



# NURS11169 *Health Across Life Stages*

## Term 3 - 2021

Profile information current as at 09/05/2024 09:26 am

All details in this unit profile for NURS11169 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

### General Information

#### Overview

In this unit, you will 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 health professional.

#### 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 3 - 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: 25%

#### 2. **Reflective Practice Assignment**

Weighting: 40%

#### 3. **Case Study**

Weighting: 35%

### 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 Unit evaluation

**Feedback**

Lecture slides don't contain a lot of written information.

**Recommendation**

Only mini-lectures are offered in this unit. Presentation slides have been prepared to ensure an adequate balance of content to cater to visual and auditory learners.

#### Feedback from Unit evaluation

**Feedback**

There was a large volume of reading to complete each week.

**Recommendation**

Unit content will be revised prior to the commencement of each term to ensure currency and relevance. Where possible, a range of resources will be incorporated to achieve a balance between readings and other mediums.

#### Feedback from Unit evaluation

**Feedback**

The learning activities and tutorials closely align with assessments.

**Recommendation**

Continue to develop learning activities that scaffold unit concepts and assist students to prepare for assessments.

#### Feedback from Unit evaluation

**Feedback**

I think the unit coordinators were fantastic in their communication style, very approachable and happy to teach.

**Recommendation**

Continue to maintain a strong focus on student engagement and retention.

## 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, alcohol and/or other drug 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 health professional.

### 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
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### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Online Quiz(zes) - 25%	•			•
2 - Reflective Practice Assignment - 40%	•	•	•	•
3 - Case Study - 35%	•	•	•	

### 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				

## 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)
- Webcam and headset for on-line sessions.

## 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](mailto:e.cutmore@cqu.edu.au)

## Schedule

### **Week 1 - 08 Nov 2021**

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

### **Week 2 - 15 Nov 2021**

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

### **Week 3 - 22 Nov 2021**

Module/Topic	Chapter	Events and Submissions/Topic
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Pregnancy and families	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online) <b>Assessment 1: Quiz 1A (10%)</b>
<b>Week 4 - 29 Nov 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Women's and Men's health	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online)
<b>Vacation Week - 06 Dec 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 5 - 13 Dec 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Older adults' health	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online)
<b>Week 6 - 20 Dec 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
End of life health	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online)
<b>Vacation Week - 27 Dec 2021</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
<b>Week 7 - 03 Jan 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Individual circumstances	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online) <b>Assessment 1: Quiz 1B (15%)</b>
<b>Week 8 - 10 Jan 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Culture and religion	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online)
<b>Week 9 - 17 Jan 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
LGBTIQ+	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online) <b>Assessment 2 (40%)</b>  <b>Assessment 2 Due: Week 9 Monday (17 Jan 2022) 11:59 pm AEST</b>
<b>Week 10 - 24 Jan 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Domestic and family violence	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (online ONLY) <i>No Rockhampton tutorial due to public holiday on Wednesday 26th January.</i>
<b>Week 11 - 31 Jan 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>
Homelessness, refugees and displaced persons	Please refer to NURS11169 Moodle site for this week's learning activities.	Weekly tutorial (Rockhampton campus / online)
<b>Week 12 - 07 Feb 2022</b>		
<b>Module/Topic</b>	<b>Chapter</b>	<b>Events and Submissions/Topic</b>

Intellectual and physical disability

Please refer to NURS11169 Moodle site for this week's learning activities.

Weekly tutorial (Rockhampton campus / online)

**Assessment 3 (35%)**

**Assessment 3** Due: Week 12  
Wednesday (9 Feb 2022) 11:59 pm AEST

## Term Specific Information

If you do not pass an assessment item, you may have an opportunity to re-attempt. If you are required to re-attempt you can only achieve a maximum of 50% of the available marks for this assessment.

