NURS11157 *Lifespan Approach to Health and Wellness for Nursing*

Term 2 - 2018

Profile information current as at 12/10/2024 04:52 pm

All details in this unit profile for NURS11157 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 adopts a lifespan approach to introduce you to a variety of developmental theories including biological, psychological and social elements. Illness prevention and health promotion models relevant to registered nurses are also examined. You will have the opportunity to critically analyse and apply these theoretical concepts through interaction with peers and others through a variety of mediums.

Details

Career Level: *Undergraduate*
Unit Level: *Level 1*
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 CQ23.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2018

- Bundaberg
- Distance
- Rockhampton

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 Undergraduate 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. **Practical and Written Assessment**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

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 Email Have Your Say survey Direct comments from students in the sessions

Feedback
Interactive workshops (taking the form of online sessions via zoom. An open forum for students participate in a real time

tutorial).

Recommendation
Recommendation: Retain this feature. Rationale: This enhancement was introduced in 2017 and has become a regular feature within this unit. It enhances the learning journey of the student especially distance students who may be feeling isolated and detached due to reduced opportunities to interact in a face to face manner.

Feedback from Email Have Your Say Survey Student comments during the live sessions Poll of students after the session.

Feedback
Interactive sessions addressing the written assessments.

Recommendation
Recommendation: Retain these on-line real-time sessions. Rationale: Using parallel teaching methods, a case study was analysed using the same methods students were encouraged to adopt when preparing and writing up their assignment. This enabled students to progressively write their assignment at the same time they were encountering the theoretical components.

Feedback from Email Have Your Say survey

Feedback
Co-ordinator on line sesions

Recommendation
Recommendation: Retain this availability Rationale: Although coordinators have a high online presence within this unit, students do find posting to the forum a challenge(particularly first-year first term students). The coordinator online sessions provide students with the opportunity to "drop in" and ask their question. Some students indicated that they appreciated this option as it gave them confidence in their coordinators as they were able to answer "any question on the spot" and this indicated that the coordinators "knew their material" and it also was a great source of feedback that the student was "on the right track"

Feedback from Have Your Say survey Email Tutorial feedback

Feedback
Quizzes- presented as five items spread throughout the unit with a weighting of 10% each

Recommendation
Recommendation: Continue with this presentation of quizzes. Rationale: The provision of smaller items of assessment spread throughout the unit gives students the opportunity to obtain progressive and instant feedback on their understanding of the theoretical material. Each quiz scaffolds to the written assessment (which is encouraged to be undertaken in a progressive fashion) and therefore the quiz questions cue the student to core concepts that should be considered when writing the final assignment. Students also indicated that a number of smaller quizzes also assisted in improving their confidence as they were able to monitor their progress readily.

Feedback from Have Your Say survey Comments during the interactive sessions

Feedback
Multiple forums for specific questions: Essay forum, Quiz forum, Moodle discussion forum.

Recommendation
Recommendation: Continue with this format style Rationale: Being a large unit, having specific areas where students would easily obtain information and ask questions was more manageable than one Question and Answer forum. Students made these comments in comparison with their experience in other units.

Feedback from Have Your Say survey Comments during coordinator on line sessions

Feedback
Weekly stimulus challenge question in the discussion forum

Recommendation
Recommendation: Continue with this weekly challenge Rationale: By posing a weekly challenge question, students were more confident in focusing on a theory, term or concept to write about. These questions were designed to have the student relate theory to life experiences and everyday situations. The outcome was improved confidence in applying theories and concepts to real life and promoted self-reflection.

Feedback from Have Your Say survey

Feedback
The prescribed text.: It is condidered an excellent resource however does not follow the unit structure in exact sequence

Recommendation
Recommendation: Retain the current textbook and continue to highlight the chapter headings for each module. These are already included in the "Read" activity, however, more emphasis could be made. Rationale: Feedback indicates it is user-friendly and relates to the Australian situation giving a good mix of theory, case studies and small self-assessment questions. The unit structure has changed slightly and does not follow the chapter sequence of the textbook. Weekly chapter readings are provided for the student and each chapter of the textbook is covered over the teaching term.

