



# HLTH28001 *Advanced Practice Gerontological Nursing 1*

## Term 1 - 2024

Profile information current as at 04/05/2024 12:02 pm

All details in this unit profile for HLTH28001 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

This unit provides you with advanced knowledge of the possible metabolic, biophysical and cognitive effects of ageing on the efficiency of the body systems of older people and the consequential impact of these decreased efficiencies on the older person's health. You will explore the phenomena that commonly impact the health integrity of older people – polypharmacy, infections and falls. You will apply the Registered nurse standards of practice to the person centred nursing care of the older person at risk of these phenomena.

### Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing to undertake 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 - 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. **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 Feedback from a student following a Zoom education session.

**Feedback**

Inviting an industry expert was a useful learning opportunity for a student.

**Recommendation**

Continue to provide opportunities to students that align theory to practice.

#### Feedback from Student feedback.

**Feedback**

Learning about the impact of medication on the body was a useful experience for students with an allied health background.

**Recommendation**

Continue to provide practical examples to assist students in their learning.

## Unit Learning Outcomes

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

1. Analyse the metabolic, biophysical, pathophysiological, and cognitive changes in the older adult that are associated with alterations in health in your healthcare setting.
2. Critically examine contemporary phenomena that impact the health integrity of older adults.
3. Apply the Registered nurse standards of practice to the person-centred nursing care of the older adult to minimise health risks and optimise safe, high-quality healthcare care outcomes in your context of specialty practice.
4. Critically review the nursing care and develop recommendations to minimise common health risks in the older person.

There are no learning outcomes linked to external accreditation for this unit.

## 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 - Written Assessment - 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

HLTH28001

#### Supplementary

##### **Advanced Age Geriatric Care A Comprehensive Guide**

Edition: 1st (2019)

Authors: Nagaratnam, N., Nagaratnam, K., & Cheuk, G.

Springer International Publishing

Cham , Switzerland

ISBN: 978-3-319-96998-5

Binding: eBook

HLTH28001

#### Supplementary

##### **Pharmacological Considerations in Gerontology: A Patient-Centered Guide for Advanced Practice Registered Nurses and Related Health Professions**

Edition: 1st (2020)

Authors: Farinde, F., & Hebdon, M.

Springer Publishing Company

New York , United States of America

ISBN: 978-0-8261-2772-3

Binding: eBook

#### Additional Textbook Information

These books 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)
- 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
Advanced Nursing Practice Across Healthcare Settings.	Complete the readings and activities as outlined in the Module. Review assessment one task information.	<b>Recorded Zoom</b> - Welcome and unit introduction. Located in the 'Introduction Tile'. <b>Activity</b> - 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. <b>Assessments 1 and 2</b> - Review the assessment tasks and make a study plan. <b>Foundations of Academic Integrity Program</b> - complete your annual program. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

### Week 2 - 11 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Interprofessional Communication.	Complete the readings and activities as outlined in the Module. Begin planning and researching assessment one task.	<b>Recorded Zoom</b> - Advanced Nursing Practice across Health Care Settings. Located in Module under 'learning material'. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

### Week 3 - 18 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Advanced Clinical Reasoning.	Complete the readings and activities as outlined in the Module.	<b>Zoom Tutorial</b> - Q & A. Zoom link located in Module. Please see the module for the link and the date and time. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

### Week 4 - 25 Mar 2024

Module/Topic	Chapter	Events and Submissions/Topic
Communicating For Patient Safety.	Complete the readings and activities as outlined in the Module. Continue working on assessment one.	<b>Recorded Zoom</b> - Advanced Clinical Reasoning. Located in Module under 'learning material'. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

### Week 5 - 01 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Advancing Practice.	Complete the readings and activities as outlined in the Module.	<b>Zoom Tutorial</b> - Q & A: Please see the module for the link and the date and time. <b>Announcement and Discussion Boards</b> - Check for posts and updates.
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#### 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
Polypharmacy.	Complete the readings and activities as outlined in the Module. Zoom Tutorial - Q & A: Please see the module for the link and the date and time.	<b>Zoom Tutorial</b> - Q & A: Please see the module for the link and the date and time. <b>Announcement and Discussion Boards</b> - Check for posts and updates.  <b>Written Assessment</b> Due: Week 6 Wednesday (17 Apr 2024) 5:00 pm AEST

#### Week 7 - 22 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Current Perspectives and Future Recommendations for Polypharmacy.	Complete the readings and activities as outlined in the Module. Review assessment 2 task information.	<b>Recorded Zoom</b> - Current Perspectives and Future Recommendations for Polypharmacy. Located in Module under 'learning material'. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