## Assessment Tasks

### 1 Assessment one - quiz 1A & 1B

#### Assessment Type

Online Quiz(zes)

#### Task Description

### Assessment 1A - Online quiz

- Type: Online quiz
- Due date: 9am AEST Monday 22<sup>nd</sup> November to 4pm AEST Friday 26<sup>th</sup> November (Week 3)
- Weighting: 10%
- Length: 20 multiple choice questions (30 minutes)

#### 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 an online quiz.
- Quiz 1A will assess your knowledge and understanding of materials covered in weeks 1 and 2.
- Quiz 1A will consist of 20 multiple choice 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 quiz 1A. The highest result will be recorded as your grade.

#### Requirements

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



- Quiz 1A (10%)
  - Opens at 9am AEST Monday 22<sup>nd</sup> November to 4pm AEST Friday 26<sup>th</sup> November (Week 3).

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 will be available immediately after the attempt is complete.

## **Assessment 1B - Online quiz**

- Type: Online quiz
- Due date: 9am AEST Monday 3<sup>rd</sup> January to 4pm AEST Friday 7<sup>th</sup> January (Week 7).
- Weighting: 15%
- Length: 3 short answer questions (30 minutes)
- Unit Coordinator: Ellie Cutmore

### **Learning Outcomes Assessed**

1. Describe the stages and milestones of the lifespan.
4. Describe the impact of life stage on end of life experiences of a person, their significant others and yourself as a health professional.

### **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, and the impact of life stage on the end of life experiences of a person, their significant others and yourself as a health professional.

### **Instructions**

- You will be attempting an online quiz.
- Quiz 1B will assess your knowledge and understanding of materials covered in weeks 3, 4, 5 and 6.
- This quiz will consist of 3 short answer questions. Each question is worth 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 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 the quiz, please also notify your Unit Coordinator.
- You can have a maximum of one attempt for this quiz.

### **Requirements**

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

- Quiz 1B (15%)

- Opens at 9am AEST Monday 3<sup>rd</sup> January to 4pm AEST Friday 7<sup>th</sup> January (Week 7).

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.

### Number of Quizzes

2

### Frequency of Quizzes

Other

### Assessment Due Date

Quiz 1A opens Monday 22nd November 2021 at 9am AEST, and closes Friday 26th November 2021 at 4pm AEST. Quiz 1B opens Monday 3rd January 2022 at 9am AEST, and closes Friday 7th January 2022 at 4pm AEST.

### Return Date to Students

Quiz 1A results will be available immediately after the attempt is complete. Quiz 1B results will be available when marking is complete.

### Weighting

25%

### Assessment Criteria

No Assessment Criteria

### Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

### Submission

Online

### Learning Outcomes Assessed

- Describe the stages and milestones of the lifespan
- Describe the impact of life stage on end of life experiences on a person, their significant others and yourself as a health professional.

## 2 Assessment 2

### Assessment Type

Reflective Practice Assignment

### Task Description

## Assessment 2 - Reflective Practice Assignment

- Type: Written assessment
- Due date: 11:59pm (AEST) Monday 17<sup>th</sup> January 2022 (Week 9)
- Weighting: 40%
- Length: 2000 words +/- 10% ( $\geq 1800$  and  $\leq 2200$  words) excluding references

### Learning Outcomes Assessed

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, 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 life span, broad health challenges associated with end of life, and 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 Zach Sobiech | My Last Days' (22:21)
- 'Zach Sobiech, One Year Later' (00:00-3:38)

You then need to answer the following questions:

1. Identify two (2) individual circumstances for Zach.
  - Discuss how these circumstances may impact on Zach's health outcomes?
  - Discuss how these circumstances may impact on your provision of person-centred nursing care to Zach?
2. Identify the life stage that Zach is in. Explain the impact that this life stage could have on end-of-life experiences for:
  - Zach
  - Zach's significant others (e.g., parents, siblings, friends – *choose one*)
3. Identify one (1) broad health challenge that Zach may have experienced at end of life. Explain the impact that this broad health challenge may have at end of life.
4. Zach died as a result of complications caused by osteosarcoma. Do you think this was a 'good' death or a 'bad' death? Explain your answer.
5. Reflect on what you have learned from Zach'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 8 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.
- Use the headings provided for each question.
- Do not include an introduction and conclusion 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 5) 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 5. The word count excludes the cover page, headings 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.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## References

Rolfe, G., Freshwater, D., & Jasper, M. (2001). *Critical reflection for nursing and the helping professions: A user's guide*. Basingstoke: Palgrave Macmillan.

