



DCHA20003 Supporting Older People with Cognitive and Sensory Changes

Term 2 - 2024

Profile information current as at 09/07/2025 07:54 pm

All details in this unit profile for DCHA20003 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 explore cognitive and sensory impairments in and on the lives of the older person. You will apply the principles of advanced nursing knowledge, law, ethics, and professional attributes in the provision of best practice nursing care for the older person with cognitive and/or sensory impairment. You will apply and justify nursing clinical decision-making in the assessment, planning, implementation and evaluation of nurse-led and collaborative care that aims to maintain or enhance the cognitive and sensory capabilities of the older adult.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

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 - 2024

- Online

Attendance Requirements

All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

[Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

[Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Presentation**

Weighting: 40%

2. **Written Assessment**

Weighting: 60%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the [CQUniversity Policy site](#).

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from Student verbal feedback in Zoom Q & A sessions.

Feedback

Regular online tutorials - were appreciated and received positively by the students in this unit. The students who attended these regularly commented on "the value of these in preparing for assessments".

Recommendation

Unit coordinator to continue to offer regular online Q & A tutorials to enable students to discuss learning content and its application to the two assessments. This approach enables the students to consider how the learning outcomes could be applied to each assessment.

Feedback from SUTE Unit Comments Report, T 1, 2024.

Feedback

The unit coordinator has been great at assisting and guiding. She is also an excellent lecturer, and the course material was well explained.

Recommendation

Unit coordinator to continue to provide contemporary evidence-based lecture content that aligns with practice in caring for older people. Continue to have a clear and succinct Moodle site and written course materials to enhance student learning in the unit.

Unit Learning Outcomes

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

1. Investigate cognitive and/or sensory function impairment and the impact of these impairments in and on the lives of older people.
2. Apply contemporary nursing knowledge, ethical, legal, and professional practice concepts to the nursing care of older adults experiencing cognitive and/or sensory impairment.
3. Critically discuss complex nursing care management of the older adult who has cognitive and/or sensory impairment in your context of specialty practice.
4. Justify the nursing care of an older adult experiencing cognitive and/or sensory impairment in your context of nursing practice.

There is no external accreditation linked to this unit.





















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 - Presentation - 40%	•	•	•	•
2 - Written Assessment - 60%	•	•	•	•

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4
1 - Knowledge				
2 - Communication				
3 - Cognitive, technical and creative skills				
4 - Research				
5 - Self-management				
6 - Ethical and Professional Responsibility				
7 - Leadership				
8 - Aboriginal and Torres Strait Islander Cultures				

Textbooks and Resources

Textbooks

DCHA20003

Supplementary

Gerontological nursing: A holistic approach to the care of older people

(2021)

Authors: Vafeas, C., & Slatyer, S.

Elsevier

Chatswood , NSW , Australia

ISBN: 978-0-7295-4367-5

Binding: eBook

Additional Textbook Information

This textbook is available as an ebook through the CQU library.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Academic Learning Centre services
- Access to MIMS through the university library
- CQ U library search engines for research articles
- CQUniversity library literature search tools
- Microsoft Word
- Wordprocessing, spreadsheeting and powerpoint software
- Zoom account (Free)
- Zoom app on your smart phone or access to Zoom on your laptop
- Endnote bibliographic software. This is optional for formatting references.
- Online access Australian Standards (through CQU Library)
- CQUniversity Library Nursing Resources
- CQUniveristy Library Resources
- Zoom (both microphone and webcam capability)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 7th Edition \(APA 7th edition\)](#)

For further information, see the Assessment Tasks.

Teaching Contacts

Ainslie Hall Unit Coordinator

a.j.hall@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic

Chapter

Events and Submissions/Topic

Healthy Ageing.	Complete the readings and activities as outlined in the Module. Review Assessment One Task Information.	<p>Recorded Zoom - Welcome and unit introduction. Located in the 'Introduction Tile'</p> <p>Activity - Access the General Discussion page and introduce yourself to your colleagues by providing your:</p> <ol style="list-style-type: none"> 1. Name 2. Where you work 3. Why you are studying MCN. <p>Assessments 1 and 2 - Review the assessment tasks and make a study plan.</p> <p>Foundations of Academic Integrity Program - complete your annual program.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>
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Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Person-centred Care.	Complete the readings and activities as outlined in the Module.	<p>Recorded Zoom - Person-centred Care and Healthy Ageing. Located in Module under 'learning material'.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Physical Assessment.	Complete the readings and activities as outlined in the Module. Begin to review and research Assessment One.	<p>Zoom Tutorial - Q & A. Please see the module for the link and the date and time.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>