#### Week 8 - 29 Apr 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nutrition and Hydration.	Complete the readings and activities as outlined in the Module. Begin planning and researching for assessment one task.	<b>Zoom Tutorial</b> - Q & A: Please see the module for the link and the date and time. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

#### Week 9 - 06 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Infection and Wound Care.	Complete the readings and activities as outlined in the Module.	<b>Recorded Zoom</b> - Infection & Wound Care. Located in Module under 'learning material'. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

#### Week 10 - 13 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sepsis and Septic Shock.	Complete the readings and activities as outlined in the Module. Continue working on assessment 2 task.	<b>Zoom Tutorial</b> - Q & A: Please see the module for the link and the date and time. <b>Announcement and Discussion Boards</b> - Check for posts and updates.

#### Week 11 - 20 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Shock.

Complete the readings and activities as outlined in the Module.

**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 12 - 27 May 2024

Module/Topic	Chapter	Events and Submissions/Topic
Acute Pain in the Older Adult.	Complete the readings and activities as outlined in the Module.	<b>Zoom Tutorial</b> - Q & A: Bringing it all together. Please see the module for the link and the date and time. <b>Announcement and Discussion Boards</b> - Check for posts and updates.  <b>Written Assessment</b> 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 assessment is for you to critically analyse the effect of a chronic or complex health condition and its management, and advocate for improved healthcare outcomes for an older adult with a chronic health condition.

##### Instructions

Please follow the steps below to write your academic essay and complete the task:

1. Select a resident or patient you have cared for in your clinical practice who has had an exacerbation of one chronic or complex health condition. Gain their consent to undertake a nursing health assessment. Verbal consent is acceptable.
2. Provide a brief introduction outlining the aim of your assessment (approximately 150 words).
3. Perform a comprehensive nursing health assessment on the resident or patient with exacerbation of one chronic or complex health condition whom you have cared for in your clinical practice.
  - a. After gaining consent from your resident/patient, provide the person with a de-identified name, and identify their gender, age, and relevant health conditions.
  - b. Summarise your assessment data that indicates a medical exacerbation of the person's chronic or complex health condition (approximately 300 words).
4. Critically examine contemporary phenomena that impacts the health integrity of the older adult experiencing the chronic or complex health condition including:
  - a. The concerns/impact of the effect of the chronic or complex health condition exacerbation on the older adult's quality of life.
  - b. Current nursing and medical care and treatment of the chronic or complex health condition exacerbation (approximately 700 words).
5. Discuss person-centred nursing care to support improved healthcare outcomes for the chronic or complex health condition exacerbation for the older person:
  - a. Identify member/s of the multidisciplinary healthcare team who you are working with to advocate for improved healthcare outcomes.
  - b. Discuss one principle of the person-centred care approach that you will embed in your daily practice to promote a positive patient experience, for improved health outcomes for the older adult.



