HAGE20001 *Contemporary Approaches to Gerontological Care*
Term 1 - 2024

Profile information current as at 10/05/2024 04:14 pm

All details in this unit profile for HAGE20001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will 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 residential aged care. 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 organisational 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

Students must be enrolled in CL22 Master of Clinical Nursing or CL16 Graduate Certificate in Clinical Nursing to undertake this unit. Pre-requisite: DCHA2003.
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 - 2024

* 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 the application of nursing models of care pertinent to the holistic nursing care of the older adult and their families in your healthcare setting.
2. Analyse the impact that societal values have on the older adult and their nursing care across diverse care settings.
3. Critically discuss evidence-informed clinical, social, and psychosocial care needs of the older adult using contemporary evidence and national standards.
4. Construct and justify strategies to enhance a competent, culturally inclusive, person-centred work culture that meets the needs of older adults and their families across diverse care settings.

This unit is not linked to external accreditation.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

Legend: — N/A Level · Introductory Level · Intermediate Level · Graduate Level · Professional Level · Advanced Level

Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	**2**	**3**	**4**
1 - Written Assessment - 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

HAGE20001

Supplementary

Ageing in a nursing home: foundations for care
Edition: 1st (2022)
Authors: Hudson, R.
Springer
Cham , Switzerland
ISBN: 978-3-030-98267-6
Binding: eBook
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Supplementary

Gerontological nursing: A holistic approach to the care of older people
(2021)
Authors: Vafeas, C., & Slatyer, S.
Elsevier
Chatswood , NSW , Australia
ISBN: 978-0-7295-4367-5
Binding: eBook

Additional Textbook Information
These textbooks are available as ebooks through the CQU library.

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
- Microsoft Word
- 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.
- Online access Australian Standards (through CQU Library)
- CQUniversity Library Nursing Resources
- CQUniveristy Library 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
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Leanne Jack Unit Coordinator
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Schedule

Week 1 - 04 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ageing in Society.	Complete the readings and activities as outlined in the Module. Review Assessment One Task Information.	**Recorded Zoom** - Welcome and unit introduction. Located in the 'Introduction Tile'. **Activity** – Access the General Discussion page and introduce yourself to your colleagues by providing your: 1. Name 2. Where you work 3. Why you are studying MCN. **Assessments 1 and 2** - Review the assessment tasks and make a study plan. **Foundations of Academic Integrity Program** - complete your annual program. **Announcement and Discussion Boards** - Check for posts and updates.

Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cross-Cultural Ageing.	Complete the readings and activities as outlined in the Module. Review and Research information for Assessment One Task.	**Recorded Zoom** - Ageing and Societal Views & Culture and Ageing. Located in Module under 'learning material'. **Announcement and Discussion Boards** - Check for posts and updates.

Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theories and Ageing: Topics include: • Biological & Sociological/Psychosocial.	Complete the readings and activities as outlined in the Module. Being Working on Assessment One Task.	**Zoom Tutorial** - Q & A. Please see the module for the link and the date and time. **Announcement and Discussion Boards** - Check for posts and updates.

Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theories of Ageing: Topics include: • Psychological, Cognitive, and Spiritual.	Complete the readings and activities as outlined in the Module.	**Recorded Zoom** - Theories and Ageing: Biological & Sociological. Located in Module under 'learning material'. **Announcement and Discussion Boards** - Check for posts and updates.

Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic

		Zoom Tutorial - Q & A: Please see the module for the link and the date and time.
Models of Care.	Complete the readings and activities as outlined in the Module.	Announcement and Discussion Boards - Check for posts and updates.

Vacation Week - 08 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week.	Please use this mid-term break as an opportunity to rest and recover. Enjoy your break!	No timetabled learning activities. Please use this week to progress your assessments.

Week 6 - 15 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Contemporary Challenges.	Complete the readings and activities as outlined in the Module.	**Recorded Zoom** - Challenges in Caring for Older People. Located in Module under 'learning material'. **Announcement and Discussion Boards** - Check for posts and updates. **Written Assessment** Due: Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST

Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Culturally Response Practice.	Complete the readings and activities as outlined in the Module. Review Assessment Two Task Information.	**Zoom Tutorial** - Q & A: Please see the module for the link and the date and time. **Announcement and Discussion Boards** - Check for posts and updates.

Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Health Promotion.	Complete the readings and activities as outlined in the Module. Review and Research information for Assessment Two Task.	**Recorded Zoom** - Covering weeks 8, 9 & 10 is located in week 10's module. Located in Module under 'learning material'. **Announcement and Discussion Boards** - Check for posts and updates.

Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Innovative Approaches to Care.	Complete the readings and activities as outlined in the Module. Begin working on Assessment Two Task.	**Zoom Tutorial** - Q & A: Please see the module for the link and the date and time. **Announcement and Discussion Boards** - Check for posts and updates.

Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Building a Culturally Competent Workforce.	Complete the readings and activities as outlined in the Module.	**Recorded Zoom** - Healthy Ageing. Located in Module under 'learning material'. **Announcement and Discussion Boards** - Check for posts and updates.

Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Hot Topics - • Chemical Restraint • Missed Care in Aged Care	Complete the readings and activities as outlined in the Module.	**Zoom Recordings** - Located in the Module under Hot Topics. **Announcement and Discussion Boards** - Check for posts and updates.

Week 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Hot Topics. - • Lost Voices in an Aged Care system gone wrong • Lived Experiences of a carer - whose husband had dementia • Registered Nurse experiences in aged care	Complete the readings and activities as outlined in the Module.	**Zoom Recordings** - Located in the Module under Hot Topics. **Announcement and Discussion Boards** - Check for posts and updates. **Case Study** Due: Week 12 Wednesday (29 May 2024) 5:00 pm AEST

Review/Exam Week - 03 Jun 2024

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

Exam Week - 10 Jun 2024

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

Assessment Tasks

1 Written Assessment

Assessment Type
Written Assessment

Task Description
Aim
The aim of this written assessment is to demonstrate your knowledge of the impact that societal values have on the older adult, and construct and justify strategies to develop a culturally competent workforce to meet the psychosocial care needs of older adults.

Instructions
You are writing an academic essay that requires you to select two societal views on the ageing older adult and critically analyse the effect of those views on the older adult. You should discuss how societal ageing affects economic growth, patterns of work and retirement, and the way family's function. Your discussion will include how the government and communities provide adequate resources for older adults, and the prevalence of chronic conditions and disability. Your discussion is to be substantiated by evidence-based literature.
Please follow the steps below to complete your assessment task:

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words.
2. Discuss two societal views on the ageing older adult in 2024 (approximately 300 words).
3. Discuss how societal ageing can affect economic growth, patterns of work and retirement, and the way family's function. This discussion should include innovative and contemporary processes to support older adults and their families (approximately 400 words).
4. Critically analyse how the government and communities will (approximately 500 words):

   ○ Provide adequate resources for older adults.
   ○ Prevent chronic conditions and disability.
   ○ Support safe, quality, clinical, social, and psychosocial care for older people.

5. Justify how your findings can assist in developing positive health outcomes for older people by incorporating contemporary evidence and national standards (approximately 500 words).
6. Provide a concise conclusion summarising the main concepts in your assessment (approximately 200 words).

Assessment Due Date
Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST
Submit your assessment in Microsoft Word format only.

Return Date to Students
Week 8 Wednesday (1 May 2024)
Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