Week 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Psychological and Cognitive Assessments.	Complete the readings and activities as outlined in the Module. Continue working on Assessment One.	<p>Recorded Zoom - Comprehensive Assessment. Located in Module under 'learning material'.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nursing Knowledge and Law	Complete the readings and activities as outlined in the Module.	<p>Zoom Tutorial - Please see the module for the link and the date and time.</p> <p>Announcement and Discussion Boards - Check for posts and updates.</p>

Vacation Week - 12 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Vacation week.	Please use this mid-term break as an opportunity to rest and recover. Enjoy your break!	No timetabled learning activities. Please use this week to progress your assessments.

Week 6 - 19 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Ethics and the Profession.

Complete the readings and activities as outlined in the Module.

Recorded Zoom - The Four Paradigms of Nursing. Located in Module under 'learning material'.
Announcement and Discussion Boards - Check for posts and updates.

Presentation Due: Week 6
Wednesday (21 Aug 2024) 5:00 pm AEST

Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Age-Related Changes.	Complete the readings and activities as outlined in the Module. Review Assessment Two Task Information.	Zoom Tutorial - Q & A: Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 8 - 02 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Delirium, Dementia and the importance of Mental Health.	Complete the readings and activities as outlined in the Module. Review and research for Assessment Two.	Recorded Zoom - Common Presentations the ED. Located in Module under 'learning material'. Announcement and Discussion Boards - Check for posts and updates.

Week 9 - 09 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Sensory Deficits (Taste, Hearing & Vision).	Complete the readings and activities as outlined in the Module. Continue working on Assessment Two.	Zoom Tutorial - Q & A: Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 10 - 16 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cardiovascular Conditions and Sensory Impairment	Complete the readings and activities as outlined in the Module.	Recorded Zoom - Coroners Case - Death in Aged Care. Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Stimulating Cognitive and Sensory Functioning	Complete the readings and activities as outlined in the Module.	Zoom Tutorial - Q & A: Please see the module for the link and the date and time. Announcement and Discussion Boards - Check for posts and updates.

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
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Deterioration and the Older Adult.

Complete the readings and activities as outlined in the Module.

Zoom Tutorial - Q & A: Please see the module for the link and the date and time.

Announcement and Discussion Boards - Check for posts and updates.

Case Study Due: Week 12
Wednesday (2 Oct 2024) 5:00 pm AEST

Review/Exam Week - 07 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Exam Week - 14 Oct 2024

Module/Topic	Chapter	Events and Submissions/Topic
Nil.	Nil.	Nil.

Assessment Tasks

1 Presentation

Assessment Type

Presentation

Task Description

Aim

The aim of this assessment is to critically discuss management strategies to prevent complications associated with cognitive impairment from a Traumatic Brain Injury (TBI) resulting from falls to promote better health outcomes for older adults.

Instructions

Prepare and deliver a nine-slide presentation to discuss five management strategies to prevent complications associated with cognitive impairment that occurred from a TBI secondary to falls in an older adult.

Please follow the steps below to complete your assessment task:

1. The first slide will include your name and the title of your presentation.
2. Slide 2 define cognitive impairment, provide an overview of TBI, and the impact of falls on TBI incidence and cognitive function.
3. Slide 3 use current literature to discuss how the location of the injury determines the extent of cognitive effects, including mild memory impairment to severe impairment, behavioural and psychological symptoms, and safety risks.
4. Slide 4 assesses the person's cognitive and sensory function, for example, behavioural, psychological, neurological, and physical functionality. Use appropriate screening tools and techniques to identify impairments and their impact on daily functioning.
5. Slide 6 discuss your assessment findings that apply contemporary nursing knowledge, and ethical, legal, and professional practice concepts to the nursing care of the older adult with a TBI.
6. Slide 7 present the importance of cognitive assessments for older adults with cognitive decline to prevent complications associated with TBI.
7. Slide 8, explain and justify the most appropriate nursing care approaches to address cognitive decline and reduce complications associated with TBI experienced by older adults and relate this to your healthcare facility.
8. Slide 9 presents your reference list.

Assessment Due Date

Week 6 Wednesday (21 Aug 2024) 5:00 pm AEST

Submit your assessment in Microsoft PowerPoint format only.

