NURS11169 *Health Across Life Stages*

Term 2 - 2021

Profile information current as at 12/10/2024 12:17 pm

All details in this unit profile for NURS11169 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.

Corrections

Unit Profile Correction added on 29-07-21

To achieve a passing grade for the unit, you are required to pass **each** assessment piece. If you do not pass the required assessment items, you will have an opportunity to reattempt. If you are required to reattempt you can only achieve a maximum of 50% of the available marks for the reattempted assessment.

General Information

Overview

In this unit, you will study the stages and milestones of the lifespan and consider the implications of life stages on health and end of life experiences. The uniqueness of people's experience as they reach milestones will be considered in developing person-centred care. You will have the opportunity to reflect on end of life experiences and the impact this may have on the person, their significant others and yourself as a nurse.

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

There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

Offerings For Term 2 - 2021

- Online
- 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. **Online Quiz(zes)**
Weighting: 20%
2. **Reflective Practice Assignment**
Weighting: 40%
3. **Case Study**
Weighting: 40%

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.

Unit Learning Outcomes

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

1. Describe the stages and milestones of the lifespan
2. Identify broad health challenges that may be associated with people at a particular life stage and consider individual differences to be able to ensure person-centred care
3. Discuss individual circumstances that could impact on health outcomes and the provision of care to individuals such as those who may be homeless, identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning (LGBTIQQ), those impacted by domestic and/or family violence, drug/alcohol use, or disability, those from a Culturally and Linguistically Diverse (CALD) background, religion, refugees or other displaced persons
4. Describe the impact of life stage on end of life experiences on a person, their significant others and yourself as a nurse.

Content in this unit incorporates a number of professional nursing requirements
Nursing and Midwifery Board of Australia Registered Nurse Standards for Practice
Thinks critically and analyses nursing practice
Maintains the capability for practice
Develops a plan for nursing practice
Provides safe, appropriate and responsive quality nursing practice
Evaluates outcomes to inform nursing practice
Nursing and Midwifery Board of Australia Nursing Code of Conduct
Legal compliance
Person-centred practice
Cultural practice and respectful relationships
Professional behaviour
Research in health
Health and wellbeing
International Council of Nursing Code of Ethics for Nursing
Nurses and People
Nurses and Practice
Nurses and the Profession
Nurses and co-workers
National Safety and Quality Health Service Standards
Partnering with consumers
Comprehensive care
Communicating for safety
Patient Safety Competency Framework
Person-centred care
Therapeutic communication
Cultural competence
Teamwork and collaborative practice
Clinical reasoning
Evidence-based practice
Preventing, minimising and responding to adverse events
Infection prevention and control
Medication safety
Aged Care Quality Standards
Consumer dignity and choice
Ongoing assessment and planning with consumers
Personal care and clinical care
Services and supports for daily living
Organisation’s service environment

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	4
1 - Online Quiz(zes) - 20%	•			
2 - Reflective Practice Assignment - 40%			•	•
3 - Case Study - 40%		•	•	

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Online Quiz(zes) - 20%			•			•				
2 - Reflective Practice Assignment - 40%			•				•	•		
3 - Case Study - 40%			•				•	•		

Textbooks and Resources

Textbooks

NURS11169

Prescribed

Kozier & Erb's Fundamentals of Nursing
Edition: 5th (2020)
Authors: Berman, A., Frandsen, G., Snyder, S., Levett-Jones, T. & Burston, A.
Pearson Australia
Melbourne , Victoria , Australia
ISBN: 9781488626593
Binding: eBook

Additional Textbook Information
The prescribed text can be accessed online in the CQU library. This is free of charge. If you prefer to study with your own copy, you can purchase either paper or eBook at the CQUni Bookshop here: http://bookshop.cqu.edu.au (search on the Unit code).

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Ellie Cutmore Unit Coordinator
e.cutmore@cqu.edu.au
Abi Ford Unit Coordinator
a.ford@cqu.edu.au

Schedule

Week 1 - 12 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Growth & development Babies, toddlers, and children	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 1 tutorial (Rockhampton campus/online)

Week 2 - 19 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic
Adolescents and young adults	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 2 tutorial (Rockhampton campus/online)

Week 3 - 26 Jul 2021

Module/Topic	Chapter	Events and Submissions/Topic

Pregnancy and families	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 3 tutorial (Rockhampton campus/online) **Assessment 1: Quiz 1A (10%)** Opens 9am AEST Monday 26th July 2021, closes 4pm AEST Friday 30th July 2021.

