



HAGE20001 Contemporary Approaches to Gerontological Care

Term 2 - 2024

Profile information current as at 06/07/2025 02:31 am

All details in this unit profile for HAGE20001 have been officially approved by CQUUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

General Information

Overview

In this unit, you will have the opportunity to explore, evaluate and apply nursing theories and models that are currently used in the care of older people in different care settings – acute, community, and residential aged care. You will investigate societal perceptions of older people, ageing and the impact these perceptions may have on the older person. You will plan changes to enhance the organisational culture of your clinical setting to provide an environment that is conducive to meeting the clinical, social and psychological needs of the older person and their families.

Details

Career Level: *Postgraduate*

Unit Level: *Level 8*

Credit Points: 6

Student Contribution Band: 10

Fraction of Full-Time Student Load: 0.125

Pre-requisites or Co-requisites

Students must be enrolled in CL22 Master of Clinical Nursing or CL16 Graduate Certificate in Clinical Nursing to undertake this unit. Pre-requisite: DCHA2003.

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. **Written Assessment**

Weighting: 40%

2. **Case Study**

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 comments report T1, 2024.

Feedback

For future students, this unit could use a bit of workplace interactions and feedback from work seniors.

Recommendation

Modules of learning will be reviewed to incorporate clinical activities to apply theoretical learning into clinical practice. Students will be encouraged to seek formative feedback from their nurse leaders in their place of employment.

Unit Learning Outcomes

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

1. Evaluate the application of nursing models of care pertinent to the holistic nursing care of the older adult and their families in your healthcare setting.
2. Analyse the impact that societal values have on the older adult and their nursing care across diverse care settings.
3. Critically discuss evidence-informed clinical, social, and psychosocial care needs of the older adult using contemporary evidence and national standards.
4. Construct and justify strategies to enhance a competent, culturally inclusive, person-centred work culture that meets the needs of older adults and their families across diverse care settings.

This unit is not linked to external accreditation.



















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 - Written Assessment - 40%	•	•	•	•
2 - Case Study - 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

HAGE20001

Supplementary

Ageing in a nursing home: foundations for care

Edition: 1st (2022)

Authors: Hudson, R.

Springer

Cham, Switzerland

ISBN: 978-3-030-98267-6

Binding: eBook

HAGE20001

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

These textbooks are available as ebooks 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
- 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 Hall Unit Coordinator

a.j.hall@cqu.edu.au

Schedule

Week 1 - 08 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Ageing in Society.	Complete the readings and activities as outlined in the Module. Review Assessment One Task Information.	Activity – Access the General Discussion page and introduce yourself to your colleagues by providing your: <ol style="list-style-type: none"> 1. Name 2. Where you work 3. Why you are studying MCN. Assessments 1 and 2 - Review the assessment tasks and make a study plan. Foundations of Academic Integrity Program - complete your annual program. Announcement and Discussion Boards - Check for posts and updates.

Week 2 - 15 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Cross-Cultural Ageing.	Complete the readings and activities as outlined in the Module. Review and Research information for Assessment One Task.	Recorded Zoom - Ageing and Societal Views & Culture and Ageing. Located in Module under 'learning material'. Announcement and Discussion Boards - Check for posts and updates.

Week 3 - 22 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theories and Ageing: Topics include: • Biological & Sociological/Psychosocial.	Complete the readings and activities as outlined in the Module. Being Working on Assessment One Task.	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 4 - 29 Jul 2024

Module/Topic	Chapter	Events and Submissions/Topic
Theories of Ageing: Topics include: • Psychological, Cognitive, and Spiritual.	Complete the readings and activities as outlined in the Module.	Recorded Zoom - Theories and Ageing. Located in Module under 'learning material'. Announcement and Discussion Boards - Check for posts and updates.

Week 5 - 05 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Models of Care.	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.