Return Date to Students

Week 8 Wednesday (4 Sept 2024)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board

on the Unit Moodle site. Please note, this 'Return to Students Information' is an approximate date.

Weighting

40%

Assessment Criteria

Assessment Two - Written Assessment

Student Name:

Key Criteria	High Distinction 84.5-100% (10-8.5)	Distinction 74.50-84.49% (8.4-7.5)	Credit 64.50-74.49% (7.4-6.5)	Pass 49.50-64.49% (6.4-5)	Fail <49.5% (4.9-0)	TOTAL
Introduction and conclusion (10%)	The written assessment has a clear and succinct introduction and conclusion conveyed using the student's own words. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points and is written in the student's own words.	The written assessment has a clear introduction and conclusion conveyed using the student's own words. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points and is written in the student's own words.	The written assessment has an adequate introduction and conclusion conveyed using the student's own words. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points and is written in the student's own words.	An introduction and conclusion have been attempted and conveyed using the student's own words. The introduction provides limited background information and an outline of the case study's direction, and the conclusion has a few key points and is written in the student's own words.	The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not conveyed using the student's own words. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted and is not written in the student's own words.	
Impact of Cognitive Impairment (20%)	(20-17) The written assessment demonstrates a thorough understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words.	(20-17) The written assessment demonstrates a clear understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words.	(20-17) The written assessment partly provides a good understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words.	(12.9-10) The written assessment lacks some content that indicates an understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words.	(9.9-0) There is minimal, incorrect, or omitted content of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem is limited or omitted and/or content is not written in the student's own words.	
Implications of the Poem of Dementia Care Practices (25%)	(25-15.5) Concise and comprehensive discussion is conveyed in the student's own words on the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(15.4-12.4) A concise discussion is conveyed in the student's own words on the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(12.3-9.4) Mostly concise discussion is conveyed in the student's own words on the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(9.3-6) A discussion is provided and is conveyed in the student's own words; there are some gaps in the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(5.9-0) There is minimal or no discussion of the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches and/or content is not conveyed in the student's own words.	
Critical Analysis - Justification of compassionate care (30%)	(30-25.5) Concise and comprehensive justification of compassionate care is conveyed in the student's own words. Content includes ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach have been comprehensively discussed, supported by valid and relevant research, and is conveyed using the student's own words.	(25.4-22.4) Concise justification of compassionate care is conveyed in the student's own words. Content includes ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach have been consistently discussed, supported by valid and relevant research, and is conveyed using the student's own words.	(22.3-19.4) Mostly concise justification of compassionate care is conveyed in the student's own words. Some content includes ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach have been discussed, supported by valid and relevant research, and is conveyed using the student's own words.	(22.3-19.4) Some justification of compassionate care is conveyed in the student's own words. Some content is limited in ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach is limited, however is supported by valid and relevant research and is conveyed in the student's own words.	(14.9-0) There is minimal or no justification of compassionate care. Discussion of ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment including three strategies for providing a compassionate and person-centred care is limited or omitted and/or is not supported by valid and relevant research and/or is not conveyed in the student's own words.	

Professional writing and presentation (10%)	(10-8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15 contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated by 13-14 contemporary peer-reviewed journal articles. Formatting requirements applied with minimal error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct, and presented logically, demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated by 11-12 contemporary peer-reviewed journal articles. Formatting requirements applied with some error. Adheres to the word count.	(6.4-5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated by 9-10 contemporary peer-reviewed journal articles. Formatting requirements applied with moderate error. Adheres to the word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥ 4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated by 8 or fewer contemporary peer-reviewed journal articles. Formatting requirements are inaccurate or not applied. Deviates +/- 10% of the word count.
Referencing (5%)	(5-4.25) Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.2-3.8) Acknowledges majority of sources and/or meets APA (7 th Edition) referencing standards with 1 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.75-3.55) Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Multiple sources not acknowledged and/or ≥ 4 APA (7 th Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.
TOTAL					

Referencing Style

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

Submission

Online

Submission Instructions

Submission will be a two-part process: 1. Please submit your presentation slides by the due date via the Unit Moodle site. 2. You will be presenting live to your lecturer and fellow students using Zoom, a video conferencing program. Your lecturer will help you with using Zoom and arrange a suitable time with you to present. With your permission, your presentation may be filmed for marking purposes. Only your lecturer will have access to this video which will be stored securely.

