



DCHA20003 Supporting Older People with Cognitive and Sensory Changes

Term 1 - 2025

Profile information current as at 26/03/2025 04:11 am

All details in this unit profile for DCHA20003 have been officially approved by CQU University 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 1 - 2025

- 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 SUTE unit comment report.

Feedback

I have enjoyed this subject and the feedback I received.

Recommendation

Unit coordinator to continue to provide timely, constructive and in depth feedback to student assessments.

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



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

There are no required textbooks.

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
- CQUniversity 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 Monson Unit Coordinator

a.monson@cqu.edu.au

Schedule

Week 1 - 10 Mar 2025

Module/Topic	Chapter	Events and Submissions/Topic
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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 - 17 Mar 2025

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 - 24 Mar 2025

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 - 31 Mar 2025

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 - 07 Apr 2025

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 - 14 Apr 2025

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 - 21 Apr 2025

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 (23 Apr 2025) 4:00 pm AEST

Week 7 - 28 Apr 2025

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 - 05 May 2025

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 - 12 May 2025

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 - 19 May 2025

Module/Topic

Chapter

Events and Submissions/Topic

Cardiovascular Conditions and Sensory Impairment

Complete the readings and activities as outlined in the Module.

Zoom Tutorial - 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 - 26 May 2025

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: Assessment 2 questions. Please see the module for the link and the date and time.
Announcement and Discussion Boards - Check for posts and updates.

Week 12 - 02 Jun 2025

Module/Topic

Chapter

Events and Submissions/Topic

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.

Written Assessment Due: Week 12
Wednesday (4 June 2025) 4:00 pm
AEST

Review/Exam Week - 09 Jun 2025

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

Exam Week - 16 Jun 2025

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 for you to critically examine the impact of hypertension on older adults with impaired cognition, highlighting potential complications and management strategies to promote better health outcomes for older adults.

Instructions

Prepare and deliver a nine-slide presentation to discuss management strategies and effective screening tools to prevent complications and enhance positive health outcomes associated with hypertension in older adults.

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 impaired cognition and its common causes in older adults and state the significance of managing hypertension in the older adult population with cognitive decline.
3. Slide 3 use current literature to explain the relationship between hypertension and cognition impairment. Discuss how hypertension can hinder medication management, for example, medication adherence.
4. Slide 4 discuss the most effective screening tools for assessing cognitive and sensory function in older adults with hypertension focusing on the behavioural, psychological, neurological, and physical aspects. Describe how each tool helps identify impairments and their impact on daily functioning.
5. Slide 6 apply contemporary nursing knowledge, and ethical, legal, and professional practice concepts to the nursing care of the older adult with a cognitive impairment with a diagnosis of hypertension.
6. Slide 7 present the importance of cognitive assessments for older adults with cognitive decline to prevent complications associated with hypertension.
7. Slide 8 explain and justify the most appropriate nursing care approaches to address cognitive decline and reduce complications associated with hypertension experienced by older adults and relate this to your healthcare facility.
8. Slide 9 presents your reference list.
9. Contact TaSAC for assistance (toll-free phone number 1300 666 620) if you experience difficulties submitting your assessment to Moodle.

Assessment Due Date

Week 6 Wednesday (23 Apr 2025) 4:00 pm AEST

Submit your assessment in Microsoft PowerPoint format only.

Return Date to Students

Week 9 Wednesday (14 May 2025)