Weighting
40%

Assessment Criteria
Assessment One – Written Assessment   **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%)	(10–8.5) The written assessment has a clear and succinct introduction and conclusion and is the students own work. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points.	(8.4–7.5) The written assessment has a clear introduction and conclusion and is the students own work. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points.	(7.4–6.5) The written assessment has an adequate introduction and conclusion and is the students own work. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points.	(6.4–5) An introduction and conclusion have been attempted and are the students own work. The introduction provides limited background information and an outline of the assessment's direction, and the conclusion has a few key points.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not the students own work. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Societal views on the ageing adult (20%)	(20–17) The written assessment provides a comprehensive search of two societal views in 2024 of the ageing adult and is supported by valid and relevant research.	(16.9–15) The written assessment provides a clear search of the literature on two societal views in 2024 of the ageing adult and is supported by valid and relevant research.	(14.9–13) The written assessment partly provides a search on two societal views in 2204 of the ageing adult and is supported by valid and relevant research.	(12.9–10) The written assessment lacks some content that indicates an incomplete search of the literature on two societal views in 2024 of the ageing adult and is supported by valid and relevant research.	(9.9–0) There is minimal, incorrect, or omitted content on one on two societal views in 2024 of the ageing adult and is not supported by valid and relevant research.	
Effects of Societal ageing (25%)	(25–22) Concise and comprehensive critique of two effects of societal ageing, supported by valid and relevant research and is in the student's own words. The discussion demonstrates how societal views affect economic growth, patterns of work, and the ways family's function with innovative and contemporary processes to support older adults and families.	(21.9–19) Concise critique of two effects of societal ageing, supported by valid and relevant research and is in the student's own words. The discussion demonstrates how societal views affect economic growth, patterns of work, and the ways family's function with innovative and contemporary processes to support older adults and families.	(18.9–15) Mostly concise critique of two effects of societal ageing, supported by valid and relevant research and is in the student's own words. The discussion demonstrates how societal views affect economic growth, patterns of work, and the ways family's function with innovative and contemporary processes to support older adults and families.	(14.9–10) Two effects of societal ageing are provided, supported by valid and relevant research and is in the student's own words. There are some gaps in the discussion that exclude demonstration of how societal views affect economic growth, patterns of work, and the ways family's function with limited discussion of innovative and contemporary processes, to support older adults and families.	(9.9–0) There is minimal or no effects of societal ageing discussed, or demonstrated of how societal views affect economic growth, patterns of work, and the ways family function. There is minimal or no discussion of innovative or contemporary processes to support older adults and families. Statements are not supported by valid and relevant research and/or is not in the students own words.	
Critical thinking – Australian Government and Communities (30%)	(30–25.5) Concise and comprehensive justification on how the government and communities will: provide adequate resources for older adults, prevent chronic conditions and disability, to support safe, quality, clinical, social, and psychosocial care for older people by incorporating contemporary evidence and national standards. Statements are supported by valid and relevant research and is in the student's own words.	(25.4–22.4) Concise justification on how the government and communities will: provide adequate resources for older adults, prevent chronic conditions and disability, to support safe, quality, clinical, social, and psychosocial care for older people by incorporating contemporary evidence and national standards. Statements are supported by valid and relevant research and is in the student's own words.	(22.3–19.4) Mostly concise justification on how government and communities will: provide adequate resources for older adults, prevent chronic conditions and disability, to support safe, quality, clinical, social, and psychosocial care for older people by incorporating contemporary evidence and national standards. Statements are supported by valid and relevant research and is in the student's own words.	(19.3–15) The justification is not concise and/or does not include the government and communities will: provide adequate resources for older adults, prevent chronic conditions and disability, to support safe, quality, clinical, social, and psychosocial care for older people by incorporating contemporary evidence and national standards. Statements are supported by valid and relevant research and is in the student's own words.	(14.9–0) There is minimal or no justification on how the government and communities will: provide adequate resources for older adults, prevent chronic conditions and disability, to support safe, quality, clinical, social, and psychosocial care for older people by incorporating contemporary evidence and national standards. Statements are not supported by valid and relevant research and/or is not in the student's own words.	
Professional writing and presentation (10%)	(10–8.5) Content is students own work, 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.	(8.4–7.5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. Language of the discipline is frequently used. The assessment is substantiated with 13-14 contemporary peer-reviewed journal articles. Formatting requirements applied with minimal error.	(7.4–6.5) Content is students own work, mostly clear, correct, and presented logically, demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. Language of the discipline is mostly used. The assessment is substantiated with 11-12 contemporary peer-reviewed journal articles. Formatting requirements applied with some error.	(6.4–5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. Language of the discipline is frequently used. The assessment is substantiated with 9-10 contemporary peer-reviewed journal articles. Formatting requirements applied with moderate error.	(4.9–0) Content is not students own work, 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 is infrequently or incorrectly used. The assessment is substantiated with 8 or less contemporary peer-reviewed journal articles. Formatting requirements are inaccurate or not applied.	

Referencing (5%)	(5–4.25) Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.2–3.8) Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.75–3.55) Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50–2.5) Acknowledges sources and/or meets APA (7th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(2.4–0) Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.
TOTAL					

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your assessment via the Assessment 1 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Evaluate the application of nursing models of care pertinent to the holistic nursing care of the older adult and their families in your healthcare setting.
- Analyse the impact that societal values have on the older adult and their nursing care across diverse care settings.
- Critically discuss evidence-informed clinical, social, and psychosocial care needs of the older adult using contemporary evidence and national standards.
- Construct and justify strategies to enhance a competent, culturally inclusive, person-centred work culture that meets the needs of older adults and their families across diverse care settings.

