



HAGE20001 Contemporary Approaches to Gerontological Care

Term 2 - 2023

Profile information current as at 05/10/2023 06:58 am

All details in this unit profile for HAGE20001 have been officially approved by CQU University 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 have the opportunity to explore, evaluate and apply nursing theories and models that are currently used in the care of older people in different care settings – acute, community, and home. You will investigate societal perceptions of older people, ageing and the impact these perceptions may have on the older person. You will plan changes to enhance the culture of your clinical setting to provide an environment that is conducive to meeting the clinical, social and psychological needs of the older person and their families.

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 - 2023

- 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: 40%

2. **Case Study**

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 Students discussion with the unit coordinator.

Feedback

The unit coordinator this term fed back that the students enjoyed the portfolio exercise and had found this rewarding.

Recommendation

To continue to provide innovative assessment items.

Unit Learning Outcomes

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

1. Evaluate gerontological nursing theories and models used in the care of older people.
2. Analyse the impact societal values and care settings have on the older person and their nursing care.
3. Apply a framework, derived from the National Commission on Safety and Quality in Health Care to the nursing care of older people to meet their clinical, social, and psychological needs.
4. Construct and justify strategies to enhance the culture of a clinical setting so that it is culturally inclusive, person-centred, and meets the needs of older people and their families.

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 - Written Assessment - 40%	•	•	•	•
2 - Case Study - 60%	•	•	•	•

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				

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)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- CQUniversity Library Nursing Resources
- Zoom (both microphone and webcam capability)

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

Leanne Jack Unit Coordinator

l.jack@cqu.edu.au

Schedule

Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Ageing and Societal Views.	Complete the readings and activities as outlined in the Module.	Zoom - Welcome and unit introduction: please see 'virtual class tile' for the date and time (includes assessment information).

Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Ageing.	Complete the readings and activities as outlined in the Module.	Zoom - Ageing and Societal Views & Culture and Ageing. Please see the 'virtual class tile' for the date and time.

Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
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Theories and Ageing: Biological & Sociological/Psychosocial.

Complete the readings and activities as outlined in the Module.

Zoom: Q & A. Please see the 'virtual class tile' for dates and times (includes assessment one information).

Week 4 - 31 Jul 2023

Module/Topic

Chapter

Events and Submissions/Topic

Theories of Ageing: Psychological, Cognitive and Spiritual.

Complete the readings and activities as outlined in the Module.

Zoom - Theories and Ageing: Biological & Sociological. Please see the 'virtual class tile' for the dates and time.

Week 5 - 07 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

Models of Care.

Complete the readings and activities as outlined in the Module.

Zoom: Q & A: Please see 'virtual class tile' for the date and time.

Vacation Week - 14 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

There are no modules to complete during mid-term break.

Please use this mid-term break as an opportunity to rest and recover.

Week 6 - 21 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

Contemporary Challenges in Caring for Older People.

Complete the readings and activities as outlined in the Module.

Written Assessment - **Due** Wednesday 23rd August, 5 pm.
Zoom - Theories of Ageing: Psychological, Cognitive, and Spiritual & Models of Care. Please see the 'virtual class tile' for the date and time
Written Assessment Due: Week 6 Wednesday (23 Aug 2023) 5:00 pm AEST

Week 7 - 28 Aug 2023

Module/Topic

Chapter

Events and Submissions/Topic

Culturally Response Approaches to Care.

Complete the readings and activities as outlined in the Module.

Zoom: Q & A: Assessment Two information. Please see the 'Virtual class tile' for the date and time.

Week 8 - 04 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Health Promotion.

Complete the readings and activities as outlined in the Module.

Zoom - Contemporary Challenges in Caring for Older People and Culturally Response Approaches to Care & Models of Care. Please see the 'virtual class tile' for the date and time.

Week 9 - 11 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Innovative Approaches to Care.

Complete the readings and activities as outlined in the Module.

Zoom: Q & A: Please see the 'virtual class tile' for the date and time.

Week 10 - 18 Sep 2023

Module/Topic

Chapter

Events and Submissions/Topic

Education and Building a Culturally Competence Workforce.

Complete the readings and activities as outlined in the Module.

Zoom - Health Promotion & Culturally Response Approaches to Care. Includes Assessment Two Information. Please see the 'virtual class tile' for the date and time.

Week 11 - 25 Sep 2023

Module/Topic	Chapter	Events and Submissions/Topic
Hot Topics - Presentations from Industry and Government Organisations: add these in	Complete the readings and activities as outlined in the Module.	Zoom: Q & A: Please see the 'Virtual class tile' for the date and time.

Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Week 12. Hot Topics. Presentations from Industry and Government Organisations: add in	Complete the readings and activities as outlined in the Module.	Zoom - Innovative Approaches to Care and Education and Building Culturally Competence Workforce. Please see the 'Virtual class tile' for the date and time. Case Study - Assessment Two Due: Wednesday 4th October 5 pm. Case Study Due: Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Review/Exam Week - 09 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Exam Week - 16 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Term Specific Information

As this unit is offered online, students are asked to prepare their own individual study plan to undertake self-directed study throughout the term. A key to your success is a strategic self-directed approach to learning and regular contact with your Unit Coordinator. Please check the Announcements page and unit content at least twice a week - there will be regular announcements about assessments and unit resources posted throughout the term and reviewing this information is essential to unit knowledge and your success.

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Aim

The aim of this written assessment is to demonstrate your knowledge of contemporary issues in gerontology care, and the benefits of contemporary models of care with ageing adults.

Instructions

You are writing an academic essay that requires you to critically analyse the chosen contemporary model of care. You should discuss contemporary issues in gerontology care and demonstrate how your model of care includes the three core principles of the Australian Commission on Safety and Quality in Health Care framework for older people. Your discussion will include how the model selected can lead to positive health outcomes for older people. Your discussion is to be substantiated by evidenced based literature.

Please follow the steps below to complete your assessment task:

Step 1. Discuss one contemporary issue in gerontology care in 2023.

Step 2. Select one contemporary model of care. You can use one of the models from Module 2 or one from the scholarly

literature.

Step 3. Critique the model and examples to demonstrate how it is:

- Best suited for your chosen contemporary issue in gerontology care
- Innovative and contemporary,
- Person-centred,
- Robust and has standardised outcome measures and evaluation processes, and,
- Supports safe, quality care for older people.

Step 4. Justify how the model of care can assist to develop positive health outcomes for older people by incorporating the Australian Commission on Safety and Quality in Health Care’s framework three core principles. These are that care is consumer centred, driven by information, and organised for safety.

Assessment Due Date

Week 6 Wednesday (23 Aug 2023) 5:00 pm AEST

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

Return Date to Students

Week 8 Wednesday (6 Sept 2023)

Weighting

40%

Assessment Criteria

HAGE 20001 Contemporary Approached to Gerontological Care

Assessment Two - Case Study Student Name:

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	TOTAL
Introduction and conclusion (10%)	The written assessment has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the portfolio, and the conclusion succinctly summarises the key points.	The written assessment has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the portfolio, and the conclusion summarises most key points.	The written assessment has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the portfolio, and the conclusion summarises some key points.	An introduction and conclusion have been attempted. The introduction provides limited background information and outline of the portfolio’s direction, and the conclusion has a few key points.	The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Contemporary issue in gerontology care. (20%)	The written assessment provides a comprehensive search on the literature of one contemporary issue in gerontology care in 2023.	The written assessment provides a clear search on the literature of one contemporary issue in gerontology care in 2023.	The written assessment partly provides a search on one contemporary issue in gerontology care in 2023.	The written assessment lacks some content that indicates an incomplete search of the literature on one contemporary issue in gerontology care in 2023.	There is minimal, incorrect or omitted content on one contemporary issue in gerontology care in 2023.	
Model of care (25%)	Concise and comprehensive critique of the chosen model of care. Discussion demonstrates how the model is; best suited to the chosen contemporary issue in gerontology care, innovative and contemporary, person-centred, robust and has standardised outcome measures and evaluation processes, and supports safe, quality care for older people.	Concise critique of the chosen model of care. Discussion demonstrates how the model is; best suited to the chosen contemporary issue in gerontology care, innovative and contemporary, person-centred, robust and has standardised outcome measures and evaluation processes, and supports safe, quality care for older people.	Mostly concise critique of the chosen model of care. Discussion demonstrates how the model is; best suited to the chosen contemporary issue in gerontology care, innovative and contemporary, person-centred, robust and has standardised outcome measures and evaluation processes, and supports safe, quality care for older people	Model of care is provided. There are some gaps in the discussion that exclude demonstration of how the model is best suited to the chosen contemporary issue in gerontology care.	There is minimal or no model of care or discussion of how the model is best suited to the chosen contemporary issue in gerontology care.	
Critical thinking - Australian Commission on Safety & Quality in Health Care Framework (30%)	Concise and comprehensive justification on how the model of care can assist to develop positive health outcomes for older people by incorporating the Australian Commission on Safety and Quality in Health Care’s framework three core principles. These are that care is consumer centred, driven by information, and organised for safety.	Concise justification on how the model of care can assist to develop positive health outcomes for older people by incorporating the Australian Commission on Safety and Quality in Health Care’s framework three core principles. These are that care is consumer centred, driven by information, and organised for safety.	Mostly concise justification on how the model of care can assist to develop positive health outcomes for older people by incorporating the Australian Commission on Safety and Quality in Health Care’s framework three core principles. These are that care is consumer centred, driven by information, and organised for safety.	The justification is not concise and/or does not include the Australian Commission on Safety and Quality in Health Care’s framework three core principles (care is consumer centred, driven by information, and organised for safety).	There is minimal or no justification on how the model of care can assist to develop positive health outcomes for older people by incorporating the Australian Commission on Safety and Quality in Health Care’s framework three core principles (care is consumer centred, driven by information, and organised for safety).	