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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Contemporary Challenges.	Complete the readings and activities as outlined in the Module.	Recorded Zoom - Challenges in Caring for Older People. Located in Module under 'learning material'. Announcement and Discussion Boards - Check for posts and updates. Written Assessment Due: Week 6 Wednesday (21 Aug 2024) 5:00 pm AEST
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Week 7 - 26 Aug 2024

Module/Topic	Chapter	Events and Submissions/Topic
Culturally Response Practice.	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
Health Promotion.	Complete the readings and activities as outlined in the Module. Review and Research information for Assessment Two Task.	Recorded Zoom - Health Promotion of Healthy Ageing. Located in week 10's module. 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
Innovative Approaches to Care.	Complete the readings and activities as outlined in the Module. Begin working on Assessment Two Task.	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
Building a Culturally Competent Workforce.	Complete the readings and activities as outlined in the Module.	Recorded Zoom - Inspiring Nurses to Pursue a Career in Aged Care. Located in Module under 'learning material'. Announcement and Discussion Boards - Check for posts and updates.

Week 11 - 23 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Hot Topics - • Chemical Restraint • Missed Care in Aged Care	Complete the readings and activities as outlined in the Module.	Zoom Recordings - Located in the Module under Hot Topics. Announcement and Discussion Boards - Check for posts and updates.

Week 12 - 30 Sep 2024

Module/Topic	Chapter	Events and Submissions/Topic
Hot Topics. - • Lost Voices in an Aged Care system gone wrong • Lived Experiences of a carer - whose husband had dementia • Registered Nurse experiences in aged care	Complete the readings and activities as outlined in the Module.	Zoom Recordings - Located in the Module under Hot Topics. 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
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Nil.

Nil.

Nil.

Exam Week - 14 Oct 2024

Module/Topic

Chapter

Events and Submissions/Topic

Nil.

Nil.

Nil.

Assessment Tasks

1 Written Assessment

Assessment Type

Written Assessment

Task Description

Aim

The aim of this written assessment is to critically examine the stigma or misconceptions of the registered nurse (RN) workforce in caring for older adults and the consequential impact on both RNs and the health outcomes of older individuals.

Instructions

You are writing an academic essay that requires you to select and examine the stigma or misconceptions of the RN and critically analyse the effect of those views on the RN and the older adult. You should discuss how societal views affect job satisfaction, mental health, and a sense of professional fulfillment for the RN and the impact on the quality of care provided to older adults. Your discussion should include strategies to raise public awareness about the value and necessity of the expertise of the RN in caring for older adults and to reduce discrimination and stigma related to working in acute, residential, and community aged care settings. Your discussion is to be substantiated by evidence-based literature.

Please follow the steps below to complete your assessment task:

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
2. Discuss the stigma or two misconceptions about the role of the RN in acute, residential, and community aged care settings (approximately 200 words).
3. Discuss how stigma or misconceptions can affect job satisfaction, mental health, and a sense of professional fulfillment for the RN. This discussion should include recognising the value, expertise, and inclusiveness within the RN workforce and innovative and contemporary processes to optimise care for older adults (approximately 400 words).
4. Critically analyse how scholarly researchers and regulators such as Aged Care Quality and Safety Commission (approximately 500 words):
 - Raise public awareness about the value and necessity of the expertise of the RN in caring for older adults.
 - Reduce/prevent discrimination and stigma related to working in acute, residential, and community aged care settings.
 - Support safe, quality, clinical, social, and psychosocial care for RNs and older adults in acute, residential, and community aged care settings.
5. Justify how your findings can assist in raising the profile of the profession of aged care nursing and positive health outcomes for older people by incorporating contemporary evidence and national standards. Include two strategies to raise public awareness about the value and necessity of the expertise of the RN in caring for older adults to reduce/prevent discrimination and stigma related to working in acute, residential, and community aged care settings (approximately 600 words).
6. Provide a concise conclusion summarising the main concepts in your assessment (approximately 200 words).

Assessment Due Date

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

Submit your assessment in Microsoft Word 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.