Feedback from Have Your Say survey Comments from students during interactive sessions Peer review

Feedback
Unit Moodle site format is one of the easiest to navigate

Recommendation
NURS11157 was part of a research project for embedding enhanced e-learning tools. Progressive enhancements made as a result of this and those planned for the future terms should continue to see more improvement to make online delivery, particularly for large units more engaging and enhance student outcomes.

Feedback from Have Your Say Comments from students during sessions

Feedback
Presenting from different locations and on-campus coordinator visits

Recommendation
Recommendation: Retain and enhance delivery of "in person" contact. Rationale: In 2018, a trial was made of presenting workshops from different campuses. Students (distance and internal) were invited to come to the campus to attend the session and have time to discuss aspects of the unit with coordinators. This proved an invaluable experience for the students and feedback indicated they felt more connected as members of the university.

Feedback from Have Your Say survey

Feedback
Some students experienced an issue with volume of some resources.

Recommendation
ITD has advised prior to each term that the sound volume is adequate. while there are some issues with MP4 files stored in the "ongoing" library, the move to the new ECHO platform should address this system-wide situation. However, other comments on exemplary aspects included the Zooms and enhanced recordings complete with notes and highlights.

Feedback from Have Your Say survey

Feedback
Issues related to download of learning materials and some students experienced difficulty.

Recommendation
NURS11157 is a large cohort. The library provides a limited number of downloads of chapters of the prescribed text. The unit profile indicates students must have ongoing access to the prescribed text and should NOT rely on access via the electronic version due to license limits. All other learning materials, such as the worksheets, are provided in PDF and a word document version is also available so students do not need to print this resource as it can be saved directly to their desktop for completion.

Unit Learning Outcomes

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

1. Connect lifespan developmental theories to the nursing care of individuals and families.
2. Within a nursing context apply lifespan developmental theories to inform strategies for health promotion and illness prevention to support individuals and families.
3. Use the principles of cultural awareness to develop strategies to communicate effectively with individuals and families.

The Learning outcomes are linked to the Australian Nursing & Midwifery Accreditation Council (ANMAC) Standards for registered nurses and the Nursing and Midwifery Board of Australia (NMBA) registered nurse practice.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

— 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
1 - Practical and Written Assessment - 50%	•	•	•
2 - Written Assessment - 50%	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes		
	1	2	3
1 - Communication	•	•	•
2 - Problem Solving	•	•	•
3 - Critical Thinking	•	•	•
4 - Information Literacy	•	•	
5 - Team Work			
6 - Information Technology Competence	•	•	
7 - Cross Cultural Competence	•	•	•
8 - Ethical practice	•	•	•
9 - Social Innovation			
10 - Aboriginal and Torres Strait Islander Cultures			

Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Practical and Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Written Assessment - 50%	•	•	•	•		•	•	•		

Textbooks and Resources

Textbooks

NURS11157

Prescribed

Health and Human Behaviour
Edition: 3rd edn (2012)
Authors: Jones, K & Creedy, D
Oxford University Press
South Melbourne , VIC , Australia
ISBN: 9780195577259
Binding: Paperback

Additional Textbook Information
Students require ongoing access to this text for the entire unit. All Quizzes relate to material from the prescribed edition. Please ensure you have the correct edition of this text. An e-version of this text is also available.