- c. Justify your chosen person-centred care principle and discuss how this will facilitate improved health care outcomes for the older adult (approximately 700 words).
6. Use current evidence to support all aspects of this assessment task.
7. Use the following headings to structure your written essay:
- Introduction
  - Comprehensive assessment
  - Effect of chronic health condition
  - Person-centred care approach principle
  - Conclusion.
8. Provide a concise conclusion summarising the main concepts from your assessment (approximately 150 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	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5-100% (10-8.5) The essay 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 essay, and the conclusion succinctly summarises the key points.	74.50-84.49% (8.4-7.5) The essay has a clear introduction and conclusion and is the students own work. The introduction provides good background information and outlines the direction of the essay, and the conclusion summarises most key points.	64.50-74.49% (7.4-6.5) The essay has an adequate introduction and conclusion and is the students own word. The introduction provides some background information and outlines the direction of the essay, and the conclusion summarises some key points.	49.50-64.49% (6.4-5) An essay and conclusion have been attempted and is the students own work. The introduction provides limited background information and an outline of the essay's direction, and the conclusion has a few key points.	<49.5% (4.9-0) The introduction has significant errors and/or omissions of aims and direction of content or the introduction is not the students own work. The logical direction of the essay is unclear. The conclusion does not summarise the assessment or is omitted.	
Nursing assessment (20%)	(20-17) An appropriate chronic or complex health condition was assessed. Concise and comprehensive health assessment data was presented. A comprehensive review of credible literature using relevant, seminal, and/or current evidence was accessed to inform the nursing assessment and impact of the chronic or complex health condition and is conveyed in the student's own words.	(16.9-15) An appropriate chronic or complex health condition was assessed. Appropriate health assessment data was comprehensively presented. A detailed review of predominantly credible literature using relevant, seminal, and/or current evidence was accessed to inform the nursing assessment and impact of the chronic or complex health condition and is conveyed in the student's own words.	(14.9-13) An appropriate chronic or complex health condition was assessed. Mostly appropriate health assessment data was presented. A review of the literature using mostly relevant, seminal, and/or current evidence was accessed to inform the nursing assessment demonstrating the impact of the chronic or complex health condition and is conveyed in the student's own words.	(12.9-10) An appropriate chronic or complex health condition was assessed. Some appropriate health assessment data was presented. Some health assessment data was omitted. An incomplete review of the literature using some relevant and/or current sources of evidence was accessed to inform the nursing assessment and impact of the chronic or complex health condition and is conveyed in the student's own words. Some content was omitted.	(9.9-0) An inappropriate chronic or complex health condition was assessed. Minimal or no appropriate health assessment data was presented. Significant health relevant health assessment data was omitted. Minimal or no relevant evidence was accessed to inform the assessment and impact of the chronic or complex health condition and/or is conveyed in the student's own words. Significant content was omitted.	
Critical appraisal of the effect of the chronic or complex health condition on the older adult (30%)	(30-25.5) Comprehensive discussion of contemporary phenomena impacting the health integrity of the older adult and is supported by valid and relevant research conveyed in the student's own words. Thorough and concise discussion that includes the concerns/impact of the effect of the chronic or complex health condition exacerbation on the older adult's quality of life. Current nursing and medical care and treatment of chronic or complex health condition exacerbation discussed. Evidence was challenged.	(25.4-22.4) Concise discussion of contemporary phenomena impacting the health integrity of the older adult and is supported by valid and relevant research conveyed in the student's own words. Concise discussion that includes the concerns/impact of the effect of the chronic or complex health condition exacerbation on the older adult's quality of life. Current nursing and medical care and treatment of chronic or complex health condition exacerbation discussed. Evidence was challenged.	(22.3-19.4) Mostly concise discussion of contemporary phenomena impacting the health integrity of the older adult and is supported by valid and relevant research conveyed in the student's own words. Mostly concise discussion that includes the concerns/impact of the effect of the chronic or complex health condition exacerbation on the older adult's quality of life. Current nursing and medical care and treatment of chronic or complex health condition exacerbation discussed. Evidence was accepted with some challenges.	(19.3-15) A discussion of contemporary phenomena impacting the health integrity of the older adult and is supported by valid and relevant research conveyed in the student's own words. A discussion that includes the concerns/impact of the effect of the chronic or complex health condition exacerbation on the older adult's quality of life. Current nursing and medical care and treatment of chronic or complex health condition exacerbation discussed. Evidence was accepted with some challenges.	(14.9-0) A minimal or absent discussion of contemporary phenomena impacting the health integrity of the older adult, not supported by valid and relevant research and/or is not conveyed in the student's own words. A discussion that includes the concerns/impact of the effect of the chronic or complex health condition exacerbation on the older adult's quality of life and current nursing and medical care and treatment of the chronic or complex health condition exacerbation was inaccurate or omitted. Evidence was incorrect or not challenged.	