Learning Outcomes Assessed

- Investigate cognitive and/or sensory function impairment and the impact of these impairments in and on the lives of older people.
- Apply contemporary nursing knowledge, ethical, legal, and professional practice concepts to the nursing care of older adults experiencing cognitive and/or sensory impairment.
- Critically discuss complex nursing care management of the older adult who has cognitive and/or sensory impairment in your context of specialty practice.
- Justify the nursing care of an older adult experiencing cognitive and/or sensory impairment in your context of nursing practice.

2 Case Study

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is to critically analyse the poem "Do Not Ask Me to Remember " by Owen Darnell to gain insights into dementia care, and the importance of empathy and understanding in supporting older adults with dementia and their caregivers.

Instructions

You are writing an academic essay that requires you to critically reflect on the implications of the poem for dementia care practices and develop strategies for providing compassionate and person-centered care to individuals with dementia. Your discussion is to be substantiated with current evidence-based literature.

Please follow the steps below to complete your task:

1. Read the provided poem, "Do Not Ask Me to Remember," and reflect on its themes and messages.

Do not ask me to remember
Do not ask me to remember,
Don't try to make me understand,
Let me rest and know you're with me,
Kiss my cheek and hold my hand,
I'm confused beyond your concept,
I am sad and sick and lost.
All I know is that I need you,
To be with me at all cost.
Do not lose your patience with me,
Do not scold or curse or cry.
I can't help the way I'm acting,
Can't be different though I try.
Just remember that I need you,
That the best of me is gone,
Please don't fail to stand beside me,
Love me 'til my life is done.
Owen Darnell

2. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
3. Investigate the impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem (approximately 450 words).
4. Consider the implications of the poem for dementia care practices in your area of specialty, including communication strategies, caregiver support, and person-centered care approaches (approximately 450 words).
5. Justify compassionate nursing care for older adults experiencing cognitive impairment within the context of your nursing practice (approximately 1500 words). Your justification should relate to:
 - a. Contemporary nursing care practices to provide care and comfort based on individual needs and preferences.
 - b. Ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment.
6. Develop three strategies for providing compassionate, person-centred care to individuals with dementia based on the insights gained from the poem (approximately 300 words).
7. Provide a concise conclusion summarising the main concepts in your assessment (approximately 200 words).

Assessment Due Date

Week 12 Wednesday (2 Oct 2024) 5:00 pm AEST

Submit your assessment in Microsoft Word format only.

Return Date to Students

Exam Week Wednesday (16 Oct 2024)

Students will be advised of release of assessment marking via an announcement posted to the Announcement's Board on the Unit Moodle site. Please note, this 'Return to Students Information' is an approximate date.

Weighting

60%

Assessment Criteria

Assessment Two - Written Assessment

Student Name:

Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5-100% (10-8.5) The written assessment has a clear and succinct introduction and conclusion conveyed using the student's own words. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points and is written in the student's own words.	74.50-84.49% (8.4-7.5) The written assessment has a clear introduction and conclusion conveyed using the student's own words. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points and is written in the student's own words.	64.50-74.49% (7.4-6.5) The written assessment has an adequate introduction and conclusion conveyed using the student's own words. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points and is written in the student's own words.	49.50-64.49% (6.4-5) An introduction and conclusion have been attempted and conveyed using the student's own words. The introduction provides limited background information and an outline of the case study's direction, and the conclusion has a few key points and is written in the student's own words.	<49.5% (4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided and/or is not conveyed using the student's own words. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted and is not written in the student's own words.	