Weighting

40%

Assessment Criteria

Assessment One - 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 and is the student's own work. 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 written assessment has a clear introduction and conclusion and is the student's own work. 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 written assessment has an adequate introduction and conclusion and is the student's own work. 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 and are the student's own work. The introduction provides limited background information and an outline of the assessment'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 and/or is not the student's own work. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
Stigma or misconceptions of the role of the RN (20%)	(20-17) The written assessment provides a comprehensive discussion of the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting and is supported by valid and relevant research conveyed in the student's own words.	(16.9-15) The written assessment provides a concise discussion of the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting and is supported by valid and relevant research conveyed in the student's own words.	(14.9-13) The written assessment partly provides a discussion of the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting and is supported by valid and relevant research conveyed in the student's own words.	(12.9-10) The written assessment lacks some content that indicates an incomplete discussion of the literature on the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting and is supported by valid and relevant research conveyed in the student's own words.	(9.9-0) There is minimal, incorrect, or omitted content/discussion on the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting and is/is not supported by valid and relevant research and is not the student's own work.	
Effects of Stigma or misconceptions of the role of the RN (25%)	(25-22) Concise and comprehensive critique of the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting is supported by valid and relevant research and is in the student's own words. The discussion demonstrates how stigma or misconceptions can affect job satisfaction, mental health, and a sense of professional fulfillment for the RN. The discussion includes the importance of recognising the value, expertise, and inclusiveness of the RN in the workforce and innovative and contemporary processes to optimise care for older adults.	(21.9-19) Concise critique of the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting, supported by valid and relevant research and is in the student's own words. The discussion demonstrates how stigma or misconceptions can affect job satisfaction, mental health, and a sense of professional fulfillment for the RN. The discussion includes the importance of recognising the value, expertise, and inclusiveness of the RN in the workforce and innovative and contemporary processes to optimise care for older adults.	(18.9-15) Mostly concise critique of the stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting, supported by valid and relevant research and is in the student's own words. The discussion demonstrates how stigma or misconceptions can affect job satisfaction, mental health, and a sense of professional fulfillment for the RN. The discussion includes the importance of recognising the value, expertise, and inclusiveness of the RN in the workforce and innovative and contemporary processes to optimise care for older adult.	(14.9-10) Some critique of stigma or two misconceptions of the role of the RN in the acute, residential or community aged care setting is provided and is supported by valid and relevant research and is in the student's own words. There are some gaps in the discussion that exclude the demonstration of stigma or misconceptions can affect job satisfaction, mental health, and a sense of professional fulfillment for the RN. There is some discussion about the importance of recognising the value, expertise, and inclusiveness of the RN in the workforce and innovative and contemporary processes to optimise care for older adults.	(9.9-0) There is minimal or no effects of stigma or misconceptions discussed, or demonstration of how stigma or misconceptions can affect job satisfaction, mental health, and a sense of professional fulfillment for the RN. There is minimal or no discussion of about the importance of recognising the value, expertise, and inclusiveness of the RN in the workforce and innovative and contemporary processes to optimise care for older adults. Statements are not supported by valid and relevant research and/or is not in the student's own words.	
Critical Analysis – importance of the role of RN (30%)	(30-25.5) Concise and comprehensive discussion of how scholarly researchers and regulators such as Aged Care Quality and Safety Commission raise public awareness about the value and necessity of the expertise of the RN, reduce/prevent discrimination and stigma, and support safe, quality, clinical, social, and psychosocial care for RNs and older adults. Two strategies to raise public awareness about the value and necessity of the expertise of the RN in caring for older adults to reduce/prevent discrimination and stigma related to working in acute, aged care, and community settings are discussed. Statements are supported by valid and relevant research and is in the student's own words.	(30-25.5) Concise discussion in student's own words discussing how scholarly researchers and regulators such as Aged Care Quality and Safety Commission raise public awareness about the value and necessity of the expertise of the RN, Reduce/prevent discrimination and stigma, and support safe, quality, clinical, social, and psychosocial care for RNs and older adults. Two strategies to raise public awareness about the value and necessity of the expertise of the RN in caring for older adults to reduce/prevent discrimination and stigma related to working in acute, aged care, and community settings are discussed. Statements are supported by valid and relevant research and is in the student's own words.	(22.3-19.4) Mostly concise in student's own words discussing how scholarly researchers and regulators such as Aged Care Quality and Safety Commission raise public awareness about the value and necessity of the expertise of the RN, Reduce/prevent discrimination and stigma, and support safe, quality, clinical, social, and psychosocial care for RNs and older adults. Two strategies to raise public awareness about the value and necessity of the expertise of the RN in caring for older adults to reduce/prevent discrimination and stigma related to working in acute, aged care, and community settings are discussed. Statements are supported by valid and relevant research and is in the student's own words.	(19.3-15) The justification is not concise and/or does not discuss how scholarly researchers and regulators such as Aged Care Quality and Safety Commission raise public awareness about the value and necessity of the expertise of the RN, Reduce/Prevent discrimination and stigma, and support safe, quality, clinical, social, and psychosocial care for RNs and older adults. Two strategies to raise public awareness about the value and necessity of the expertise of the RN in caring for older adults to reduce/prevent discrimination and stigma related to working in acute, aged care, and community settings are discussed. Statements are supported by valid and relevant research and is in the students' own words.	(14.9-0) There is minimal or no Statements are not supported by valid and relevant research and/or is not in the student's own words. discuss how scholarly researchers and regulators such as Aged Care Quality and Safety Commission raise public awareness about the value and necessity of the expertise of the RN, Reduce/Prevent discrimination and stigma, and support safe, quality, clinical, social, and psychosocial care for RNs and older adults. Two strategies to raise public awareness about the value and necessity of the expertise of the RN in caring for older adults to reduce/prevent discrimination and stigma related to working in acute, aged care, and community settings are discussed.	