Justification of person-centred care approach (20%)	(20-17) Comprehensive discussion of person-centred nursing care to support improved healthcare outcomes for the chronic or complex health condition exacerbation for the older person was discussed. Appropriate member/s of the multidisciplinary healthcare team thoroughly consulted to advocate for improved healthcare outcomes for the person with a chronic or complex disease is discussed. Discussion of one principle of the person-centred care approach is justified to embed in the daily practice to promote a positive patient experience, for improved health outcomes for the older adult. Evidence was meticulously incorporated in the student's own words.	(16.9-15) Concise discussion of person-centred nursing care to support improved healthcare outcomes for chronic or complex health condition exacerbation for the older person was discussed. Appropriate member/s of the multidisciplinary healthcare team consulted to advocate for improved healthcare outcomes for the person with a chronic or complex disease is discussed. Discussion of one principle of the person-centred care approach is justified to embed in the daily practice to promote a positive patient experience, for improved health outcomes for the older adult. Evidence was challenged and in the student's own words.	(14.9-13) Appropriate discussion of person-centred nursing care to support improved healthcare outcomes for the chronic or complex health condition exacerbation for the older person was discussed. Appropriate member/s of the multidisciplinary healthcare team consulted to advocate for improved healthcare outcomes for the person with a chronic or complex disease is discussed. Discussion of one principle of the person-centred care approach is justified to embed in the daily practice to promote a positive patient experience, for improved health outcomes for the older adult. Evidence was accepted with some challenges and conveyed in the student's own words. (7.4-6.5)	(12.9-10) Appropriate discussion of person-centred nursing care to support improved healthcare outcomes for chronic or complex health condition exacerbation for the older person was attempted. Appropriate member/s of the multidisciplinary healthcare team consulted to advocate for improved healthcare outcomes for the person with a chronic or complex disease was attempted. Discussion of one principle of the person-centred care approach is justified to embed in the daily practice to promote a positive patient experience, for improved health outcomes for the older adult was attempted. Evidence was accepted with minimal challenge and conveyed in the student's own words. (6.4-5)	(9.9-0) Appropriate discussion of person-centred nursing care to support improved healthcare outcomes for chronic or complex health condition exacerbation for the older person was attempted. Appropriate member/s of the multidisciplinary healthcare team consulted to advocate for improved healthcare outcomes for the person with a chronic or complex disease was omitted. Discussion of one principle of the person-centred care approach is justified to embed in the daily practice to promote a positive patient experience, for improved health outcomes for the older adult was inaccurately discussed or omitted. Evidence was incorrect or not challenged and/or not in the student's own words. (4.9-0)
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. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to word count.	(8.4-7.5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to word count.	(7.4-6.5) Content is students own work, mostly clear, correct, and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated with a minimum of 11 or 12 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to word count.	(6.4-5) Content is students own work, frequently clear, correct, and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated with a minimum of 10 or 11 contemporary peer-reviewed journal articles. Formatting requirements applied with 3 errors. Adheres to word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with ≤10 contemporary peer-reviewed journal articles. Formatting requirements applied with ≥4 errors. Deviates +/- 10% of the word count. (4.9-0)
Referencing (10%)	(10-8.5) Acknowledges all sources and meets APA (7 <sup>th</sup> Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4-7.5) Acknowledges majority of sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 1 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4-6.5) Acknowledges most sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(6.4-5.0) Acknowledges sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9-0) Multiple sources not acknowledged and/or ≥4 APA (7 <sup>th</sup> Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.

**TOTAL:**  
Marker's feedback

**MARKER:**

**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**

- Analyse the metabolic, biophysical, pathophysiological, and cognitive changes in the older adult that are associated with alterations in health in your healthcare setting.
- Critically examine contemporary phenomena that impact the health integrity of older adults.
- Apply the Registered nurse standards of practice to the person-centred nursing care of the older adult to minimise health risks and optimise safe, high-quality healthcare care outcomes in your context of specialty practice.
- Critically review the nursing care and develop recommendations to minimise common health risks in the older person.

## 2 Written Assessment

### Assessment Type

Written Assessment

### Task Description

#### Aim

The aim of this assessment is to critically analyse the role of and apply advanced nursing practice using best-practice initiatives, advocacy, person-centred care, and recommendations to improve the healthcare outcomes for an older adult experiencing an exacerbation of a chronic health condition.

#### Instructions

Please follow the steps below to write your academic essay and complete the task:

1. Select a person you have cared for in the last six months who lives with a chronic health condition. You will use this case study to reflect upon your advanced nursing practice. Ensure that you de-identify the person by using a pseudonym. Please state in your introduction that a pseudonym is used.
2. Provide a brief introduction outlining the aim of your assessment (approximately 200 words).
3. Case study - Provide a succinct overview of the older adult's chronic health condition you cared for. Your overview should include their demographic information (de-identified), the exacerbation of the health condition, the clinical care setting that the episode of care occurred in, the person's relevant past medical, surgical, cognitive, and psychosocial history, and how their current chronic health condition impacts on the older adult's quality of life. Identify the chronic health condition your case study presented with during this episode of care (300 words).
4. Provide an overview of the following for your case study's chronic health condition:
  - a. Metabolic, biophysical, pathophysiological, and cognitive changes.
  - b. Risk factors associated with the illness/disease/condition.
  - c. Signs and symptoms of the illness/disease/condition.
  - d. Three potential complications associated with the chronic health condition (600 words).
5. Critically review the nursing care you will provide and develop, discuss, and justify 5 clinical nursing recommendations to minimise the effect of the chronic health condition (700 words). This care needs to be evidence-based.
6. Link your recommendations to two relevant Registered nurse standards of practice and discuss and justify their use in optimising care that is safe, and high quality (800 words).
7. Use current evidence to support all aspects of this assessment task.
8. Use the following headings to structure your written essay:
  - a. Introduction
  - b. Comprehensive nursing assessment
  - c. Effect of chronic health condition
  - d. Recommendations
  - e. Registered Nurse Standards
  - f. Conclusion.
9. Provide a concise conclusion summarising the main concepts from 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 Written Assessment