Impact of Cognitive Impairment (20%)	(20-17) The written assessment demonstrates a thorough understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words.	(20-17) The written assessment demonstrates a clear understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words	(20-17) The written assessment partly provides a good understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words	(12.9-10) The written assessment lacks some content that indicates an understanding of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem have been comprehensively discussed and is conveyed in the student's own words	(9.9-0) There is minimal, incorrect, or omitted content of the emotional and practical challenges faced by older adults with cognitive impairment and their caregivers. The impact of cognitive impairment on the lives of older adults, considering the themes of confusion, dependence, empathy, and the importance of companionship depicted in the poem is limited or omitted and/or content is not written in the student's own words.
Implications of the Poem of Dementia Care Practices (25%)	(25-15.5) Concise and comprehensive discussion is conveyed in the student's own words on the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(15.4-12.4) A concise discussion is conveyed in the student's own words on the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(12.3- 9.4) Mostly concise discussion is conveyed in the student's own words on the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(9.3-6) A discussion is provided and is conveyed in the student's own words; there are some gaps in the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches.	(5.9-0) There is minimal or no discussion of the implications of the poem for dementia care practices in the student's area of specialty, including communication strategies, caregiver support, and person-centred care approaches and/or content is not conveyed in the student's own words.
Critical Analysis - Justification of compassionate care (30%)	(30-25.5) Concise and comprehensive justification of compassionate care is conveyed in the student's own words. Content includes ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach have been comprehensively discussed, supported by valid and relevant research, and is conveyed using the student's own words.	(25.4-22.4) Concise justification of compassionate care is conveyed in the student's own words. Content includes ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach have been consistently discussed, supported by valid and relevant research, and is conveyed using the student's own words.	(22.3-19.4) Mostly concise justification of compassionate care is conveyed in the student's own words. Some content includes ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach have been discussed, supported by valid and relevant research, and is conveyed using the student's own words	(22.3-19.4) Some justification of compassionate care is conveyed in the student's own words. Some content is limited in ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment. Three strategies for providing a compassionate and person-centred care approach is limited, however is supported by valid and relevant research and is conveyed in the student's own words.	(14.9-0) There is minimal or no justification of compassionate care. Discussion of ethical, legal, and professional practice concepts for the care of older adults experiencing cognitive impairment including three strategies for providing a compassionate and person-centred care is limited or omitted and/or is not supported by valid and relevant research and/or is not conveyed in the student's own words.
Professional writing and presentation (10%)	(10-8.5) Content is students own work, clear, accurate, and presented in a logical, succinct order demonstrating a comprehensive understanding of the topic. There are no errors in English grammar, spelling, and punctuation. The language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 15 contemporary peer-reviewed journal articles. Formatting requirements applied without error. Adheres to the word count.	(8.4-7.5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 1 error. The language of the discipline is frequently used. The assessment is substantiated by 13-14 contemporary peer-reviewed journal articles. Formatting requirements applied with minimal error. Adheres to the word count.	(7.4-6.5) Content is students own work, mostly clear, correct, and presented logically, demonstrating a sound understanding of the topic. English grammar, spelling, and punctuation conventions have 2 errors. The language of the discipline is mostly used. The assessment is substantiated by 11-12 contemporary peer-reviewed journal articles. Formatting requirements applied with some error. Adheres to the word count.	(6.4-5) Content is students own work, frequently clear, correct, and presented logically, demonstrating a good understanding of the topic. English grammar, spelling, and punctuation conventions have 3 errors. The language of the discipline is used. The assessment is substantiated by 9-10 contemporary peer-reviewed journal articles. Formatting requirements applied with moderate error. Adheres to the word count.	(4.9-0) Content is not students own work, consistently unclear or incorrect and disorganised demonstrating insufficient understanding of the topic. English grammar, spelling, and punctuation conventions have ≥4 errors. The language of the discipline is infrequently or incorrectly used. The assessment is substantiated by 8 or fewer contemporary peer-reviewed journal articles. Formatting requirements are inaccurate or not applied. Deviates +/- 10% of the word count.
Referencing (5%)	(5-4.25) Acknowledges all sources and meets APA (7 th Edition) referencing standards with no errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(4.2-3.8) Acknowledges majority of sources and/or meets APA (7 th Edition) referencing standards with 1 error. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.75-3.55) Acknowledges most sources and/or meets APA (7 th Edition) referencing standards with 2 errors. Literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Acknowledges sources and/or meets APA (7 th Edition) referencing standards with 3 errors. Some literature cited is published in the last 5 years and sourced from the CQUniversity library.	(3.50-2.5) Multiple sources not acknowledged and/or ≥4 APA (7 th Edition) referencing errors or references not provided and some references are not sourced from the CQUniversity library.
TOTAL					

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the Assessment 2 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Investigate cognitive and/or sensory function impairment and the impact of these impairments in and on the lives of older people.
- Apply contemporary nursing knowledge, ethical, legal, and professional practice concepts to the nursing care of older adults experiencing cognitive and/or sensory impairment.
- Critically discuss complex nursing care management of the older adult who has cognitive and/or sensory impairment in your context of specialty practice.
- Justify the nursing care of an older adult experiencing cognitive and/or sensory impairment in your context of nursing practice.

Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

What can you do to act with integrity?



Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem