



# NURS11169 Health Across Life Stages

## Term 2 - 2023

Profile information current as at 26/04/2024 12:51 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.

## 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 experiences 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 2 - 2023

- Brisbane
- 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: 15%

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

Weighting: 50%

### **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 Student evaluations

##### **Feedback**

Microsoft Teams was an added bonus. Unit Coordinators made weekly announcements/contact to keep us on track and let everyone know what was on that week (e.g. assessment, tutorials & PASS sessions). I never felt 'lost' with the weekly content.

##### **Recommendation**

Continue to utilise Microsoft Teams to communicate with students, facilitate discussion, answer questions and provide timely updates.

#### Feedback from Staff feedback

##### **Feedback**

Online weekly Zoom sessions were not recorded. Students who attended the online sessions felt more comfortable and were willing to engage. Students who were unable to attend the online sessions were concerned that they missed out on important information.

##### **Recommendation**

Consider alternate strategies to facilitate learning for students who are unable to attend online sessions.

#### Feedback from Student evaluations

##### **Feedback**

I loved that there was a zoom session offered in the evening so that many of us with daytime commitments were able to attend.

##### **Recommendation**

Continue to offer online sessions at varied times to cater to student needs.

## 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



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
<b>1 - Online Quiz(zes) - 15%</b>	•	•		
<b>2 - Reflective Practice Assignment - 50%</b>	•	•	•	•
<b>3 - Case Study - 35%</b>	•		•	•

### Alignment of Graduate Attributes to Learning Outcomes

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

## Textbooks and Resources

### Textbooks

NURS11169

#### Prescribed

##### Kozier & Erb's

Edition: 5th (2020)

Authors: Berman, A., Frandsen, G., Snyder, S., Levett-Jones, T. & Burton, A., et al.

Pearson Australia

Richmond , Victoria , Australia

ISBN: 9781488626609

Binding: Paperback

NURS11169

#### Supplementary

##### Skills in Clinical Nursing

Edition: 2nd (2021)

Authors: Berman, A., Snyder, S., Levett-Jones, T. & Burton, A., & Harvey, N.

Pearson Australia

Melbourne , Victoria , Australia

ISBN: 9781488620690

Binding: Spiral

#### Additional Textbook Information

The prescribed and supplementary texts can be accessed online in the CQU library. This is free of charge. Be aware though that there is a limit to the number of online versions available at any one time. 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 the Unit Code - NURS11169).

View textbooks at the [CQUniversity Bookshop](#).

### [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

**Rachel Euler** Unit Coordinator

[r.euler@cqu.edu.au](mailto:r.euler@cqu.edu.au)

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## Schedule

### Week 1 - 10 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Growth and Development, Babies, Toddlers, and Children	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: What is Assessment Two - Where and How to Start. Weekly online zoom sessions - focused on weekly activities and content.

### Week 2 - 17 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Adolescents and Young Adults	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Two - How and What to Research. Weekly online zoom sessions - focused on weekly activities and content.

### Week 3 - 24 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Pregnancy and Families	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Two - Referencing. Weekly online zoom sessions - focused on weekly activities and content. <b>Assessment One: Online Quiz</b> <b>Open:</b> 0001hrs (AEST) Monday 24th July <b>Close:</b> 2359hrs (AEST) Sunday 28th July  <b>Assessment One - Online Quiz Due:</b> Week 3 Monday (24 July 2023) 11:45 pm AEST

### Week 4 - 31 Jul 2023

Module/Topic	Chapter	Events and Submissions/Topic
Women's and Men's Health	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Two - Bringing it all Together. Weekly online zoom sessions - focused on weekly activities and content.

### Week 5 - 07 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic
Older Adult Health	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Two - Review of Referencing and Brining it al Together. Weekly online zoom sessions - focused on weekly activities and content.

### Vacation Week - 14 Aug 2023

Module/Topic	Chapter	Events and Submissions/Topic

**Week 6 - 21 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
End-of-Life Health	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Two - Q&A Session. Weekly online zoom sessions - focused on weekly activities and content.