2 Case Study

Assessment Type
Case Study

Task Description
Aim
The aim of this assessment is for you to analyse and critically discuss factors affecting a sustainable workforce in caring for older people to meet the needs of older adults and their families across diverse care settings.

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

Case Study
You were successful in obtaining a new position as a registered nurse in a residential aged care facility. You have been working in the facility for six months and notice a high turnover of registered nursing staff. During your time working in the facility, you note the low morale among staff and the negative working environment. The negative working environment is affecting the retention of skilled workers, which is impacting the provision of safe, competent nursing care to older people who have the right to safe quality nursing care that is person-centred and culturally inclusive.

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 to increase cultural competence within the workforce at the facility.

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

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
2. Examine the literature on ageism; overt and covert and provide a discussion of three examples of each type of ageism in the aged care setting. Your discussion should include the impact ageism has on older adults and staff across diverse settings (approximately 300 words).
3. Critically anlayse the factors affecting the recruitment and retention of registered nurses including personal, institutional, and societal factors (approximately 900 words).
4. Analyse research evidence in relation to current policy directions and standards, to enhance a competent, culturally aware, inclusive, person-centred framework to meet the needs of older adults and their families. Your discussion should include implications for health policy and be substantiated by the literature with reference to

the Aged Care Quality Standards (approximately 1000 words).
5. Provide a concise conclusion summarising the main concepts in your assessment (approximately 200 words).

Assessment Due Date
Week 12 Wednesday (29 May 2024) 5:00 pm AEST
Submit your assessment in Microsoft Word format only.

Return Date to Students
Exam Week Wednesday (12 June 2024)
Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, the 'Return to Students Information' is an approximate date.

Weighting
60%

Assessment Criteria
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%)	(10–8.5) The written assessment has a clear and succinct introduction and conclusion and is in the students own words. The introduction provides excellent background information and outlines the direction of the portfolio, and the conclusion succinctly summarises the key points.	(8.4–7.5) The written assessment has a clear introduction and conclusion and is in the students own words. The introduction provides good background information and outlines the direction of the portfolio, and the conclusion summarises most key points.	(7.4–6.5) The written assessment has an adequate introduction and conclusion and is in the students own words. The introduction provides some background information and outlines the direction of the portfolio, and the conclusion summarises some key points.	(6.4–5) An introduction and conclusion have been attempted and is in the students own words. The introduction provides limited background information and an outline of the portfolio's direction, and the conclusion has a few key points.	(4.9–0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and is not the students own words. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Ageism (overt & covert) (20%)	(20–17) The written assessment provides a comprehensive search of the literature on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. Discussion includes the impact ageism has on older adults and staff across diverse settings and is supported by valid and relevant research conveyed in the students own words.	(16.9–15) The written assessment provides a clear search of the literature on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. Discussion includes the impact ageism has on older adults and staff across diverse settings and is supported by valid and relevant research conveyed in the students own words.	(14.9–13) The written assessment partly provides a search of the literature on ageism (overt and covert – with three examples of each type of ageism) in the aged care setting. Discussion partly includes the impact ageism has on older adults and staff across diverse settings and is supported by valid and relevant research conveyed in the students own words.	(12.9–10) The written assessment lacks some content that indicates an incomplete search of the literature on ageism (overt and covert – with two examples of each type of ageism) in the aged care setting. There are some gaps in the discussion that exclude the impact ageism has on older adults and staff across diverse settings and is supported by valid and relevant research conveyed in the students own words.	(9.9–0) There is minimal, incorrect or omitted content on ageism indicating an incomplete or incorrect search of the literature (overt and covert – with two or less examples of each type of ageism) in the aged care setting. There is minimal, incorrect, or omitted content and/or discussion on the impact ageism has on older adults and staff across diverse settings and is not supported by valid and relevant research and/or is not conveyed in the students own words.	
Factors affecting recruitment (25%)	(25-17) Concise and comprehensive analysis of the research in relation to factors affecting the recruitment and retention of registered nurses in diverse aged care settings. A concise and comprehensive discussion of personal, institutional, and societal factors is provided and is supported by valid and relevant research conveyed in the students own words.	(16.9-15) Concise analysis of the research in relation to factors affecting the recruitment and retention of registered nurses in diverse aged care settings. A thorough discussion of personal, institutional, and societal factors is provided and is supported by valid and relevant research conveyed in the students own words.	(14.9-11) Mostly concise analysis of the research in relation to factors affecting the recruitment and retention of registered nurses in diverse aged care settings. A mostly concise discussion of personal, institutional, and societal factors is provided and is supported by valid and relevant research conveyed in the students own words.	(12.9-10) Analysis of research in relation to factors affecting the recruitment and retention of registered nurses is provided in diverse aged care settings. There are some gaps in the discussion of personal, institutional, and societal factors and is supported by valid and relevant research conveyed in the students own words.	(9.9-0) There is minimal or no evidence of analysis of the research in relation to factors affecting the recruitment and retention of registered nurses in diverse aged care settings. Discussion of personal, institutional, and societal factors is incorrect or omitted and is not supported by valid and relevant research and/or is not conveyed in the students own words.	