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

Key Criteria	High Distinction 100-85%	Distinction 84.9-75%	Credit 74.9-65%	Pass 64.9-50%	Fail <49.9%	TOTAL
Slide presentation (10%)	(10-8.5) A total of 9 slides used that are extremely aesthetically pleasing and hold the audience's attention. The slides are free of unnecessary detail, succinct, and readable. The slides contain an extremely appealing array of appropriate script and graphics and are the work of the student.	(8.4-7.5) A total of 9 slides are used that are aesthetically pleasing and hold the audience's attention. The slides are free of unnecessary detail, succinct, and readable. The slides contain an appealing array of appropriate script and graphics and are the work of the student.	(7.4-6.5) A total of 9 slides are used that are mostly aesthetically pleasing and hold the audience's attention. The slides are mostly free of unnecessary detail, succinct, and readable. The slides contain mostly appropriate script and graphics and are the work of the student.	(6.4-5) A total of 9 slides are used that contain some unnecessary detail but are readable. The slides contain some appropriate script and graphics and are the work of the student.	(4.9-0) Nine slides have not been used. The slides are not aesthetically pleasing and do not hold the audience's attention. The slides contain unnecessary detail, are cluttered, and/or are not readable. The slides do not contain appropriate script and graphics and are not the work of the student.	
Oral presentation (10%)	(10-8.5) The presenter consistently engages the audience. The presenter speaks very clearly, demonstrating enthusiasm for the topic. Each slide is comprehensively articulated and justified. The topic is very clearly presented. The presenter comprehensively addresses audience questions.	(8.4-7.5) The presenter readily engages the audience. The presenter speaks clearly, demonstrating enthusiasm for the topic. Each slide is clearly articulated and justified. The topic is clearly presented. The presenter clearly addresses audience questions.	(7.4-6.5) The presenter engages the audience. The presenter speaks well and demonstrates some enthusiasm for the topic. Each slide is articulated and justified. The topic is presented. The presenter effectively addresses audience questions.	(6.4-5) The presenter occasionally engages the audience. The presenter speaks well at times and attempts to demonstrate enthusiasm for the topic. Each slide is discussed, and some justification is provided. The topic is presented but lacks clarity. The presenter mostly addresses the audience's questions.	(4.9-0) The presenter minimally or does not engage the audience in the presentation. The presenter does not speak clearly and/or demonstrate enthusiasm for the topic. Each slide is poorly or not discussed, and/or poorly justified. The topic is not clearly presented. Audience questions are not adequately addressed.	
Knowledge of cognitive decline (20%)	(20-17) Content includes current and comprehensive contextual information on cognitive decline and the various presentations supported by valid and relevant research conveyed in the students' own words.	(16.9-15) Content mostly includes current and comprehensive contextual information on cognitive decline and the various presentations supported by valid and relevant research conveyed in the students' own words.	(14.9-13) Some content includes current and comprehensive contextual information on cognitive decline and the various presentations supported by valid and relevant research conveyed in the students' own words.	(12.9-10) Content lacks the most current and comprehensive contextual information on cognitive decline and the various presentations are supported by some valid and relevant research conveyed in the students' own words.	(9.9-0) The content is irrelevant and/or minimally addresses information on cognitive decline and the various presentations and/or is not supported by valid and relevant research conveyed in the students' own words.	
Knowledge of assessment in relation to validated screening tools (20%)	(20-17) A concise and comprehensive explanation of conducting an assessment that applies to contemporary nursing knowledge, ethical, legal, and professional practice concepts and includes validated screening tools to assess physiological, psychological, mental health, and social functioning. Explanation supported by valid and relevant research conveyed in the students' own words.	(16.9-15) A comprehensive explanation of conducting an assessment that applies to contemporary nursing knowledge, ethical, legal, and professional practice concepts. Discussion comprehensively includes validated screening tools to assess physiological, psychological, mental health, and social functioning. Explanation is supported by valid and relevant research conveyed in the students' own words.	(14.9-13) A good explanation of conducting an assessment that applies to contemporary nursing knowledge, and ethical, legal, and professional practice concepts. Good discussion of validated screening tools to assess physiological, psychological, mental health, and social functioning. Explanation supported by valid and relevant research conveyed in the students' own words.	(12.9-10) Mostly correct explanation of conducting an assessment that applies to contemporary nursing knowledge, and ethical, legal, and professional practice concepts. Discussion of validated screening tools to assess physiological, psychological, mental health, and social functioning, is provided but requires more depth. Explanation is supported by mostly valid and relevant research conveyed in the students' own words.	(9.9-0) The assessment information is irrelevant and/or minimally addresses conducting an assessment that applies to contemporary nursing knowledge, and ethical, legal, and professional practice concepts. The discussion of the screening tools to assess physiological, psychological, mental health, and social functioning has significant gaps in content or is missing. Explanation is not supported by valid and relevant research conveyed in the students' own words.	