**Week 7 - 28 Aug 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Individual Circumstances and Death	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Two - Last Minute Questions before submission. Weekly online zoom sessions - focused on weekly activities and content. <b>Assessment Two: Reflective Practice Assignment</b> <b>Due:</b> 2300hrs AEST Thursday 31st August  <b>Assessment Two - Reflective Practice Assignment</b> Due: Week 7 Thursday (31 Aug 2023) 11:00 pm AEST

**Week 8 - 04 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Culture and Religion	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: What is Assessment Three - Where and How to Start. Weekly online zoom sessions - focused on weekly activities and content.

**Week 9 - 11 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
LGBTQIA+	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Three - Revisiting Academic Communication Content. Weekly online zoom sessions - focused on weekly activities and content..

**Week 10 - 18 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic
Domestic and Family Violence	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Three - Q&A Drop-in Session. Weekly online zoom sessions - focused on weekly activities and content.

**Week 11 - 25 Sep 2023**

Module/Topic	Chapter	Events and Submissions/Topic

Homelessness, Refugees, and Displaced Persons	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online sessions with ALC: Assessment Three - Last Minute Questions before Submission. Weekly online zoom sessions - focused on weekly activities and content. <b>Assessment Three: Case Study Assignment</b> <b>Due:</b> 2300hrs (AEST) Thursday 28th September  <b>Assessment Three - Case Study</b> <b>Due:</b> Week 11 Thursday (28 Sept 2023) 11:00 pm AEST
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### Week 12 - 02 Oct 2023

Module/Topic	Chapter	Events and Submissions/Topic
Intellectual and Physical Disability	Refer to the NURS11169 Moodle site for weekly readings and learning activities.	Weekly face-to-face tutorials in Rockhampton and Brisbane. Weekly online zoom sessions - focused on weekly activities and content.

## Term Specific Information

You are required to attempt all assessment pieces in order to be eligible to pass this unit. If you do not pass an assessment item, you may be eligible for 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 that individual assessment piece.

## Assessment Tasks

### 1 Assessment One - Online Quiz

#### Assessment Type

Online Quiz(zes)

#### Task Description

#### Assessment One - Online quiz

Type: Online quiz

Due Date: Week 3 – Monday 24<sup>th</sup> to Sunday 30<sup>th</sup> July 2023

Open: 0001hrs AEST (Brisbane Time) Monday 24<sup>th</sup> July 2023

Close: 2359hrs AEST (Brisbane Time) Sunday 30<sup>th</sup> July 2023

Weighting: 15%

Length: 20 multiple choice questions (30 minutes)

## 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

## Aim

The aim of this assessment is for you to demonstrate knowledge of the content covered in weeks 1-2.

## Instructions

- You will be attempting an online quiz.
- The quiz will assess your knowledge and understanding of materials covered in weeks 1 and 2.
- You can have a maximum of two attempts for the quiz. The highest result will be recorded as your grade.
- The quiz will consist of 20 multiple choice questions. Each question is worth 1 mark.
- This is an open book assessment. You can refer to your learning materials at any time during the quiz.
- 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 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.

## Requirements

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

- o Open: 0001hrs AEST (Brisbane Time) Monday 24<sup>th</sup> July 2023
- o Close: 2359hrs AEST (Brisbane Time) Sunday 30<sup>th</sup> July 2023

You will need:

- Computer access with reliable internet connection.
- Your learning materials available to access during the quiz.

## Submission

- You will complete the quiz 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.

## Number of Quizzes

### Frequency of Quizzes

### Assessment Due Date

Week 3 Monday (24 July 2023) 11:45 pm AEST

The quiz will open from 0001hrs Monday 24th of July and will close on 2359hrs Sunday 30th of July.

### Return Date to Students

Week 3 Monday (24 July 2023)

Results will be available immediately after the attempt is complete.