Week 4 - 02 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Women's and Men's health	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 4 tutorial (Rockhampton campus/online)

Week 5 - 09 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Older adults' health	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 5 tutorial (Rockhampton campus/online)

Vacation Week - 16 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 23 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
End of life health	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 6 tutorial (Rockhampton campus/online) **Assessment 1: Quiz 1B (10%)** Opens 9am AEST Monday 23rd August 2021, closes 4pm AEST Friday 27th August 2021.

Week 7 - 30 Aug 2021

Module/Topic	Chapter	Events and Submissions/Topic
Individual circumstances	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 7 tutorial (Rockhampton campus/online)

Week 8 - 06 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Culture and religion	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 8 tutorial (Rockhampton campus/online) **Reflective Practice Assignment** Due: Week 8 Friday (10 Sept 2021) 5:00 pm AEST

Week 9 - 13 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning (LGBTIQQ)	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 9 tutorial (Rockhampton campus/online)

Week 10 - 20 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Domestic and family violence	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 10 tutorial (Rockhampton campus/online)

Week 11 - 27 Sep 2021

Module/Topic	Chapter	Events and Submissions/Topic
Homelessness, refugees and displaced persons	Please refer to NURS11169 Moodle site for this week's learning activities.	Week 11 tutorial (Rockhampton campus/online)

Week 12 - 04 Oct 2021

Module/Topic	Chapter	Events and Submissions/Topic

		Week 12 tutorial (Rockhampton campus/online)
Intellectual and physical disability	Please refer to NURS11169 Moodle site for this week's learning activities.	**Case Study** Due: Week 12 Wednesday (6 Oct 2021) 5:00 pm AEST
Review/Exam Week - 11 Oct 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Exam Week - 18 Oct 2021		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Online quizzes

Assessment Type
Online Quiz(zes)

Task Description
Assessment 1 – Online quizzes
Type: Online quizzes
Due date:

· Quiz 1A - 9am AEST Monday 26th July to 4pm AEST Friday 30th July (Week 3).

· Quiz 1B - 9am AEST Monday 23rd August to 4pm AEST Friday 27th August (Week 6).
Weighting: 20% (Quiz 1A 10%, Quiz 1B 10%)
Length: Each quiz will consist of 20 questions. Students will have 30 minutes to complete each quiz.

Learning Outcomes Assessed

1. Describe the stages and milestones of the lifespan.

Aim

The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and understanding of the stages and milestones of the lifespan.

Instructions

· You will be attempting **two** online quizzes.
  o **Quiz 1A** (10%) - will assess your knowledge and understanding of materials covered in weeks 1 and 2. This quiz will consist of 20 questions. Each question is worth 0.5 marks.
  o **Quiz 1B** (10%) - will assess your knowledge and understanding of materials covered in weeks 3, 4 and 5. This quiz will consist of 20 questions. Each question is worth 0.5 marks.
· This is an open book assessment. You can refer to your learning materials at any time during your attempt.
· You have a maximum of 30 minutes to complete each attempt at the quiz. The quiz will automatically close at the end of 30 minutes and will submit your result even if you have not finished.
· Once you have commenced your quiz, you cannot log out. Please do not refresh or reload your screen as this may close your quiz and record your result.
· For any technical issues please contact TASAC by phone - (toll free) 1300 666 620. Please take a screenshot or photo of the technical issue. If the issue affects your ability to complete your attempt, please also notify your Unit Coordinator.
· You can have a maximum of two attempts for each quiz. The highest result will be recorded as your grade.

Requirements

Please ensure that you access each quiz during the following timeframes. Instructions on how to access each quiz can be found under Assessment 1 on the Moodle site.

· Quiz 1A (10%)

o Opens at 9am AEST Monday 26th July 2021 and closes at 4pm AEST Friday 30th July (Week 3).

· Quiz 1B (10%)

o Opens at 9am AEST Monday 23rd August 2021 and closes at 4pm AEST Friday 27th August (Week 6).

You will also need:

· Computer access with reliable internet connection.

· Your learning materials available to access during the quiz.

Submission

· You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.

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

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date

Quiz 1A: closes 4pm AEST Friday 30th July 2021 (week 3); Quiz 1B: closes 4pm AEST Friday 27th August 2021 (week 6).

Return Date to Students

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

Weighting
20%

Assessment Criteria
No Assessment Criteria

Referencing Style

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

Submission
Online

assessmentOutcome

- Describe the stages and milestones of the lifespan

assessmentGradAttribute

- Critical Thinking
- Information Technology Competence

2 Reflective Practice Assignment

Assessment Type
Reflective Practice Assignment

Task Description
Assessment 2 – Reflective Practice Assignment
Type: Written assessment

Due date**:** 5 pm (AEST) Friday 10th September 2021 (Week 8)
Weighting: 40%
Length: 2000 words +/- 10% (≥ 1800 and ≤ 2200 words) excluding references

Learning Outcomes Assessed

3. Discuss individual circumstances that could impact on health outcomes and the provision of care to individuals such as those who may be homeless, identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning (LGBTIQQ), those impacted by domestic and/or family violence, drug/alcohol use, disability, those from a Culturally and Linguistically Diverse (CALD) background, religion, refugees or other displaced persons.
4. Describe the impact of life stage on end of life experiences on a person, their significant others and yourself as a nurse.

Aim

The aim of this assessment is to demonstrate your understanding of the impact of individual circumstances and life stage on health outcomes and end of life experiences for an individual, their significant others and yourself as a nurse.

Instructions

View the following two videos in the Assessment tile on the NURS11169 Moodle site.

· 'Meet Claire, Finding Beauty in the Sadness | My Last Days' (31:52)
· 'Claire | The Documentary' (from 30:40 to 35:00)

You then need to answer the following questions:

1. Identify three (3) unique circumstances for Claire.
   · Discuss how these circumstances may impact on Claire's health outcomes?
   · Discuss how these circumstances may impact on your provision of nursing care to Claire?
2. Identify the life stage that Claire is in. Explain the impact that this life stage could have on end-of-life experiences for:
   · Claire
   · Her significant others (e.g., parents, sister, friends – *choose one*)
   · The nurses caring for Claire

3. Claire died as a result of an ischaemic stroke following her lung transplant. Do you think this was a 'good' death or a 'bad' death? Explain your answer.
4. Reflect on what you have learned from Claire's story. Describe how it may impact your nursing practice. Use Borton's reflective model (adapted by Rolfe and colleagues (2001)) to structure your response.

Literature and references

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

Requirements

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on each page in a footer.
· Use the headings provided for each question.
· An introduction and conclusion are not required for this assessment.
· Write in the third-person perspective for your responses to questions 1, 2 and 3.
· You may write in the first-person perspective for the reflection (question 4) only.
· Use formal academic language.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
· The word count is considered from the first word of your response to question 1 to the last word of your response to question 4. The word count excludes the cover page and reference list but includes in-text references and direct quotations.

Resources

· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
· You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
· For information on academic writing and referencing please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

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

References

Rolfe, G., Freshwater, D., & Jasper, M. (2001). *Critical reflection for nursing and the helping professions: A user's guide*. https://www.scopt.co.uk/wp-content/uploads/2017/10/Rolfe-Reflective-Framework.pdf

Assessment Due Date
Week 8 Friday (10 Sept 2021) 5:00 pm AEST

Return Date to Students
Week 11 Friday (1 Oct 2021)

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.