## Assessment Due Date

Week 9 Monday (17 Jan 2022) 11:59 pm AEST

## Return Date to Students

Week 12 Monday (7 Feb 2022)

Assessment 2 results may be released sooner if marking is completed earlier.

## 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%
<b>Ability to write and present effectively. Completion of required task.</b> (15%)	Exemplary writing standard. Correct grammar, spelling and punctuation. No mistakes evident. All requirements of task have been met. Adheres to prescribed word count.	High writing standard. 1-2 consistent grammar, spelling, punctuation mistakes evident. All items demonstrate due attention to detail with some minor gaps. Adheres to prescribed word count.	Good writing standard. 3-4 consistent grammar, spelling and punctuation mistakes evident. Most items demonstrate due attention to detail with minor gaps that impact on presentation and understanding by the reader and/or audience. Adheres to prescribed word count.	Satisfactory writing standard. 5-6 consistent grammar, spelling, and punctuation mistakes evident. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. Does not adhere to prescribed word count.	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. Submission is missing aspects of task or task requirements have been misunderstood. Does not adhere to prescribed word count.	Submission is missing most aspects of task. Little to no meaningful writing. Little evidence of task requirements.
<b>Discussion of unique circumstances</b> (15%)	Identifies 2 relevant unique circumstances for Zach. Comprehensive and logical discussion of: - How these 2 unique circumstances may impact on Zach's health outcomes - How these 2 unique circumstances may impact on how you provide nursing care to Zach	Identifies 2 relevant unique circumstances for Zach. Clear and logical discussion of: - How these 2 unique circumstances may impact on Zach's health outcomes - How these 2 unique circumstances may impact on how you provide nursing care to Zach	Identifies 2 relevant unique circumstances for Zach. Adequate and mostly logical discussion of: - How these 2 unique circumstances may impact on Zach's health outcomes - How these 2 unique circumstances may impact on how you provide nursing care to Zach	Identifies 2 unique circumstances for Zach. Limited and mostly logical discussion of: - How these 2 unique circumstances may impact on Zach's health outcomes - How these 2 unique circumstances may impact on how you provide nursing care to Zach	Identifies <2 unique circumstances for Zach. Inadequate and/or illogical discussion of: - How these circumstances may impact on Zach's health outcomes - How these unique circumstances may impact on how you provide nursing care to Zach	No unique circumstances for Zach identified. No discussion of how these circumstances may impact on Zach's health outcomes or how you provide nursing care.

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%
<b>Explanation of life stage (15%)</b>	Correctly identifies Zach's life stage. Comprehensive and logical explanation of impact that Zach's life stage could have on end of life experiences for Zach, and one of Zach's significant others.	Correctly identifies Zach's life stage. Clear and logical explanation of impact that Zach's life stage could have on end of life experiences for Zach, and one of Zach's significant others.	Correctly identifies Zach's life stage. Adequate and mostly logical explanation of impact that Zach's life stage could have on end of life experiences for Zach, and one of Zach's significant others.	Identifies Zach's life stage. Limited and mostly logical explanation of impact that Zach's life stage could have on end of life experiences for Zach, and one of Zach's significant others.	Identifies Zach's life stage. Inadequate and/or illogical explanation of impact that Zach's life stage could have on end of life experiences for Zach, a significant other and the nurses caring for Zach.	No identification of Zach's life stage. No explanation of impact that Zach's life stage could have on end of life experiences for Zach, a significant other and the nurses caring for Zach.
<b>Broad health challenge at end of life 15%</b>	Correctly identifies 1 broad health challenge that may occur at end of life. Comprehensive and logical explanation of the impact of chosen broad health challenge at end of life.	Correctly identifies 1 broad health challenge that may occur at end of life. Clear and logical explanation of the impact of chosen broad health challenge at end of life.	Correctly identifies 1 broad health challenge that may occur at end of life. Adequate and mostly logical explanation of the impact of chosen broad health challenge at end of life.	Identifies 1 broad health challenge that may occur at end of life. Limited and mostly logical explanation of the impact of chosen broad health challenge at end of life.	Identifies 1 broad health challenge that may occur at end of life. Inadequate and/or illogical explanation of the impact of chosen broad health challenge at end of life.	No identification of a broad health challenge that may occur at end of life. No explanation of provision of the impact of chosen broad health challenge at end of life.
<b>Explanation of good or bad death (15%)</b>	Comprehensively explains the notions of good or bad death and provides relevant, logical discussion related to Zach.	Clear and logical explanation and discussion of good or bad death related to Zach.	Adequate and mostly logical explanation and discussion of good or bad death related to Zach.	Limited and mostly logical explanation of good or bad death related to Zach.	Inadequate and/or illogical explanation of good or bad death related to Zach.	No explanation of good or bad death.
<b>Reflection (15%)</b>	Provides comprehensive and clear reflection on learning from Zach's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is correct.	Provides clear reflection on learning from Zach's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is correct.	Provides adequate reflection on learning from Zach's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is mostly correct.	Provides some reflection on learning from Zach's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is somewhat correct.	Provides inadequate reflection on learning from Zach's story and implications for future nursing practice. Application of Borton's (developed by Rolfe et al) developmental framework is incorrect.	No reflection on learning from Zach's story and implications for future nursing practice.
<b>Intext citations (5%)</b>	Consistently accurate with intext citations in APA 7 <sup>th</sup> style to support and reflect all ideas, information, and quotations.	1 or 2 consistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect most ideas, information, and quotations.	3 or 4 consistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect most ideas, information, and quotations.	5 or 6 inconsistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect some ideas, information, and quotations.	Intext citations are not consistent with APA 7 <sup>th</sup> style. Many inaccuracies with in-text citations. Limited intext citations used to support ideas, information, and quotations.	No Intext citations used.
<b>Reference List (5%)</b>	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. No errors.	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (1-2 errors)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (3-4 errors)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (5-6 errors)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7 <sup>th</sup> style. (7 or more errors)	No reference list evident.

## Referencing Style

- [American Psychological Association 7th Edition \(APA 7th edition\)](#)

## Submission

Online

## Learning Outcomes Assessed

- Describe the stages and milestones of the lifespan
- 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 (LGBTIQ), those impacted by domestic and/or family violence, alcohol and/or other drug 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 health professional.

## 3 Assessment 3

### Assessment Type

Case Study

## Task Description

# Assessment 3 - Case Study

- Type: Written assessment
- Due date: 11:59pm (AEST) Wednesday 9<sup>th</sup> February 2022 (Week 12)
- Weighting: 35%
- Length: 1500 words +/- 10% ( $\geq 1350$  and  $\leq 1650$  words) excluding references

## Learning Outcomes Assessed

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, 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:

- Obesity
- Anxiety
- Osteoporosis

Using the provided template, discuss:

- one (1) potential impact of this health challenge and how this links to the life stage or individual circumstances of the individual
- one (1) consideration for the provision of person-centred nursing care to address this impact, and how this links to the life stage or individual circumstances.

Provide a discussion for all of the following individuals:

- A) a twenty-one (21) year old homeless female.
- B) a fifty-seven (57) year old nonbinary person.
- C) a thirty-two (32) year old woman with Down Syndrome.

Your discussion should focus on a different potential impact and consideration for providing person-centred care for each individual.

## Literature and references

In this assessment use at least 8 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.
- Do not include an introduction and conclusion for this assessment. Please use the template provided only.
- 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 you need to consider in order to provide person-centred nursing care to the following individuals:
--

B) a twenty-one (21) year old homeless female?
--

C) a fifty-seven (57) year old nonbinary person?
--

D) a thirty-two (32) year old woman with Down Syndrome?
---

## 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.

## Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

## Assessment Due Date

Week 12 Wednesday (9 Feb 2022) 11:59 pm AEST

## Return Date to Students

Assessment 3 results will be released 3 weeks following submission.

## Weighting

35%

## 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%
<b>Ability to write and present effectively. Completion of required task. (15%)</b>	Exemplary writing standard. Correct grammar, spelling and punctuation. No mistakes evident. All requirements of task have been met. Adheres to prescribed word count.	High writing standard. 1-2 consistent grammar, spelling, punctuation mistakes evident. All items demonstrate due attention to detail with some minor gaps. Adheres to prescribed word count.	Good writing standard. 3-4 consistent grammar, spelling and punctuation mistakes evident. Most items demonstrate due attention to detail with minor gaps that impact on presentation and understanding by the reader and/or audience. Adheres to prescribed word count.	Satisfactory writing standard. 5-6 consistent grammar, spelling, and punctuation mistakes evident. Most items demonstrate due attention to detail with some gaps that impact on presentation and understanding by the reader and/or audience. Does not adhere to prescribed word count.	Quality of writing and presentation is at a poor standard with many mistakes and lack of clarity evident. Submission is missing aspects of task or task requirements have been misunderstood. Does not adhere to prescribed word count.	Submission is missing most aspects of task. Little to no meaningful writing. Little evidence of task requirements.
<b>Impact/s of health challenge on individuals (35%)</b>	Identifies one relevant and unique potential impact of chosen health challenge on health outcomes for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is comprehensive and logical.	Identifies one relevant and unique potential impact of chosen health challenge on health outcomes for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is clear and logical.	Identifies one relevant and unique potential impact of chosen health challenge on health outcomes for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is adequate and mostly logical.	Identifies potential impacts of chosen health challenge on health outcomes for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage/individual circumstances is limited and mostly logical.	Identifies impacts of chosen health challenge on health outcomes for <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.	No potential impacts of chosen health challenge identified. No explanation of how each potential impact links to life stage/individual circumstances.
<b>Considerations when providing person-centred care to individuals with a specific health challenge (35%)</b>	Identifies one relevant and unique consideration for providing person-centred care for each of the 3 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is comprehensive and logical.	Identifies one relevant and unique consideration for providing person-centred care for each of the 3 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is clear and logical.	Identifies one relevant and unique consideration for providing person-centred care for each of the 3 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is adequate and mostly logical.	Identifies relevant considerations for providing person-centred care for all 3 individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is limited and mostly logical.	Identifies relevant considerations for providing person-centred care for <3 of the individuals in the case study. Explanation of how each consideration links to life stage/individual circumstances is inadequate and/or illogical.	No relevant considerations for providing person-centred care identified. No explanation of how each consideration links to life stage/individual circumstances.
<b>Intext citations (5%)</b>	Consistently accurate with intext citations in APA 7 <sup>th</sup> style to support and reflect all ideas, information, and quotations.	1 or 2 consistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect most ideas, information, and quotations.	3 or 4 consistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect most ideas, information, and quotations.	5 or 6 inconsistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect some ideas, information, and quotations.	Intext citations are not consistent with APA 7 <sup>th</sup> style. Many inaccuracies with in-text citations. Limited intext citations used to support ideas, information, and quotations.	No intext citations used.
<b>Reference List (10%)</b>	Reference list appears in alphabetical order and fully adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. No errors.	Reference list appears in alphabetical order and consistently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (1-2 errors)	Reference list appears in alphabetical order and frequently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (3-4 errors)	Reference list appears in alphabetical order and occasionally adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (5-6 errors)	Reference list is not in alphabetical order and does not adhere to reference list presentation guidelines for APA 7 <sup>th</sup> style. (7 or more errors)	No reference list evident.

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## Submission

Online

## Learning Outcomes Assessed

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## 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