### Weighting

15%

### Assessment Criteria

No Assessment Criteria

### Referencing Style

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

### Submission

Online

### Submission Instructions

Assessment One is to be undertaken through the link available in the Assessment Tile on the Moodle page.

## **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

## **2 Assessment Two - Reflective Practice Assignment**

### **Assessment Type**

Reflective Practice Assignment

### **Task Description**

## **Assessment Two - Reflective Practice Assignment**

Type: Reflective Practice Assignment

Due Date: 2300hrs AEST (Brisbane Time) Thursday 31<sup>st</sup> August 2023 (Week 7)

Weighting: 50%

Length: 2000 words +/- 10% ( $\geq$  1800 and  $\leq$  2200 words)

Unit Coordinators: Rachel Euler and Marina Cousins

## **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, 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.

### **Aim**

The aim of this assessment is to apply your knowledge from your learning to an end-of-life case study.

### **Instructions**

View the following video in the Assessment tile on the NURS11169 Moodle site.

'Dear Melanoma: How one mole changed Emma Betts' life | Australian Story' (00:00 – 23:19mins)

You then need to answer the following questions:

1. Identify two (2) individual circumstances (for example, but not limited to: friendships, geographical location, etc) for Emma. For EACH individual circumstance:
  - Discuss one (1) impact that the individual circumstance may have on Emma's health.
  - Describe one (1) example of person-centred care you could provide to Emma, and explain how this is relevant to the individual circumstance.
2. Emma's age meant that she was in the state that Erikson defined as 'Young adulthood'. However, at the same time she was at the end of her life (Harvey, 2021).
  - Discuss one (1) impact that the young adulthood life stage could have on Emma's experience of being at end-of-life.
  - Discuss one (1) impact that caring for a young adult at end-of-life could have on you as a health professional.
3. Identify one (1) broad health challenge that Emma may have experienced at end-of-life. Explain how this broad health challenge may impact a person at end-of-life.

4. Emma died in hospital as a result of melanoma. Do you think this was a 'good' death or a 'bad' death? Explain your answer.

5. Reflect on what you have learned from Emma's story. Describe how this story may influence your practice. Use Borton's reflective model to structure your response.

<b>Borton's Development Framework - further developed by Rolfe et al.</b>	
<b>What?</b>	What happened? What is the issue? What is good or bad about what happened?
<b>So What?</b>	What was significant? Why does it matter? What is your new understanding of this issue/event?
<b>Now What?</b>	What have you learned from this experience? What will you do better/differently next time? How will this inform your practice?

## 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. You are required to utilise only the CQUniversity Library site for sourcing your references to support your work.

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.

You are required to utilise only the CQUniversity Library site for sourcing your references to support your work.

## 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).
- Use the template with headings provided for each question.
- Do not include a cover page this assessment.
- Do not include an introduction and conclusion for this assessment.
- Write in the third-person perspective for your responses to questions 1, 2, 3 and 4. You may write in the first-person perspective for question 5 only.
- Use formal academic language.
- You are required to utilise only the CQUniversity Library for sourcing of your references to support your writing.
- 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 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.
- 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 on how to access and interpret your Turnitin score 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

Harvey, N. (2021). Concepts of growth and development, In A. Berman, G. Frandsen, S. Snyder, T. Levett-Jones, A.

Burston, & T. Dwyer (Eds.), Kozier and Erb's fundamentals of nursing (5<sup>th</sup> ed., pp364-382). Pearson Australia.