Critical thinking and advanced knowledge (30%)	(30-25.5) Concise and comprehensive explanation and justification of a planned nursing care approach for older adults experiencing cognitive decline. Explanation supported by valid and relevant research conveyed in students' own words.	(25.4-22.4) Comprehensive explanation and justification of a planned nursing care approach for older adults experiencing cognitive decline. Explanation is supported by valid and relevant research conveyed in students' own words.	(22.3-19.4) Mostly concise explanation and justification of a planned nursing care approach for older adults experiencing cognitive decline. Explanation is supported by valid and relevant research conveyed in students' own words.	(19.3-15) The nursing care approach for older adults experiencing cognitive decline is provided but requires depth of content and discussion. Explanation is supported by mostly valid and relevant research conveyed in students' own words.	(14.9-0) The content is irrelevant and/or does not meet/address the task. The content of the nursing approach for older adults experiencing cognitive decline has inaccuracies or is limited in scope. Explanation is not supported by valid and relevant research is not conveyed in students' own words.
Use of evidence (5%)	(5-4.25) Expertly integrates quality, relevant, and valid references to support and reflect all ideas, and factual information, with all content supported by evidence conveyed in students own words.	(4.2-3.8) Consistently integrates quality, relevant, and valid references to support and reflect ideas, and factual information, with 1 exception conveyed in students own words.	(3.75-3.55) Frequently integrates quality, relevant, and valid references to support and reflect ideas, and factual information, with 2 exceptions conveyed in students own words.	(3.50-2.5) Occasionally integrates relevant and valid references to support and reflect ideas, and factual information, with 3 exceptions conveyed in students own words.	(2.45-0) Infrequent or fails to attempt (≥ 4 errors) to integrate relevant and valid references to support and reflect ideas, and factual information and is not in students own words.
Referencing (5%)	(5-4.25) Referencing fully adheres to APA 7 th style guidelines and is sourced from the CQUniversity Library. Literature cited is published in the last 7 years.	(4.2-3.8) Referencing generally adheres to APA 7 th style guidelines with 1 consistent error. References are sourced from the CQUniversity Library. The majority of literature cited is published in the last 7 years.	(3.75-3.55) Referencing mostly adheres to APA 7 th style guidelines with 2 consistent errors. References are sourced from the CQUniversity Library. Most of the literature cited is published in the last 7 years.	(3.50-2.5) Referencing occasionally adheres to APA 7 th style guidelines with 3 consistent errors. References are sourced from the CQUniversity Library. Some of the literature cited is published in the last 7 years.	(2.45-0) Referencing does not adhere to APA 7 th style guidelines with ≥ 4 consistent errors. Some references may not be sources from the CQUniversity Library. The majority of literature cited is published ≥ 7 years.
TOTAL =					

Referencing Style

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

Submission

Online

Submission Instructions

Submission will be a two-part process: 1. 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 recorded for marking purposes. Only your lecturer will have access to this video which will be stored securely. Late penalties of 5% per day of the available mark may be applied as per the Assessment Policy and Procedure (Higher Education Coursework). Contact TASAC if you experience technical issues submitting your assessment: • Phone toll-free 1300 666 620 • Email tasac@cqu.edu.au

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 Written Assessment

Assessment Type

Written Assessment

Task Description

Aim

The aim of this assessment is for you to critically analyse the case of Mr. X, an 85-year-old man with multiple health conditions, focussing on nursing care before and after his heat stroke. It will evaluate the factors contributing to his incident, highlight failings in care, and recommend improvements in nursing practices for vulnerable older adults who reside in residential aged care facilities.

Coroners Case Study - Circumstances

Mr. X was an 85-year-old retired man who resided in a regional residential aged care facility (RACF) in NSW. His medical history included: Mixed Alzheimer's and vascular dementia, secondary parkinsonism, hypertension, type 2 diabetes, and moderate aortic stenosis. Mr. X mobilised using a wheelchair and had a history of falls. His wife lived nearby and would visit him regularly. At approximately 12:18 hours on 11 February 2023, Mr. X was found unconscious on the concrete ground in the sun and in an unsheltered patio area at the RACF. He was noted to be hot to touch. According to information given to Police, he was last seen at around 10:00 hours.