Professional writing and presentation (10%)	Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15 contemporary peer reviewed journal articles. Formatting requirements applied without error.	Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline frequently used. The assessment is substantiated with 12-14 contemporary peer reviewed journal articles. Formatting requirements applied with minimal error.	Content is mostly clear, correct and presented logically, demonstrating sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline mostly used. The assessment is substantiated with 9-11 contemporary peer reviewed journal articles. Formatting requirements applied with some error.	Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline frequently used. The assessment is substantiated with 8 contemporary peer reviewed journal articles. Formatting requirements applied with moderate error.	Content is consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥ 4 errors. Language of the discipline infrequently or incorrectly used. The assessment is substantiated with 7 or less contemporary peer reviewed journal articles. Formatting requirements are inaccurately or not applied.
Referencing (5%)	Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years.	Acknowledges majority or sources and/or meets APA (7 th Edition) referencing standards with 1 or 2 errors. Literature cited is published in the last 5 years.	Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Literature cited is published in the last 5 years.	Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 4 errors. Some literature cited is published in the last 5 years.	Multiple sources not acknowledged and/or multiple APA (7 th Edition) referencing errors or references not provided.

TOTAL

Marking comments:

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

- Evaluate gerontological nursing theories and models used in the care of older people.
- Analyse the impact societal values and care settings have on the older person and their nursing care.
- Apply a framework, derived from the National Commission on Safety and Quality in Health Care to the nursing care of older people to meet their clinical, social, and psychological needs.
- Construct and justify strategies to enhance the culture of a clinical setting so that it is culturally inclusive, person-centred, and meets the needs of older people and their families.

2 Case Study

Assessment Type

Case Study

Task Description

Aim

The aim of this assessment is for you to demonstrate your knowledge, skills, and ideas to contribute to building a culturally competent workforce to care for older people.

Instructions

To complete this assessment, read the case below and follow the steps below.

Step 1. Case Study

Mrs. B is an 88-year old lady who migrated to Australia from Afghanistan as a refugee. After her husband died, she found it difficult to continue to care for herself and maintain the household chores, so moved into a new residential aged care facility. On admission, Mrs. B's needs and preferences were discussed. Management reassured her that her preferences and spiritual needs would be met. She is a devout Muslim who prays five times a day. Praying often coincides with mealtimes and other activities, which the staff find hard to understand and accommodate. Mrs. B has English as a second language and the staff find it hard to understand and difficult to communicate with Mrs. B. Therefore, her needs, preferences of care and spiritual needs are not being met. Mrs. B feels belittled by their casual and sometimes racist and ageist comments about her religious practice and distance from the other residents. This is causing her great distress. Her religious faith and practice are an important part of her identity and culture, and central to her wellbeing, but the staff are not helping her to meet all of her needs and preferences.

You have identified that Mrs. B's mental and physical health have declined because she feels unhappy and isolated. You discuss your concerns with the facility manager and express that staff have a lack of cultural understanding and that more education is needed about culturally and linguistically diverse residents and approaches that aim to increase cultural competence within the workforce at the facility.

After discussing the situation with the facility manager, they acknowledged they need to improve on delivering services that are culturally safe, respectful and inclusive. The facility manager asked if you would like to be involved in a working group to create a culturally responsive approach to meeting the needs of all culturally diverse residents in the facility that will meet the needs of future generations of older people. You agree to participate in the working group and start to prepare for your first meeting.

Step 2. Examine the literature on ageism (overt and covert – provide three examples of each type of ageism) and the impact on the older person, staff, and greater society.

Step 2. Analyse research evidence in relation to current policy directions and standards, including person centred care to improve cultural awareness and cultural competence in the care of the older person.

Step 3. Using scholarly literature, identify and justify five key components required to create a culturally responsive approach to aged care that will meet the needs of the future generations of older people. Your discussion is to be substantiated by the literature with reference to the Aged Care Quality Standards.