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 7 Thursday (31 Aug 2023) 11:00 pm AEST

## Return Date to Students

Week 10 Monday (18 Sept 2023)

## Weighting

50%

## Assessment Criteria

### NURS11169

### HEALTH ACROSS LIFE STAGES

### ASSESSMENT 2 - REFLECTIVE PRACTICE

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. (10%)</b>	Exemplary writing standard. Correct grammar, spelling and punctuation. No mistakes evident. All requirements of task have been met. Adheres to prescribed word count. (8.45-10)	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. (7.45-8.44)	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. (6.45-7.44)	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. (4.95-6.44)	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 (over or under word count). (<4.95)	Submission is missing most aspects of task. Little to no meaningful writing. Little evidence of task requirements. (0)
<b>Discussion of individual circumstances (20%)</b>	Identifies 2 relevant individual circumstances for Emma. Comprehensive and logical discussion of: - How these 2 individual circumstances may impact Emma's health outcomes - How can these 2 individual circumstances be addressed when providing person-centred care to Emma (16.90-20.00)	Identifies 2 relevant individual circumstances for Emma. Clear and logical discussion of: - How these 2 individual circumstances may impact Emma's health outcomes - How can these 2 individual circumstances be addressed when providing person-centred care to Emma (14.90-16.89)	Identifies 2 relevant individual circumstances for Emma. Adequate and mostly logical discussion of: - How these 2 individual circumstances may impact Emma's health outcomes - How can these 2 individual circumstances be addressed when providing person-centred care to Emma (12.90-14.89)	Identifies 2 individual circumstances for Emma. Limited and mostly logical discussion of: - How these 2 individual circumstances may impact Emma's health outcomes - How can these 2 individual circumstances be addressed when providing person-centred care to Emma (9.90-12.89)	Identifies <2 individual circumstances for Emma. Inadequate and/or illogical discussion of: - How these 2 individual circumstances may impact Emma's health outcomes - How can these 2 individual circumstances be addressed when providing person-centred care to Emma (<9.90)	No individual circumstances for Emma identified. No discussion of how these individual circumstances may impact on Emma's health outcomes or how can these 2 individual circumstances be addressed when providing person-centred care to Emma (0)
<b>Explanation of life stage (15%)</b>	Comprehensive and logical explanation of one impact that Emma's life stage could have on end-of-life experiences for Emma, and you as a health professional. (12.68-15)	Clear and logical explanation of impact that Emma's life stage could have on end-of-life experiences for Emma, and you as a health professional. (11.18-12.67)	Adequate and mostly logical explanation of impact that Emma's life stage could have on end-of-life experiences for Emma, and you as a health professional. (9.68-11.17)	Limited and mostly logical explanation of impact that Emma's life stage could have on end-of-life experiences for Emma, and you as a health professional. (7.43-9.67)	Inadequate and/or illogical explanation of impact that Emma's life stage could have on end-of-life experiences for Emma, and you as a health professional. (<7.43)	No explanation of impact that Emma's life stage could have on end-of-life experiences for Emma, and you as a health professional. (0)