Emergency Services were called, and Queensland Ambulance Service (QAS) attended at the scene. The resident's condition was described as follows:

1. Unresponsive (GCS 3)
2. Respiratory rate of 40-50 breaths per minute
3. Reduced oxygen saturations of 80%
4. Rapid pulse of 150 beats per minute
5. Hypotensive with systolic blood pressure of 60mm Hg
6. Hyperthermic with first reading 'HI' and second temperature 41.7 degrees Celsius
7. Hyperglycaemic at 13.2 mmol/L
8. Erythema to his right foot
9. On QAS arrival, he was being actively cooled with wet towels, ice packs and fan.

The resident was transferred to the hospital for further management. At presentation, he was still hot with a temperature of 40.6 Celsius. His blood pressure had increased but he was still tachycardic and tachypnoeic. He had warm extremities, swelling and duskeness over his left wrist and hand, an erythematous right foot and an erythematous rash over the abdomen, thighs, and arms. The changes were of uncertain nature but considered to be possible burns. Chest x-ray showed no evidence of pneumonia, and a CT head scan showed no acute pathology. Despite cooling and additional treatment, Mr. X did not show significant improvement. Following discussions with his next of kin, it was agreed to treat him with comfort cares. Mr. X died in hospital on 18 February 2023. In the opinion of the forensic pathologist, the cause of death was heat stroke, Other significant conditions, Alzheimer's disease and vascular dementia, diabetes mellitus and aortic stenosis (Queensland Courts, 2024).

Instructions

Please follow the steps below to complete your task:

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
2. Access the NANDA nursing care plans and use the four-column format to develop your nursing care plan for Mr. X. This format allows you to include your nursing assessment diagnosis, outcomes, intervention and rationale, and evaluation (approximately 500 words).
3. Search the current literature on the nursing assessment and planned nursing care of an older person with Mixed Alzheimer's and Vascular Dementia disease and care practices, such as regular cognitive assessments, targeted hydration support, and proactive monitoring of resident 'whereabouts' and hydration status which are essential for older adult in residential aged care settings.
4. Justify your nursing care plan (approximately 2,200 words) - include a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and desired outcomes.
5. Your justification should relate to the:
 - a. Contemporary nursing care practices to provide care and comfort based on individual needs and preferences.
 - a. Ethical, legal, and professional practice concepts in nursing care, emphasising a duty to provide safe, respectful care to vulnerable adults. Discuss how the lack of supervision and failure to prevent Mr. X's exposure to life-threatening heat conditions could be seen as negligence, highlighting the need to adhere to the Aged Care Quality Standards and the Registered nurse standards for practice.
6. Provide a concise conclusion summarising the main concepts in your assessment (approximately 200 words).

Assessment Due Date

Week 12 Wednesday (4 June 2025) 4:00 pm AEST

Submit your assessment in Microsoft Word format only.

Return Date to Students

Exam Week Wednesday (18 June 2025)

Submit your assessment via the unit Moodle site in Microsoft Word format only. Late penalties of 5% per day of the available mark may be applied as per the Assessment Policy and Procedure (Higher Education Coursework). Contact TASAC if you experience technical issues submitting your assessment: • Phone toll-free 1300 666 620 • Email tasac@cqu.edu.au