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. 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. Language of the discipline is frequently used. The assessment is substantiated with 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. Language of the discipline is mostly used. The assessment is substantiated with 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. Language of the discipline is frequently used. The assessment is substantiated with 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. Language of the discipline is infrequently or incorrectly used. The assessment is substantiated with 8 or less contemporary peer-reviewed journal articles. Formatting requirements are inaccurate or not applied. Deviates +/- 10% of the word count. (2.4-0) Multiple sources not acknowledged and/or ≥ 4 APA (7 th Edition) referencing errors or references are not provided and some references are not sourced from the CQUniversity library.
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.	
TOTAL					

Referencing Style

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

Submission

Online

Submission Instructions

Submit your assessment via the Assessment 1 submission portal on the unit Moodle site.

Learning Outcomes Assessed

- Evaluate the application of nursing models of care pertinent to the holistic nursing care of the older adult and their families in your healthcare setting.
- Analyse the impact that societal values have on the older adult and their nursing care across diverse care settings.
- Critically discuss evidence-informed clinical, social, and psychosocial care needs of the older adult using contemporary evidence and national standards.
- Construct and justify strategies to enhance a competent, culturally inclusive, person-centred work culture that meets the needs of older adults and their families across diverse care settings.

2 Case Study

Assessment Type

Case Study

Task Description

Aim

The aim of this assessment is for you to critically evaluate the deficiencies in professional and cultural competence within an aged care facility, specifically focusing on registered nurses (RNs), and to propose strategies for improvement to enhance the quality of care provided to older adults.

Instructions

To complete this assessment, read the case below and follow the steps below.

Case Study

Maplewood Residential Aged Care Facility (RACF) a long-established residential aged care facility has been facing mounting concerns regarding the quality of nursing care provided to its residents. Despite its reputation for providing comprehensive services to older adults with an Overall Star rating a 5-star rating that bases RACFs overall performance – an Overall Star Rating of between 1 and 5 stars, and a rating across each of the 4 sub-categories – residence experience, compliance, staffing, and quality measures, a recent site audit revealed significant deficiencies in professional and culturally competent nursing care delivered by registered nurses (RNs).