View textbooks at the CQUniversity Bookshop

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

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Schedule

Week 1 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
The Big Picture: What is Health?	1	

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Models of care provision, reactions and impacts	4, 5 & 6	

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic

Socialisation, influence & inequalities	7, 8, 9 & 14	

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Childhood stage of the lifespan	2 ALL (Special focus on pp. 20-29) 4 (p. 58) Revisit	

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Adolescence stage of the life span	2 (pp. 30-39) Revisit 10	Week 5: ASSESSMENT: Quiz A (textbook readings from weeks 1-2) (chapters 1, 4, 5 & 6) OPENS 6th AUGUST 18 CLOSES 12th AUGUST 18

Vacation Week - 13 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
VACATION WEEK		

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction Young adulthood	3 & 4 Revisit Specific focus: Emotional intelligence Ch.2 (p. 29) Revisit Fluid intelligence Ch. 3 (p. 38) Crystallised intelligence Ch. 3 (p. 39) Risky behaviours Ch. 4 (pp. 54-58; 94-98) Revisit	

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Middle Adulthood	3 (pp. 35- 39) Revisit	Week 7: ASSESSMENT: Quiz B (textbook readings from week 3) (chapters 7, 8, 9 & 14) OPENS 27th August CLOSES 2nd September

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to Older Adults	3 (pp. 39-47) Revisit	

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Understanding pain, stress, trauma & coping	4 (Revisit), 11, 12 & 13	Week 9: ASSESSMENT: Quiz C (textbook readings from weeks 4, 5 & 6) (chapters 2, 10 & 3) OPENS 10th September 18 CLOSES 16th September 18

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic

Health promotion and Illness prevention	16	Week 10: ASSESSMENT: Quiz D (textbook readings from weeks 7,8,9 & 10) (chapters 11, 12, 13 & 16) OPENS 17th September 18 CLOSES 23rd September 18

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Health literacy & inequalities	15	**Written Assessment : Essay** Due: Week 11 Monday (24 Sept 2018) 4:00 pm AEST

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
Reflections, self-care & wellness	15 (p. 277) Revisit 5 (pp. 81-83) Revisit	Week 12: ASSESSMENT: Quiz E (textbook readings from weeks 1-11) (chapters 1-16) OPENS 1st October 18 **CLOSES** 7th October 18

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		NO EXAMS are set for this Unit

Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
There is NO examination scheduled for this unit		Please ensure you have completed the HAVE YOUR SAY survey

Term Specific Information

Students are required to have ongoing access to the prescribed/set textbook for this unit. All progressive assessment items relate to the prescribed/set textbook.

Assessment Tasks

1 Progressive on-line assessment

Assessment Type
Practical and Written Assessment

Task Description
Details

This is an INDIVIDUAL assessment task

·There are 20 questions per quiz.
·There is a ONE HOUR TIME LIMIT per quiz and students will have only ONE attempt at each quiz.
·Each Quiz has a weighting of 10% making a total weighting of 50%.
·All questions relate to the material covered in the prescribed text.
·Questions will require an understanding of terms and concepts and the ability to critically analyse and apply the theoretical concepts to scenario situations.

·This is an OPEN BOOK assessment.

Assessment Due Date

Quiz A (week 5) Quiz B (week 7) Quiz C (week 9) Quiz D (week 10). Quiz E (week 12).

Return Date to Students

Quizzes: Immediate indication of the number of correct responses will be available via Moodle. In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional, and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees. No examination marks will be released until after the process of moderation and certification of grades. All confirmed assessment marks, including final assessment and examination marks, will be made available to students after final grades have been published.

Weighting
50%

Assessment Criteria
Assessment Criteria
Week 5: Quiz A (textbook readings from weeks 1-2) (chapters 1, 4, 5 & 6)
OPENS: 06 AUG 18 CLOSES: 12 AUG18
Week 7: Quiz B (textbook readings from week 3) (chapters 7, 8, 9 & 14)
OPENS: 27 AUG18 **CLOSES:** 02 SEPT 18
Week 9: Quiz C (textbook readings from weeks 4, 5 & 6) (chapters 2, 10 & 3)
OPENS: 10 SEPT 18 CLOSES: 16 SEPT 18
Week 10: Quiz D (textbook readings from weeks 7, 8, 9 & 10) (chapters 11, 12, 13 & 16)
OPENS: 17 SEPT 18 CLOSES: 23 SEPT 18
Week 12: Quiz E (textbook readings from weeks 1-11) (chapters 1-16)
OPENS: 01 OCT 18 CLOSES: 07 OCT 18

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Quizzes are accessed through the unit Moodle site for NURS11157. You MUST complete the quiz in ONE session - you cannot save and return to the quiz once the time limit expires.

assessmentOutcome

- Connect lifespan developmental theories to the nursing care of individuals and families.
- Within a nursing context apply lifespan developmental theories to inform strategies for health promotion and illness prevention to support individuals and families.
- Use the principles of cultural awareness to develop strategies to communicate effectively with individuals and families.

