assessment. The Unit Coordinator will provide informal feedback on the first page of your draft. Please email your draft to the Unit Coordinator [a.monson@cqu.edu.au](mailto:a.monson@cqu.edu.au) by Monday, 16<sup>th</sup> May 2022, 5.00 pm (AEST).

#### Literature and references

In this assessment use at least 10 contemporary references (<10 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible “grey literature”. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature must be from reputable sources such as from government, university, or peak national bodies: for example, Aged & Community Services Australia (ACSA) or Leading Age Services Australia (LASA) or Aged Care Quality and Safety Commission (ACQSC), or other such as these.

#### Requirements

- Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on each page in a header.
- Write in the third-person perspective, keeping your writing as objective as possible.
- Use formal academic language.
- Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online [APA Referencing Style Guide](#).

#### Resources

1. You can use unit-provided materials and other credible sources (e.g., journal articles, books, grey literature) to reference your argument. The quality and credibility of your sources are important.
2. We recommend that you access your discipline-specific [library guide](#): the [Nursing and Midwifery Guide](#); [Social Work and Community Services Guide](#).

3. We recommend you use EndNote to manage your citations and reference list. However, this is not mandatory. More information on how to use EndNote is available at the [CQUniversity Library website](#).
4. For information on academic communication please go to the [Academic Learning Centre Moodle site](#). The [Academic Communication section](#) has many helpful resources including information for students with English as a second language.
5. Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. [Instructions are available here](#).

### Assessment Due Date

Week 11 Thursday (26 May 2022) 5:00 pm AEST

Submit your assessment via the unit Moodle site in the assessment tile in Microsoft Word format only.

### Return Date to Students

Review/Exam Week Thursday (9 June 2022)

Students will be notified on the Moodle forum and by email when the marking is complete.

### Weighting

60%

### Assessment Criteria

#### Assessment 3 Rubric HAGE 20001 - Essay

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
<b>Structure</b>					
<i>Efficiency &amp; organisation 10%</i>					
An articulate essay. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion. 10.00-8.45	A well-written essay. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion. 8.44-7.45	Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion. 7.44-6.45	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident. 6.44-4.95	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close. 4.94-0.00	No introduction or conclusion is present. 0.00
<i>Presentation 10%</i>					
Excellent presentation of the assessment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors. 10.00-8.45	A very good presentation of the assessment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g., 1 or 2 errors in spelling, grammar, and paragraph structure). 8.44-7.45	A good presentation of assessment that follows the formatting requirements. There are some errors (e.g., 3 or 4 consistent errors with spelling, grammar, and paragraph structure). 7.44-6.45	An adequate presentation of assessment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure). 6.44-4.95	Poorly presented assessment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors). 4.94-0.00	Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. 0.00
<i>Substantiation of discussion 5%</i>					
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 10 contemporary* peer-reviewed journal articles have been cited. 5.00-4.23	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 8-10 contemporary* peer-reviewed journal articles has been cited. 4.22-3.73	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 6-7, contemporary* peer-reviewed journal articles have been cited. 3.72-3.23	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 5-6, contemporary* peer-reviewed journal articles have been cited. 3.22-2.48	Discussion is not or infrequently attempting to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 4 contemporary* peer-reviewed journal articles have been cited. 2.47-0.00	No references present. 0.00
<i>Referencing 5%</i>					
Accurate <a href="#">APA referencing</a> . No errors. 5.00-4.23	Mostly accurate <a href="#">APA referencing</a> . 1-2 consistent errors (may be made multiple times). 4.22-3.73	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times). 3.72-3.23	Occasionally accurate <a href="#">APA referencing</a> . 4 consistent errors (made multiple times). 3.22-2.48	APA referencing not used, or more than 5 inaccuracies. 2.47-0.00	No references present. 0.00
<b>Selection and critique of a Gerontology model and theory 40%</b>					
A high-level critique of a model and related theory using examples demonstrating how it is strength-based is evident. 40.00-33.80	An appropriate level of critique of a model and related theory using examples demonstrating how it is strength-based is evident. 33.79-29.80	A clear level of critique of a model and related theory using examples demonstrating how it is strength-based is evident. 29.79-25.80	There is a lack of some content that critiques a model and related theory using examples to demonstrate how it is strength-based. 25.79-19.80	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. 19.70-0.00	There is no critique of a model and related theory using examples demonstrating how it is strength-based. 0.00
<b>Critical analysis of health promotion strategy and related campaign 30%</b>					
A high-level justification of how the model of care can assist to develop positive health outcomes for older people is reflected in the discussion. 30.00-25.35	The appropriate level of justification of how the model of care can assist to develop positive health outcomes for older people is reflected in the discussion. 25.34-22.35	The clear level of justification of how the model of care can assist to develop positive health outcomes for older people is reflected in the discussion. 22.34-19.35	There is a lack of some content and justification of how the model of care can assist to develop positive health outcomes for older people. 19.34-14.85	The content is irrelevant and/or does not address the task. The discussion lacks cohesion and justification of how the model of care can assist to develop positive health outcomes for older people. 14.84-0.00	There is no analysis present. 0.00

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Students will be notified on the Moodle forum and by email when the marking is complete.

**Learning Outcomes Assessed**

- Apply gerontological models and theories to the care of older people.
- Justify the use of strengths based models associated with ageing in the care of older people.

**Graduate Attributes**

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

## 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