1. Provide a brief introduction outlining the aim of your assessment (approximately 100 words).
2. Examine the literature on the Overall Star rating, a 5-star rating, and 4 sub-categories – residence experience,

compliance, staffing, and quality measures, and examine how these subcategories influence the professional attributes and cultural competence of registered nurses working in aged care settings. (approximately 400 words).

- Critically analyse the factors affecting sub-category 3 – staffing and potential risks to RNs and older adults (approximately 800 words).
- Critically discuss the Australian Government Department of Health's Actions to support older Culturally and Linguistically Diverse people: A guide for Aged Care Providers (2019), to enhance a competent, culturally aware, inclusive, person-centered framework to meet the needs of older adults and their families. Your discussion should include three implications for health policy and be substantiated by the literature with reference to the Aged Care Quality Standards (approximately 1,000 words).
- 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.

Weighting

60%

Assessment Criteria

Assessment Two – Case Study

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 and is in the student's own words. The introduction provides excellent background information and outlines the direction of the case study, and the conclusion succinctly summarises the key points.	74.50–84.49% (8.4–7.5) The written assessment has a clear introduction and conclusion and is in the student's own words. The introduction provides good background information and outlines the direction of the case study, and the conclusion summarises most key points.	64.50–74.49% (7.4–6.5) The written assessment has an adequate introduction and conclusion and is in the student's own words. The introduction provides some background information and outlines the direction of the case study, and the conclusion summarises some key points.	49.50–64.49% (6.4–5) An introduction and conclusion have been attempted and is in 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.	<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 is not the student's own words. The logical direction of the assessment is unclear. The conclusion does not summarise the assessment or is omitted.	
5-STAR rating (overt & covert) (20%)	(20–17) The written assessment provides a comprehensive search of the literature on the Overall Star Rating, a 5-star rating, and 4 sub-categories – residence experience, compliance, staffing, and quality measures, and how these sub-categories influence the professional attributes and cultural competence of registered nurses working in aged care settings. Evidenced-based practice by valid and relevant research conveyed in the student's own words.	(16.9–15) The written assessment provides a clear search of the literature on the Overall Star Rating, a 5-star rating, and 4 sub-categories – residence experience, compliance, staffing, and quality measures, and how these sub-categories influence the professional attributes and cultural competence of registered nurses working in aged care settings. Evidenced-based practice by valid and relevant research conveyed in the student's own words	(14.9–13) The written assessment partly provides a search of the literature on the Overall Star Rating, a 5-star rating, and 4 sub-categories – residence experience, compliance, staffing, and quality measures, and how these sub-categories influence the professional attributes and cultural competence of registered nurses working in aged care settings. Evidenced-based practice by valid and relevant research conveyed in the student's competence of registered nurses working in aged	(12.9–10) The written assessment lacks some content that indicates an incomplete search of the literature on the Overall Star Rating, a 5-star rating, and 4 sub-categories – residence experience, compliance, staffing, and quality measures, and how these sub-categories influence the professional attributes and cultural competence of registered nurses working in aged care settings. Evidenced-based practice by valid and relevant research conveyed in the student's competence of registered nurses working in aged	(9.9–0) There is minimal, incorrect or omitted content on Overall Star Rating, a 5-star rating, and 4 sub-categories – residence experience, compliance, staffing, and quality measures, and how these subcategories influence the professional attributes and cultural competence of registered nurses working in aged care settings and is not supported by valid and relevant research and/or is not conveyed in the student's own words.	
Critical Analysis (25%)	(25–17) Concise and critical analysis of the research in relation to the factors affecting sub-category 3 – staffing and potential risks to RNs and older adults is provided and is supported by valid and relevant research conveyed in the student's own words.	(16.9–15) Concise analysis of the research in relation to the factors affecting sub-category 3 – staffing and potential risks to RNs and older adults is provided and is supported by valid and relevant research conveyed in the student's own words	(14.9–13) Mostly concise analysis of the research in relation to the factors affecting sub-category 3 – staffing and potential risks to RNs and older adults is provided and is supported by valid and relevant research conveyed in the student's own words	(12.9–10) Analysis of research in relation to factors affecting the factors affecting sub-category 3 – staffing and potential risks to RNs and older adults is provided, however there are some gaps in discussion. Analysis is supported by valid and relevant research conveyed in the student's own words	(9.9–0) There is minimal or no evidence of analysis of the factors affecting sub-category 3 – staffing and potential risks to RNs and older adults is not provided or supported by valid and relevant research and/or is not conveyed in the student's own words.	