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- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

2 Written Assessment : Essay

Assessment Type
Written Assessment

Task Description

Length:	2000 words

Details: Please see the Unit Moodle site for the detailed scenario information. ONE scenario is to be selected from options available.

This is an INDIVIDUAL assessment task. This assessment task requires students to compose an essay using information from the scenarios provided. Students select ONE of four scenarios (located on the unit Moodle site). You are required to position yourself as the nurse. Using theory, terms and concepts encountered throughout NURS11157, explain the bio-psycho-social-spiritual and cultural contexts of the participants involved. Demonstrate the considerations that are required in planning care.

The essay - MUST include:

- title/cover page
- abstract
- table of contents
- introduction
- discussion
- conclusion
- reference list

The case study is divided into parts and students are encouraged to use headings throughout the paper to provide structure- the Discussion Sections may be used as a heading.

Discussion Sections	Suggested topic areas to be considered may include:
Introduction to the client	*Explore the main person using a lifespan approach. Identify the health concern. What Model of Health requires consideration in planning nursing care?*
Factors affecting health decisions and behaviour	*Explore how the participants' health decisions are made within complex social environments. Consider the impacts of social influences, inequalities and culture.*
Psycho-physiological aspects of health	*In relation to the person's stage of the lifespan, explore the relationship between emotions and health, stress and stress management. Identify types of responses that are evident in relation to the participants.*
Prevention of illness and promotion of health	*Illness prevention and health promotion impacts - propose an intervention to benefits your participants' situation with consideration to their stage of the lifespan and health literacy.*

Assessment Due Date

Week 11 Monday (24 Sept 2018) 4:00 pm AEST

Return Date to Students

In accordance with policy: Any marks and/or grades for assessments released to students prior to Certification of Grades are provisional, and are subject to moderation and confirmation through the relevant Program and Divisional Assessment Committees. No examination marks will be released until after the process of moderation and certification of grades. All confirmed assessment marks, including final assessment and examination marks, will be made available to students after final grades have been published.