Assessment Due Date

Week 12 Wednesday (4 Oct 2023) 5:00 pm AEST

Return Date to Students

Exam Week Monday (16 Oct 2023)

Weighting

60%

Assessment Criteria

HAGE 20001 Contemporary Approached to Gerontological Care

Assessment Two – Case Study Student Name:

Key Criteria	High Distinction 84.5 - 100%	Distinction 74.50 - 84.49%	Credit 64.50 - 74.49%	Pass 49.50 - 64.49%	Fail <49.5%	TOTAL
Introduction and conclusion (10%)	The written assessment has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the portfolio, and the conclusion succinctly summarises the key points.	The written assessment has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the portfolio, and the conclusion summarises most key points.	The written assessment has an adequate introduction and conclusion. The introduction provides some background information and outlines the direction of the portfolio, and the conclusion summarises some key points.	An introduction and conclusion have been attempted. The introduction provides limited background information and outline of the portfolio's direction, and the conclusion has a few key points.	The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. Logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Ageism (overt & covert). (20%)	The written assessment provides a comprehensive search on the literature on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. Discussion included the impact on the older person, staff, and greater society.	The written assessment provides a clear search on the literature on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. Discussion included the impact on the older person, staff, and greater society.	The written assessment partly provides a search on the literature on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. Discussion partly included the impact on the older person, staff, and greater society.	The written assessment lacks some content that indicates an incomplete search of the literature on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. There are some gaps in the discussion that exclude the impact on the older person, staff, and greater society.	There is minimal, incorrect or omitted content on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. With minimal, incorrect or omitted content on the impact on the older person, staff, and greater society	
Policy directions and standards (25%)	Concise and comprehensive analysis of the research in relation to current policy directions and standards, including person centred care. Discussion demonstrates how policy and standards assist in the improvement of cultural awareness and cultural competence in the care of the older person.	Concise analysis of the research in relation to current policy directions and standards, including person centred care. Discussion demonstrates how policy and standards assist in the improvement of cultural awareness and cultural competence in the care of the older person.	Mostly concise analysis of the research in relation to current policy directions and standards, person centred care. Discussion demonstrates how policy and standards assist in the improvement of cultural awareness and cultural competence in the care of the older person.	Analysis of research in relation to current policy directions and standards including is provided; there are some gaps in the discussion that exclude how policy and standards assist in the improvement of cultural awareness and cultural competence in the care of the older person	There is minimal or no model of care or discussion of how the model is best suited to the chosen contemporary issue in gerontology care.	
Culturally responsive approach (30%)	Concise and comprehensive justification of five components required to create a culturally responsive approach to aged care that will meet the needs of the future generations of older people.	Concise justification of five components required to create a culturally responsive approach to aged care that will meet the needs of the future generations of older people.	Mostly concise justification of five components required to create a culturally responsive approach to aged care that will meet the needs of the future generations of older people.	The justification is not concise and/or does not include five components required to create a culturally responsive approach to aged care that will meet the needs of the future generations of older people.	There is minimal or no justification on how the five components of a culturally responsive approach to aged care will meet the needs of the future generations of older people	

Professional writing and presentation (10%)	Content is clear, accurate and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling and punctuation. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15 contemporary peer reviewed journal articles. Formatting requirements applied without error.	Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 1 error. Language of the discipline frequently used. The assessment is substantiated with 13-15 contemporary peer reviewed journal articles. Formatting requirements applied with minimal error.	Content is mostly clear, correct and presented logically, demonstrating sound understanding of the topic. English grammar, spelling and punctuation conventions have 2 errors. Language of the discipline mostly used. The assessment is substantiated with 9-12 contemporary peer reviewed journal articles. Formatting requirements applied with some error.	Content is frequently clear, correct and presented logically, demonstrating good understanding of the topic. English grammar, spelling and punctuation conventions have 3 errors. Language of the discipline frequently used. The assessment is substantiated with 8 contemporary peer reviewed journal articles. Formatting requirements applied with moderate error.	Content is consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥ 4 errors. Language of the discipline infrequently or incorrectly used. The assessment is substantiated with 7 or less contemporary peer reviewed journal articles. Formatting requirements are inaccurately or not applied.
Referencing (5%)	Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years.	Acknowledges majority or sources and/or meets APA (7 th Edition) referencing standards with 1 or 2 errors. Literature cited is published in the last 5 years.	Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Literature cited is published in the last 5 years.	Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 4 errors. Some literature cited is published in the last 5 years.	Multiple sources not acknowledged and/or multiple APA (7 th Edition) referencing errors or references not provided.

TOTAL

Marking comments:

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

- Evaluate gerontological nursing theories and models used in the care of older people.
- Analyse the impact societal values and care settings have on the older person and their nursing care.
- Apply a framework, derived from the National Commission on Safety and Quality in Health Care to the nursing care of older people to meet their clinical, social, and psychological needs.
- Construct and justify strategies to enhance the culture of a clinical setting so that it is culturally inclusive, person-centred, and meets the needs of older people and their families.

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