Student name:

Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
	84.50-100%	74.50-84.49%	64.50-74.49%	49.50-64.49%	<49.5%	

Introduction and conclusion (10%)	(10-8.5) The case study has a clear and succinct introduction and conclusion in the student's own words. The introduction provides excellent background information and outlines the direction of the case study, and the conclusion succinctly summarises the key points.	(8.4-7.5) The case study has a clear introduction and conclusion in the student's own words. The introduction provides good background information and outlines the direction of the case study, and the conclusion summarises most key points.	(7.4-6.5) The case study has an adequate introduction and conclusion in the student's own words. The introduction provides some background information and outlines the direction of the case study, and the conclusion summarises some key points.	(6.4-5) An introduction and conclusion have been attempted in the case study in the student's own words. The introduction provides limited background information and an outline of the case study'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 in the student's own words. The logical direction of the case study is unclear. The conclusion does not summarise the assessment or is omitted.
Case study (10%)	(10-8.5) A clear and detailed overview of the chronic health condition is provided, including the person's demographics, presenting issue/s, the care setting, and the nurse's role. A clear and detailed summary of the person's psychosocial information and their quality of life is provided and is conveyed in the student's own words.	(8.4-7.5) A clear overview of the chronic health condition is provided, including the person's demographics, presenting issue/s, the care setting, and the nurse's role. A clear summary of the person's psychosocial information and their quality of life is provided and is conveyed in the student's own words.	(7.4-6.5) An appropriate overview of the chronic health conditions provided, including the person's demographics, presenting issue/s, the care setting, and the nurse's role. An appropriate summary of the person's psychosocial information and their quality of life is provided and is conveyed in the student's own words.	(6.4-5) An overview of the chronic health condition is provided; however, it is not inclusive of all elements listed in the assessment. A summary of the psychosocial is apparent, but it is not detailed and is conveyed in the student's own words.	(4.9-0) The chronic health condition is unclear or omitted, or a very limited overview of the person is provided. Psychosocial information is missing or is limited and/or overview is not conveyed in the student's own words.
Critical analysis - Metabolic, biophysical, pathophysiology, cognitive changes (20%)	(20-17) Metabolic, biophysical, pathophysiological, and cognitive changes, risk factors, signs and symptoms, and potential complications associated with chronic or complex health condition are comprehensively discussed and is supported by valid and relevant research conveyed in the student's own words.	(16.9-15) Metabolic, biophysical, pathophysiological, and cognitive changes, risk factors, signs and symptoms, and potential complications associated with chronic or complex health condition are discussed with moderate detail and is supported by valid and relevant research conveyed in the student's own words.	(14.9-13) Metabolic, biophysical, pathophysiological, and cognitive changes, risk factors, signs and symptoms, and potential complications associated with chronic or complex health condition are appropriately discussed with some detail and is supported by valid and relevant research conveyed in the student's own words.	(12.9-10) Metabolic, biophysical, pathophysiological, and cognitive changes, risk factors, signs and symptoms, and potential complications associated with chronic or complex health condition are presented, however lack detailed discussion and is supported by valid and relevant research conveyed in the student's own words.	(9.9-0) Metabolic, biophysical, pathophysiological, and cognitive changes, risk factors, signs and symptoms, and potential complications associated with chronic or complex health condition have limited discussion or inaccurate discussion or are omitted from discussion and is supported by valid and relevant research conveyed in the student's own words.
Critical analysis -Nursing Care (20%)	(20-17) A comprehensive review of the nursing care to be provided is discussed and is supported by valid and relevant research conveyed in the student's own words. A thorough and concise discussion and justification of 5 evidenced-based clinical nursing recommendations to minimise the effect of the chronic or chronic health condition is presented. Evidence was challenged.	(16.9-15) A concise review of the nursing care to be provided is discussed and is supported by valid and relevant research conveyed in the student's own words. A concise discussion and justification of 5 evidence-based clinical nursing recommendations to minimise the effect of the chronic or chronic health condition is presented. Evidence was challenged.	(14.9-13) An appropriate review of the nursing care to be provided is discussed and is supported by valid and relevant research conveyed in the student's own words. An appropriate justification of 5 evidenced-based clinical nursing recommendations to minimise the effect of the chronic or chronic health condition is presented. Evidence was accepted with some challenges.	(12.9-10) A limited review of the nursing care to be provided is discussed and is supported by valid and relevant research conveyed in the student's own words. An appropriate justification of 5 evidenced-based clinical nursing recommendations to minimise the effect of the chronic or chronic health condition is presented. Evidence was accepted with some challenges.	(9.9-0) A very limited review of the nursing care to be provided is discussed and is not supported by valid and relevant research and/or is not conveyed in the student's own words. Minimal justification of 5 evidenced-based clinical nursing recommendations to minimise the effect of the chronic or chronic health condition is presented or they are omitted. Evidence was incorrect or not challenged.