Weighting

50%

Assessment Criteria

HD	D	C	P	F	Marks
Structure -15%					
Excellent presentation of assignment with inclusion of all correct components, double line spaced, 12 point font, page numbers, title page, well-structured academic abstract and a contents page. Consistently accurate with spelling, grammar and paragraph structure.	Well-presented assignment, double line spaced, 12 point font, page numbers, title page, concise abstract and a contents page, 1 or 2 error in spelling, grammar or paragraph structure.	Well-presented assignment, double line spaced, 12 point font, page numbers, title page, abstract and a contents page, 3 or 4 consistent errors with spelling, grammar or paragraph structure	Adequate assignment presentation, double line spaced with 12 point font. No abstract or contents page included or page numbers, title page, 4 to 7 consistent errors with spelling, grammar or paragraph structure.	Poorly presented assignment.Double line spacing, page numbers or 12 pt font not used. no abstract, table of content. Many inaccuracies in spelling, grammar or paragraph structure. Numbered sections. Report style used rather than essay format.	
Clear and succinct introduction that introduces the topic and outlines the direction of the paper. Clear and succinct conclusion that provides closure to the topic and outlines final direction of the paper.	Clear and appropriate introduction that introduces the topic and outlines the direction of the paper. Clear and appropriate closure to the topic and outlines the final direction of the paper.	Appropriate introduction that introduces the topic and outlines the direction of the paper. Appropriate conclusion to the topic and somewhat outlines the final direction of the paper.	Introduction is apparent although consists only of a list of the contents of the paper. Topic not clearly introduced. Conclusion is apparent although consists of only a brief closure of the topic. Topic not clearly concluded.	No recognizable introduction— the topic is not introduced and/or there is no direction offered in respect of the paper. No recognizable conclusion or the conclusion content is not reflective of the discussion.	
Organisation and structure is clear and easy to follow. Well-developed paraphrased definitions are provided. Discussion is exceptionally well linked to supporting literature.	Organisation and structure is clear. Paraphrased definitions are provided. Supporting literature is used appropriately to support discussion.	Organisation and structure is appropriate. Definitions are provided and demonstrate efforts to paraphrase. Minimal omissions in links to supporting literature.	Organisation and structure allows misinterpretation of the meaning of the content. Definitions are frequently omitted or presented only as direct quotes and not fully explained. Frequent omissions in links to supporting literature leaving the discussion unsupported.	Organisation and structure detract from the meaning of the content. There is a lack of cohesion. Little to no links to supporting literature.	
Approach and Argument (70%)					
Content is clearly relevant to the topic. The approach comprehensively links the theory, terms and concepts from the course to the selected scenario and the discussion proceeds logically.	Content is relevant to the topic. The approach links the theory, terms and concepts from the course to the selected scenario and the discussion proceeds logically.	Content is appropriate. The approach links the theory, terms and concepts from the course to the selected scenario and the discussion for the most part proceeds logically.	Content make an attempt to link theory, terms and concept from the course to the selected scenario although the argument is at times repetitive or lacks cohesion.	Content does not address all aspects of the assessment task. Inadequate linking of theory, terms and concepts from the course to the selected scenario. Little or no discernible critical thought is evident.	
Comprehensively includes a detailed discussion of introduction to the client and model of health, factors affecting health decisions and behaviour, psycho-physiological- social aspects of health, prevention of illness and promotion of health with clear, coherent and convincing critical thought displayed.	Extensively includes a thorough discussion of introduction to the client and models of health, factors affecting health decisions and behaviour, psycho-physiological-social aspects of health, prevention of illness and promotion of health with well-developed critical thought evident.	Generally includes a reasonable discussion of introduction to the client and models of health, factors affecting health decisions and behaviour psycho-physiological- social aspects of health, prevention of illness and promotion of health with emerging critical thought developed and presented.	Demonstrates a limited discussion of introduction to the client and models of health, factors affecting health decisions and behaviour, psycho-physiological- social aspects of health, prevention of illness and promotion of health with some perceptible critical thought.	Not able to provide a discussion of introduction to the client, model of health factors affecting health decisions and behaviour, psycho-physiological- social aspects of health, prevention of illness and promotion of health.	
Referencing - 15%					

Consistently accurate with in-text referencing to support and reflect all ideas, factual information and quotations.	1 or 2 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 consistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	3 or 4 inconsistent in-text referencing errors identified to support and reflect all ideas, factual information and quotations.	Referencing is not consistent with APA style. Many inaccuracies with in-text referencing to support and reflect all ideas, factual information and quotations.	
A minimum of 10 up-to-date using a variety of up-to-date journal articles as well as relevant books and web sites.	A minimum of 9 references using a variety of journal articles as well as relevant books and web sites.	A minimum of 8 references used including journal articles as well as relevant books and web sites.	A minimum of 7 references used including journal articles as well as relevant books and web sites.	The required number of 7 references not used journal articles not sourced. Relevant web sites not used.	
Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA style.	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA style.	Reference list appears in no alphabetical order and does not adhere to reference list presentation guidelines APA style.	
				Total Marks	/100

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
Students will upload this assessment item via the unit moodle site.

assessmentOutcome

- Connect lifespan developmental theories to the nursing care of individuals and families.
- Within a nursing context apply lifespan developmental theories to inform strategies for health promotion and illness prevention to support individuals and families.
- Use the principles of cultural awareness to develop strategies to communicate effectively with individuals and families.

assessmentGradAttribute

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

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