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>Broad health challenge at end of life 10%</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. (8.45-10)	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. (7.45-8.44)	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. (6.45-7.44)	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. (4.95-6.44)	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. (<4.95)	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. (0)
<b>Explanation of good or bad death (20%)</b>	Comprehensively explains the notions of good or bad death and provides relevant, logical discussion related to Emma. (16.90-20.00)	Clear and logical explanation and discussion of good or bad death related to Emma. (14.90-16.89)	Adequate and mostly logical explanation and discussion of good or bad death related to Emma. (12.90-14.89)	Limited and mostly logical explanation of good or bad death related to Emma. (9.90-12.89)	Inadequate and/or illogical explanation of good or bad death related to Emma. (<9.90)	No explanation of good or bad death. (0)
<b>Reflection (15%)</b>	Provides comprehensive and clear reflection on learning from Emma's story and implications for future practice. Application of Borton's (developed by Rolfe et al) developmental framework is correct. (12.68-15)	Provides clear reflection on learning from Emma's story and implications for future practice. Application of Borton's (developed by Rolfe et al) developmental framework is correct. (11.18-12.67)	Provides adequate reflection on learning from Emma's story and implications for future practice. Application of Borton's (developed by Rolfe et al) developmental framework is mostly correct. (9.68-11.17)	Provides some reflection on learning from Emma's story and implications for future practice. Application of Borton's (developed by Rolfe et al) developmental framework is somewhat correct. (7.43-9.67)	Provides inadequate reflection on learning from Emma's story and implications for future practice. Application of Borton's (developed by Rolfe et al) developmental framework is incorrect. (<7.43)	No reflection on learning from Emma's story and implications for future practice. (0)
<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. (0-1 errors). (4.23-5)	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. (3.73-4.22)	3 or 4 consistent in-text citation errors in APA 7 <sup>th</sup> style identified. Intext citations support and reflect many ideas, information, and quotations. (3.23-3.72)	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. (2.48-3.22)	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. (<2.48)	No Intext citations used. (0)
<b>Reference List (5%)</b>	Reference list contains current and credible sources. Reference list contains a minimum 10 contemporary references. Referencing fully adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. No errors. (4.23-5)	Reference list contains mostly current and credible sources. Reference list contains 8 contemporary references. Reference list consistently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (1-2 errors) (3.73-4.22)	Reference list contains many current and credible sources. Reference list contains 6 contemporary references. Reference list frequently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (3-4 errors) (3.23-3.72)	Reference list contains some current and credible sources. Reference list contains 4 contemporary references. Reference list occasionally adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (5-6 errors) (2.48-3.22)	Reference list does not contain current and credible sources. Reference list contains less than 3 contemporary references. Reference list does not adhere to reference list presentation guidelines for APA 7 <sup>th</sup> style. (7 or more errors) (<2.48)	No reference list evident. (0)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submission is to be completed through the Assessment Two submission box located in the Moodle page.

## 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 (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
- 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 Three - Case Study

### Assessment Type

Case Study

### Task Description

#### Assessment Three - Case Study

Type: Case Study

Due Date: 2300hrs AEST (Brisbane Time) Thursday 28<sup>th</sup> September 2023 (Week 11)

Weighting: 35%

Length: 1500 words +/- 10% ( $\geq$  1350 and  $\leq$  1650 words)

Unit Coordinators: Rachel Euler and Marina Cousins

## Learning Outcome Assessed

1. Describe the stages and milestones of the lifespan.
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.

## Aim

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 throughout the lifespan and at end of life.

## Instructions

Using the provided template, discuss:

- One (1) potential impact that this person's individual circumstances could have on their health, and how this links to their life stage.
- One (1) person-centred care that can be provided to address this impact, and how this links to the person's individual circumstances and life stage.

Provide a discussion for **all** the following individuals who reside in Australia:

- A. Arjun, a nineteen (19) year old Hindu male at end-of-life in palliative care.
- B. Olena, a sixty-eight (68) year old refugee female requiring community support post hospital discharge.
- C. Trent, a forty-six (46) year old homosexual male post planned knee replacement yesterday.

## 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. You are required to utilise only the CQUniversity Library site for sourcing your references to support your work.

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).
- Provide your answer using the provided template.
- Do not include a cover page this assessment.

- Do not include an introduction and conclusion for this assessment.
- Please use the template provided to complete the assessment task.
- Write in the third-person perspective - do not use first-person perspective.
- Use formal academic language.
- You are required to utilise only the CQUniversity Library for sourcing of your references to support your writing.
- 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.

## 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 11 Thursday (28 Sept 2023) 11:00 pm AEST

### Return Date to Students

Exam Week Monday (16 Oct 2023)

### Weighting

35%

### Assessment Criteria

## NURS11169

## HEALTH ACROSS LIFE STAGES

## ASSESSMENT 3 - CASE STUDY

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. (10%)</b>	Exemplary writing standard. Correct grammar, spelling, and punctuation. No mistakes evident. All requirements of task have been met. Adheres to prescribed word count. (8.45-10)	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. (7.45-8.44)	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. (6.45-7.44)	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. (4.95-6.44)	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. (<4.95)	Submission is missing most aspects of task. Little to no meaningful writing. Little evidence of task requirements. (0)