Weighting
40%

Assessment Criteria

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%	Fail (content absent) 0%
Completion of required task (10%)	Exemplary effort. Professional approach with no or very minor gaps. Attention to detail is without fault and all requirements of task have been met. (8.5-10)	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.5-8.4)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.5-7.4)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (5-6.4)	Submission is missing aspects of task or task requirements have been misunderstood. (<5)	Submission is missing most aspects of task. Little evidence of task requirements. (0)
Discussion of unique circumstances (20%)	Identifies 3 relevant unique circumstances for Claire. Comprehensive and logical discussion of: - How these 3 unique circumstances may impact on Claire's health outcomes - How these 3 unique circumstances may impact on how you provide nursing care to Claire. (16.9-20)	Identifies 3 relevant unique circumstances for Claire. Clear and logical discussion of: - How these 3 unique circumstances may impact on Claire's health outcomes - How these 3 unique circumstances may impact on how you provide nursing care to Claire. (14.9-16.8)	Identifies 3 relevant unique circumstances for Claire. Adequate and mostly logical discussion of: - How these 3 unique circumstances may impact on Claire's health outcomes - How these 3 unique circumstances may impact on how you provide nursing care to Claire. (12.9-14.8)	Identifies 3 unique circumstances for Claire. Limited and mostly logical discussion of: - How these 3 unique circumstances may impact on Claire's health outcomes - How these 3 unique circumstances may impact on how you provide nursing care to Claire. (9.9-12.8)	Identifies <3 unique circumstances for Claire. Inadequate and/or illogical discussion of: - How these circumstances may impact on Claire's health outcomes - How these unique circumstances may impact on how you provide nursing care to Claire. (<9.9)	No unique circumstances for Claire identified. No discussion of how these circumstances may impact on Claire's health outcomes or how you provide nursing care. (0)

Explanation of life stage (20%)	Correctly identifies Claire's life stage. Comprehensive and logical explanation of impact that Claire's life stage could have on end of life experiences for Claire, a significant other and the nurses caring for Claire. (16.9-20)	Correctly identifies Claire's life stage. Clear and logical explanation of impact that Claire's life stage could have on end of life experiences for Claire, a significant other and the nurses caring for Claire. (14.9-16.8)	Correctly identifies Claire's life stage. Adequate and mostly logical explanation of impact that Claire's life stage could have on end of life experiences for Claire, a significant other and the nurses caring for Claire. (12.9-14.8)	Identifies Claire's life stage. Limited and mostly logical explanation of impact that Claire's life stage could have on end of life experiences for Claire, a significant other and the nurses caring for Claire. (9.9-12.8)	Identifies Claire's life stage. Inadequate and/or illogical explanation of impact that Claire's life stage could have on end of life experiences for Claire, a significant other and the nurses caring for Claire. (<9.9)	No identification of Claire's life stage. No explanation of impact that Claire's life stage could have on end of life experiences for Claire, a significant other and the nurses caring for Claire. (0)
Explanation of good or bad death (15%)	Comprehensively explains the notions of good or bad death and provides relevant, logical discussion related to Claire. (12.7-15)	Clear and logical explanation and discussion of good or bad death related to Claire. (11.2-12.6)	Adequate and mostly logical explanation and discussion of good or bad death related to Claire. (9.7-11.1)	Limited and mostly logical explanation of good or bad death related to Claire. (7.4-9.6)	Inadequate and/or illogical explanation of good or bad death related to Claire. (<7.4)	No explanation of good or bad death. (0)
Reflection (15%)	Provides comprehensive and clear reflection on learning from Claire's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is correct. (12.7 - 15)	Provides clear reflection on learning from Claire's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is correct. (11.2-12.6)	Provides adequate reflection on learning from Claire's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is correct. (9.7-11.1)	Provides some reflection on learning from Claire's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is mostly correct. (7.4-9.6)	Provides inadequate reflection on learning from Claire's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is incorrect. (<7.4)	No reflection on learning from Claire's story and implications for future nursing practice. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. No or very minor mistakes evident. Adheres to prescribed word count. (8.5-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Adheres to prescribed word count. (7.5-8.4)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Adheres to prescribed word count. (6.5-7.4)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. Does not adhere to prescribed word count. (5-6.4)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. Does not adhere to prescribed word count. (<5)	Little to no meaningful writing. (0)
Intext citations (5%)	Consistently accurate with intext citations in APA 7th style to support and reflect all ideas, information, and quotations. (3.95-5)	1 or 2 consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect all ideas, information, and quotations. (3.45-3.95)	3 or 4 consistent in-text citation errors in APA 7th style identified. Intext citations support and reflect all ideas, information, and quotations. (2.85-3.45)	3 or 4 inconsistent in-text citation errors in APA 7th style identified. Intext citations support and reflect all ideas, information, and quotations. (2.45-2.85)	Intext citations are not consistent with APA 7th style. Many inaccuracies with in-text citations. Limited intext citations used to support ideas, information, and quotations. (<2.45)	No Intext citations used. (0)
Reference List (5%)	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 7th style. No errors. (3.95-5)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7th style. (1-2 errors) (3.45-3.95)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7th style. (3-4 errors) (2.85-3.45)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7th style. (5-6 errors) (2.45-2.85)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7th style. (7 or more errors) (<2.45)	No reference list evident (0)