Australian Government Department of Health (30%)	(30-25.5) Concise and comprehensive justification of the Australian Government Department of Health's Actions to support older Culturally and Linguistically Diverse people: A guide for Aged Care Providers (2019), to enhance a competent, culturally aware, inclusive, person-centred framework to meet the needs of older adults and their families. Discussion includes three implications for health policy and be substantiated by the literature with reference to the Aged Care Quality Standards conveyed in the student's own words.	(25.4-22.4) Concise justification of current of the Australian Government Department of Health's Actions to support older Culturally and Linguistically Diverse people: A guide for Aged Care Providers (2019), to enhance a competent, culturally aware, inclusive, person-centred framework to meet the needs of older adults and their families. Discussion includes three implications for health policy and be substantiated by the literature with reference to the Aged Care Quality Standards conveyed in the student's own words	(22.3-19.4) Mostly concise justification of the Australian Government Department of Health's Actions to support older Culturally and Linguistically Diverse people: A guide for Aged Care Providers (2019), to enhance a competent, culturally aware, inclusive, person-centred framework to meet the needs of older adults and their families. Discussion includes three implications for health policy and be substantiated by the literature with reference to the Aged Care Quality Standards conveyed in the student's own words.	(19.3-15) There is some justification provided, however is not concise and/or does not include the Australian Government Department of Health's Actions to support older Culturally and Linguistically Diverse people: A guide for Aged Care Providers (2019), to enhance a competent, culturally aware, inclusive, person-centred framework to meet the needs of older adults and their families. Limited discussion of three implications for health policy substantiated by the literature with reference to the Aged Care Quality Standards conveyed in the student's own words.	(14.9-0) There is minimal or no justification of the Australian Government Department of Health's Actions to support older Culturally and Linguistically Diverse people: A guide for Aged Care Providers (2019), to enhance a competent, culturally aware, inclusive, person-centred framework to meet the needs of older adults and their families. Limited or no discussion of three implications for health policy substantiated by the literature with reference to the Aged Care Quality Standards are not evident and/or 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. Language of the discipline is comprehensively used. The assessment is substantiated with a minimum of 20 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. Language of the discipline is frequently used. The assessment is substantiated with 18-19 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. Language of the discipline is mostly used. The assessment is substantiated with 16-17 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. Language of the discipline is frequently used. The assessment is substantiated with 14-15 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. Language of the discipline infrequently or incorrectly used. The assessment is substantiated with 14 or less 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.	(2.40-0) Multiple sources not acknowledged and/or ≥ 4 APA (7 th Edition) referencing errors or references are 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

- Evaluate the application of nursing models of care pertinent to the holistic nursing care of the older adult and their families in your healthcare setting.
- Analyse the impact that societal values have on the older adult and their nursing care across diverse care settings.
- Critically discuss evidence-informed clinical, social, and psychosocial care needs of the older adult using contemporary evidence and national standards.
- Construct and justify strategies to enhance a competent, culturally inclusive, person-centred work culture that meets the needs of older adults and their families across diverse care settings.

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