Critical analysis - Registered Nurse Standards (20%)	(20-17) The nursing care of the patient with a chronic or complex illness is comprehensively discussed linking the identified recommendations back to two relevant Registered nurse standards of practice. A thorough and concise discussion and justification are presented for their use in optimising care that is safe, and high-quality, and is supported by valid and relevant research conveyed in the student's own words.	(16.9-15) The nursing care of the patient with a chronic or complex illness is concisely discussed linking the identified recommendations back to two relevant Registered nurse standards of practice. A concise discussion and justification are presented for their use in optimising care that is safe, and high-quality and is supported by valid and relevant research conveyed in the student's own words.	(14.9-13) The nursing care of the patient with a chronic or complex illness is appropriately discussed linking the identified recommendations back to two relevant Registered nurse standards of practice. An appropriate discussion and justification are presented for their use in optimising care that is safe, and high-quality and is supported by valid and relevant research conveyed in the student's own words.	(12.9-10) A limited discussion is presented about the nursing care of the patient with a chronic or complex illness. Limited discussion links the identified recommendations back to two relevant Registered nurse standards of practice and is supported by valid and relevant research conveyed in the student's own words.	(9.9-0) A very limited discussion is presented about the nursing care of the patient with a chronic or complex illness. Minimal discussion links the identified recommendations back to two relevant Registered nurse standards of practice or they are omitted. Discussion is not supported by valid and relevant research and/or is not conveyed 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. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15, appropriate contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to word count.	(8.4-7.5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated with a minimum of 13 or 14 appropriate contemporary peer-reviewed journal articles. Formatting requirements applied with 1 error. Adheres to word count.	(7.4-6.5) Content is students own work, mostly clear, correct and presented in a logical order demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The Language of the discipline is mostly used. The assessment is substantiated with a minimum of 11 or 12 appropriate contemporary peer reviewed journal articles. Formatting requirements applied with 2 errors. Adheres to word count.	(6.4-5) Content is students own work, frequently clear, correct and presented in a logical order demonstrating a reasonable understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The Language of the discipline is used. The assessment is substantiated with a minimum of 10 or 11 contemporary peer reviewed mostly appropriate journal articles. Formatting requirements applied with 3 errors. Adheres to word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and is disorganised demonstrating insufficient understanding of the topic. English grammar, spelling and punctuation conventions have $\geq 4$ errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated with $\leq 10$ contemporary peer reviewed, appropriate journal articles. Formatting requirements applied with $\geq 4$ errors. Deviates +/- 10% of the word count.
Referencing (10%)	(10-8.5) Acknowledges all sources and meets APA (7 <sup>th</sup> Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(8.4-7.5) Acknowledges majority of sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 1 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(7.4-6.5) Acknowledges most sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(6.4-5.0) Acknowledges sources and/or meets APA (7 <sup>th</sup> Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.9-0) Multiple sources not acknowledged and/or $\geq 4$ APA (7 <sup>th</sup> Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.
<b>TOTAL:</b>				<b>MARKER:</b>	
<b>Marker's feedback:</b>					

## 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

- Analyse the metabolic, biophysical, pathophysiological, and cognitive changes in the older adult that are associated with alterations in health in your healthcare setting.
- Critically examine contemporary phenomena that impact the health integrity of older adults.
- Apply the Registered nurse standards of practice to the person-centred nursing care of the older adult to minimise health risks and optimise safe, high-quality healthcare care outcomes in your context of specialty practice.
- Critically review the nursing care and develop recommendations to minimise common health risks in the older person.

## 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