Referencing Style

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

Submission
Online

Submission Instructions
Submit your assessment via the unit Moodle site as one file in Microsoft Word format only. Assessment must be submitted to the Assessment 2 submission area. If you experience any technical issues, contact TASAC at tasac@cqu.edu.au or phone (toll free) 1300 666620.

assessmentOutcome

- Discuss individual circumstances that could impact on health outcomes and the provision of care to individuals such as those who may be homeless, identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning (LGBTIQQ), those impacted by domestic and/or family violence, drug/alcohol use, or disability, those from a Culturally and Linguistically Diverse (CALD) background, religion, refugees or other displaced persons
- Describe the impact of life stage on end of life experiences on a person, their significant others and yourself as a

nurse.

assessmentGradAttribute

- Critical Thinking
- Cross Cultural Competence
- Ethical practice

3 Case Study

Assessment Type
Case Study

Task Description
Assessment 3 – Case Study
Type: Written assessment

Due date**:** 5 pm (AEST) Wednesday 6th October 2021 (Week 12)
Weighting: 40%
Length: 1500 words +/- 10% (≥ 1350 and ≤ 1650 words) excluding references

Learning Outcome Assessed

2. Identify broad health challenges that may be associated with people at a particular life stage and consider individual differences to be able to ensure person-centred care
3. Discuss individual circumstances that could impact on health outcomes and the provision of care to individuals such as those who may be homeless, identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning (LGBTIQQ), those impacted by domestic and/or family violence, drug/alcohol use, disability, those from a Culturally and Linguistically Diverse (CALD) background, religion, refugees or other displaced persons.

Aim

The impact of a health challenge can vary due to the life stage and circumstances of the individual. The aim of this assessment is to provide you with an opportunity to demonstrate your knowledge and understanding of the impact of life stage and individual circumstances on health outcomes and the provision of care to individuals.

Instructions

Select one (1) of the following health challenges as the focus for this assessment:
- Constipation
- Fractured ulna due to family violence
- Glaucoma

Using the provided template, discuss the potential impact of this health challenge and what you need to consider in order to provide person-centred nursing care. Provide a discussion for all of the following individuals:
A) a six (6) month old infant.
B) a seventeen (17) year old transgender male.
C) a forty-five (45) year old man.
D) a seventy-two (72) year old woman from a CALD background who speaks limited English.

Literature and references

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

Requirements

· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).

· Include page numbers on each page in a footer
· Provide your answer using the template below.
· An introduction and conclusion are not required for this assessment.
· Write in the third-person perspective.
· Use formal academic language.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
· The word count excludes the template headings and reference list but includes in-text references and direct quotations.

Discuss the potential impact of *<insert health challenge>* on health outcomes and what do you need to consider in order to provide person-centred nursing care to the following individuals:

A) a six (6) month old infant?

B) a seventeen (17) year old transgender male?

C) a forty-five (45) year old man?

D) a seventy-two (72) year old woman from a CALD background who speaks limited English?

Resources

· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
· You may like to manage your citations and reference list. Information on how to use academic referencing software (EndNote) is available at the CQUniversity Library website should you wish to learn how to use it.
· For information on academic writing and referencing please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.

Submission

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

Assessment Due Date
Week 12 Wednesday (6 Oct 2021) 5:00 pm AEST

Return Date to Students
Exam Week Friday (22 Oct 2021)

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.

Weighting
40%

Assessment Criteria

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%	Fail (content absent) 0%
Completion of required task (10%)	Exemplary effort. Professional approach with no or very minor gaps. Attention to detail is without fault and all requirements of task have been met. (8.5-10)	Excellent effort attending to requirements of the tasks. All items demonstrate due attention to detail with some minor gaps. (7.5-8.4)	Good effort attending to requirements of the task. All items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (6.5-7.4)	Satisfactory effort attending to requirements of the task. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. (5-6.4)	Submission is missing aspects of task or task requirements have been misunderstood. (<5)	Submission is missing most aspects of task. Little evidence of task requirements. (0)

Impact/s of health challenge on individuals (35%)	Identifies relevant potential impacts of chosen health challenge on health outcomes for all 4 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is comprehensive and logical. (35 - 29.6)	Identifies relevant potential impacts of chosen health challenge on health outcomes for all 4 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is clear and logical. (29.5 - 26.1)	Identifies relevant potential impacts of chosen health challenge on health outcomes for all 4 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is adequate and mostly logical. (26 – 22.6)	Identifies potential impacts of chosen health challenge on health outcomes for all 4 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is limited and mostly logical. (22.5 - 17.3)	Identifies impacts of chosen health challenge on health outcomes for 1-3 of the individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is inadequate and/or illogical. (<17.3)	No potential impacts of chosen health challenge identified. No explanation of how each potential impact links to life stage/individual circumstances. (0)
Considerations when providing person-centred care to individuals with a specific health challenge (35%)	Identifies relevant considerations for providing person-centred care for all 4 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is comprehensive and logical. (35 - 29.6)	Identifies relevant considerations for providing person-centred care for all 4 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is clear and logical. (29.5 - 26.1)	Identifies relevant considerations for providing person-centred care for all 4 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is adequate and mostly logical. (26 – 22.6)	Identifies relevant considerations for providing person-centred care for all 4 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is limited and mostly logical. (22.5 - 17.3)	Identifies relevant considerations for providing person-centred care for 1-3 of the individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is inadequate and/or illogical. (<17.3)	No relevant considerations for providing person-centred care identified. No explanation of how each consideration links to life stage/individual circumstances. (0)
Ability to write and present effectively (10%)	Exemplary writing standard. Correct grammar, spelling and punctuation. No or very minor mistakes evident. Adheres to prescribed word count. (8.5-10)	Quality of writing is of a high standard with only minor grammar, spelling, punctuation and referencing mistakes evident. Adheres to prescribed word count. (7.5-8.4)	Quality of writing is of a good standard with a few grammar, spelling punctuation and referencing mistakes evident. Adheres to prescribed word count. (6.5-7.4)	Quality of writing and presentation is of a satisfactory standard with quite a few grammar, punctuation, spelling and referencing mistakes evident. Does not adhere to prescribed word count. (5-6.4)	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. Does not adhere to prescribed word count. (<5)	Little to no meaningful writing. (0)
Intext citations (5%)	Consistently accurate with intext citations in APA 7th style to support and reflect all ideas, information, and quotations. (3.95-5)	1 or 2 consistent intext citation errors in APA 7th style identified. Intext citations support and reflect all ideas, information, and quotations. (3.45-3.95)	3 or 4 consistent intext citations errors in APA 7th style identified. Intext citations support and reflect all ideas, information, and quotations. (2.85-3.45)	3 or 4 inconsistent intext citation errors in APA 7th style identified. Intext citations support and reflect all ideas, information, and quotations. (2.45-2.85)	Intext citations are not consistent with APA 7th style. Many inaccuracies with in-text citations. Limited intext citations used to support ideas, information, and quotations. (<2.45)	No intext citations used. (0)
Reference List (5%)	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 7th style. O errors. (3.95-5)	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7th style. (1-2 errors) (3.45-3.95)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7th style. (3-4 errors) (2.85-3.45)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7th style. (5-6 errors) (2.45-2.85)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7th style. (7 or more errors) (<2.45)	No reference list evident (0)

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the unit Moodle site as one file in Microsoft Word format only. Assessment must be submitted to the Assessment 3 submission area. If you experience any technical issues, contact TASAC at tasac@cqu.edu.au or phone (toll free) 1300 666620.

assessmentOutcome

- Identify broad health challenges that may be associated with people at a particular life stage and consider individual differences to be able to ensure person-centred care
- Discuss individual circumstances that could impact on health outcomes and the provision of care to individuals such as those who may be homeless, identify as Lesbian, Gay, Bisexual, Transgender, Intersex, Queer or Questioning (LGBTIQQ), those impacted by domestic and/or family violence, drug/alcohol use, or disability, those

from a Culturally and Linguistically Diverse (CALD) background, religion, refugees or other displaced persons

assessmentGradAttribute

- Critical Thinking
- 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