Weighting

60%

Assessment Criteria

Key Criteria	High Distinction	Distinction	Credit	Pass	Fail	TOTAL
Introduction and conclusion (10%)	84.5–100% (10-8.5) The case study has a clear and succinct introduction and conclusion. The introduction provides excellent background information and outlines the direction of the assessment, and the conclusion succinctly summarises the key points.	74.50–84.49% (8.4-7.5) The case study has a clear introduction and conclusion. The introduction provides good background information and outlines the direction of the assessment, and the conclusion summarises most key points.	64.50–74.49% (7.4-6.5) The case study has an adequate introduction and conclusion conveyed. The introduction provides some background information and outlines the direction of the assessment, and the conclusion summarises some key points.	49.50–64.49% (6.4-5) An introduction and conclusion have been attempted. The introduction provides limited background information and an outline of the case study's direction, and the conclusion has a few key points.	<49.5% (4.9-0) The introduction has significant errors or omissions of aims and direction of content or the introduction is not provided. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Nursing assessment and management (20%)	(20-17) The case study provides a comprehensive search of the literature on the nursing assessment and management of an older person with Mixed Alzheimer's and Vascular Dementia disease and care practices, such as regular cognitive assessments, targeted hydration support, and proactive monitoring of resident 'whereabouts' and hydration status which are essential for older adult in residential aged care settings.	(20-17) The case study provides a concise search of the literature on the nursing assessment and management of an older person with Mixed Alzheimer's and Vascular Dementia disease and care practices, such as regular cognitive assessments, targeted hydration support, and proactive monitoring of resident 'whereabouts' and hydration status which are essential for older adult in residential aged care settings.	(20-17) The case study provides a mostly concise search of the literature on the nursing assessment and management of an older person with Mixed Alzheimer's and Vascular Dementia disease and care practices, such as regular cognitive assessments, targeted hydration support, and proactive monitoring of resident 'whereabouts' and hydration status which are essential for older adult in residential aged care settings.	(20-17) The case study provides a search of the literature on the nursing assessment and management of an older person with Mixed Alzheimer's and Vascular Dementia disease and care practices, such as regular cognitive assessments, targeted hydration support, and proactive monitoring of resident 'whereabouts' and hydration status which are essential for older adult in residential aged care settings.	(20-17) The case study provides an attempt at searching the literature on the nursing assessment and management of an older person with Mixed Alzheimer's and Vascular Dementia disease and care practices, such as regular cognitive assessments, targeted hydration support, and proactive monitoring of resident 'whereabouts' and hydration status which are essential for older adult in residential aged care settings.	
Nursing care plan (25%)	(25-15.5) Concise and comprehensively devised NANDA nursing care plan developed for Mr. X. Content includes the use of the four-column format, nursing assessment diagnosis, outcomes, intervention and rationale, and evaluation.	(15.4-12.4) Concisely devised NANDA nursing care plan for Mr. X. Content includes the use of the four-column format nursing assessment diagnosis, outcomes, intervention and rationale, and evaluation.	(12.3-9.4) Mostly concisely devised NANDA nursing care for Mr. X. Some content includes the use of the four-column format, nursing assessment diagnosis, outcomes, intervention and rationale, and evaluation.	(9.3-6) NANDA nursing care plan is provided. There are some gaps in the use of all four-column format nursing assessment diagnosis, outcomes, intervention and rationale, and evaluation	(5.9-0) There is minimal or no NANDA nursing care plan, nursing assessment, diagnosis, outcomes, intervention rationale and evaluation provided for Mr. X.	
Critical thinking – Nursing care plan (30%)	(30-25.5) Concise and comprehensive NANDA nursing care plan. Content includes a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the aimed outcomes to maintain or enhance the cognitive function of the older person. Ethical, legal, and professional concepts in nursing care, emphasising a duty to provide safe, respectful care to vulnerable adults have been comprehensively discussed, supported by valid and relevant research.	(25.4-22.4) Concise NANDA nursing care plan provided. Content mostly includes a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the aimed outcomes to maintain or enhance the cognitive function of the older person. Ethical, legal, and professional concepts in nursing care, emphasising a duty to provide safe, respectful care to vulnerable adults have been supported by valid and relevant research.	(22.3-19.4) Mostly concise NANDA nursing care plan provided. Some content includes a rationale and justification for the nursing assessments, nursing diagnosis, interventions, and the aimed outcomes to maintain or enhance the cognitive functions of the older person. Ethical, legal, and professional concepts in nursing care, emphasising a duty to provide safe, respectful care to vulnerable adults have been supported by valid and relevant research.	(19.3-15) The devised NANDA nursing care plan is not concise and/or does not enhance the cognitive functions of the older person. Ethical, legal, and professional concepts in nursing care, emphasising a duty to provide safe, respectful care to vulnerable adults is limited. The content is limited in the discussion however is supported by valid and relevant research.	(14.9-0) There is minimal or no NANDA nursing care plan and/or justification provided. Discussion of the ethical, legal, and professional practice concepts in nursing care, emphasising a duty to provide safe, respectful care to vulnerable adults is limited or omitted and/or is not supported by valid and relevant research.	
Professional writing and presentation (10%)	(10-8.5) Content is 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 and is the students own work.	(8.4-7.5) Content is 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 and is the students own work.	(7.4-6.5) Content is 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 and is the students own work.	(6.4-5) Content is 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 and is the students own work.	(4.9-0) Content is 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 and is not the work of the student	

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