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>Impact of individual circumstances on individuals (40%)</b>	Identifies one relevant potential impact of the individual circumstance on health for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage and individual circumstance is comprehensive and logical. (33.80-40.00)	Identifies one relevant potential impact of the individual circumstance on health for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage and individual circumstance is clear and logical. (29.80-33.79)	Identifies one relevant potential impact of the individual circumstance on health for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage and individual circumstance is adequate and mostly logical. (25.80-29.79)	Identifies one relevant potential impacts of the individual circumstance on health for each of the 3 individuals in the case study. Explanation of how each potential impact links to life stage and individual circumstance is limited and mostly logical. (19.80-25.79)	Identifies impacts of the individual circumstance on health for <3 of the individuals in the case study. Explanation of how each potential impact links to life stage and individual circumstance is inadequate and/or illogical. (<19.80)	No potential impacts of the individual circumstance identified. No explanation of how each potential impact links to life stage and individual circumstance. (0)
<b>Considerations when providing person-centred care (40%)</b>	Identifies one relevant person-centred care for each of the 3 individuals in the case study. Explanation of how person-centred care links to life stage and individual circumstance is comprehensive and logical. (33.80-40.00)	Identifies one relevant person-centred care for each of the 3 individuals in the case study. Explanation of how person-centred care links to life stage and individual circumstance is clear and logical. (29.80-33.79)	Identifies one person-centred care for each of the 3 individuals in the case study. Explanation of how person-centred care links to life stage and individual circumstance is adequate and mostly logical. (25.80-29.79)	Identifies person-centred cares for each of the 3 individuals in the case study. Explanation of how person-centred care links to life stage and individual circumstance is limited and mostly logical. (19.80-25.79)	Identifies person-centred cares for <3 of the individuals in the case study. Explanation of how person-centred care links to life stage/individual circumstances is inadequate and/or illogical. (<19.80)	No person-centred cares identified. No explanation of how person-centred care links to life stage/individual circumstances. (0)
<b>In-text citations (5%)</b>	Consistently accurate with in-text citations in APA 7 <sup>th</sup> style to support and reflect all ideas, information, and quotations. (0-1 errors). (4.23-5)	One or two consistent in-text citation errors in APA 7 <sup>th</sup> style identified. In-text citations support and reflect most ideas, information, and quotations. (3.73-4.22)	Three or four consistent in-text citation errors in APA 7 <sup>th</sup> style identified. In-text citations support and reflect many ideas, information, and quotations. (3.23-3.72)	Five or six inconsistent in-text citation errors in APA 7 <sup>th</sup> style identified. In-text citations support and reflect some ideas, information, and quotations. (2.48-3.22)	In-text citations are not consistent with APA 7 <sup>th</sup> style. Many inaccuracies with in-text citations. Limited in-text citations used to support ideas, information, and quotations. (<2.48)	No In-text citations used. (0)
<b>Reference List (5%)</b>	Reference list contains current and credible sources. Reference list contains a minimum of 10 contemporary references. Referencing fully adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. No errors. (4.23-5)	Reference list contains mostly current and credible sources. Reference list contains a minimum of 8 contemporary references. Reference list consistently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (1-2 errors) (3.73-4.22)	Reference list contains many current and credible sources. Reference list contains a minimum of 6 contemporary references. Reference list frequently adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (3-4 errors) (3.23-3.72)	Reference list contains some current and credible sources. Reference list contains a minimum of 4 contemporary references. Reference list occasionally adheres to reference list presentation guidelines APA 7 <sup>th</sup> style. (5-6 errors) (2.48-3.22)	Reference list does not contain current and credible sources. Reference list contains less than 3 contemporary references. Reference list does not adhere to reference list presentation guidelines for APA 7 <sup>th</sup> style. (7 or more errors) (<2.48)	No reference list evident. (0)

## Referencing Style

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

## Submission

Online

## Submission Instructions

Submission is to be completed through the Assessment Three submission box located in the Moodle page.

## Learning Outcomes Assessed

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

# 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