Criteria	(30–25.5)	(25.4–22.4)	(22.3–19.4)	(19.3–15)	(14.9–0)
Culturally responsive approach and standards (30%)	Concise and comprehensive justification of five components required to create a culturally aware, competent inclusive, person-centred framework to meet the needs of older adults and their families in diverse aged care settings. Discussion demonstrates how policy and standards assist in enhancing a competent and inclusive, person-centred framework to meet the needs of older adults and their families and is supported by valid and relevant research conveyed in the students own words.	Concise justification of five components required to create a culturally aware, competent and inclusive, person-centred framework to meet the needs of older adults and their families in diverse aged care settings. Discussion demonstrates how policy and standards assist in enhancing a competent and inclusive, person-centred framework to meet the needs of older adults and their families and is supported by valid and relevant research conveyed in the students own words.	Mostly concise justification of five components required to create a culturally aware, competent and inclusive, person-centred framework to meet the needs of older adults and their families in diverse aged care settings. Discussion demonstrates how policy and standards assist in enhancing a competent and inclusive, person-centred framework to meet the needs of older adults and their families and is supported by valid and relevant research conveyed in the students own words.	There is some justification provided, however is not concise and/or does not include five components required for a culturally aware, competent and inclusive, person-centred framework to meet the needs of older adults and their families in diverse aged care settings. Limited discussion how policy and standards assist in enhancing a competent and inclusive, person-centred framework to meet the needs of older adults and their families and is supported by valid and relevant research conveyed in the students own words.	There is minimal or no justification of how the five components of a culturally aware, competent inclusive, person-centred framework to meet the needs of older adults and their families and how policy and standards assist in enhancing a competent and inclusive, person-centred framework to meet the needs of older adults and their families in diverse aged care settings and is not supported by valid and relevant research and/or is not conveyed in the students own words.

	(10–8.5)	(8.4–7.5)	(7.4–6.5)	(6.4–5)	(4.9–0)
Professional writing and presentation (10%)	Content is students own work, 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 students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. Language of the discipline is frequently used. The assessment is substantiated with 13-14 contemporary peer-reviewed journal articles. Formatting requirements applied with minimal error.	Content is students own work, mostly clear, correct, and presented logically, demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. Language of the discipline is mostly used. The assessment is substantiated with 11-12 contemporary peer-reviewed journal articles. Formatting requirements applied with some error.	Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. Language of the discipline is frequently used. The assessment is substantiated with 9-10 contemporary peer-reviewed journal articles. Formatting requirements applied with moderate error.	Content is not students own work, 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 8 or less contemporary peer-reviewed journal articles. Formatting requirements are inaccurate or not applied.

	(5–4.25)	(4.2–3.8)	(3.75–3.55)	(3.50–2.5)	(2.40–0)
Referencing (5%)	Acknowledges all sources and meets APA (7th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	Acknowledges majority of sources and/or meets APA (7th Edition) referencing standards with 1 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	Acknowledges most sources and/or meets APA (7th Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	Acknowledges sources and/or meets APA (7th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	Multiple sources not acknowledged and/or ≥4 APA (7th Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.

TOTAL

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit your assessment via the Assessment 2 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Evaluate the application of nursing models of care pertinent to the holistic nursing care of the older adult and their families in your healthcare setting.
- Analyse the impact that societal values have on the older adult and their nursing care across diverse care settings.
- Critically discuss evidence-informed clinical, social, and psychosocial care needs of the older adult using contemporary evidence and national standards.
- Construct and justify strategies to enhance a competent, culturally inclusive, person-centred work culture that meets the needs of older adults and their families across diverse care settings.

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