



School of Health Sciences

Faculty of Health

---

**CNA146 & CNA246**  
**PERSPECTIVES ON AGEING**

Semester 2, 2016

Unit Outline

Dr Suanne Lawrence

---

## CONTACT DETAILS

### Unit coordinator CNA146 and CNA246

---

Unit Coordinator: Dr Suanne Lawrence  
Campus: Hobart  
Email: Suanne.Lawrence@utas.edu.au  
Phone: 03 6226 4216 Fax: 03 6226 4690  
Mailing address: University of Tasmania, Private Bag 135, Hobart, TAS 7001  
Consultation hours: Appointments via email

### On-line Tutorial Staff (CNA246)

---

Tutor: Dr Geraldine Lane  
Tutor: Ms Janice Brault  
Tutor: Mrs Sancia West  
Tutor: Dr Susan Banks  
Tutor: Ms Jean Gray  
Tutor: Ms Rebecca Lamb

### On-line Tutorial Staff (CNA146)

---

Tutor: Dr Megan Stronach

# CONTENTS

WHAT IS THE UNIT ABOUT?	3
UNIT DESCRIPTION	3
INTENDED LEARNING OUTCOMES	3
GRADUATE QUALITY STATEMENT	4
ALTERATIONS TO THE UNIT AS A RESULT OF STUDENT FEEDBACK	4
PRIOR KNOWLEDGE &/OR SKILLS	4
HOW WILL I BE ASSESSED?	5
ASSESSMENT SCHEDULE	5
ASSESSMENT DETAILS	6
HOW YOUR FINAL RESULT IS DETERMINED	11
SUBMISSION OF ASSIGNMENTS	11
ACADEMIC REFERENCING	12
ACADEMIC MISCONDUCT	13
WHAT LEARNING OPPORTUNITIES ARE THERE?	13
MYLO	13
RESOURCES	14
ACTIVITIES	15
COMMUNICATION	16
FURTHER INFORMATION AND ASSISTANCE	17
UNIT SCHEDULE	18

## WHAT IS THE UNIT ABOUT?

---

### Unit description

This unit aims to support your ability to appraise critically, attitudes to ageing and aged care in Australia, and to engage in independent inquiry and reflection in the online environment with inter-professional peers and teachers. You will gain an understanding of the lived experiences of older people living in our communities through conversations, stories, literature, and case studies. Issues concerning the health and wellbeing of older people in Australia will be explored through insights into contemporary policy, research, and practices in aged care.

### Intended Learning Outcomes

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

1. Demonstrate your knowledge of demographic change to the development of aged care policy, and service provision in Australia.
2. Apply key legal and ethical concepts and mechanisms to the health needs of ageing individuals, adults living with dementia, their families and communities to promote their autonomy and wellness.
3. Contrast the impact of dementia on the life of the individual, their family and community with normal ageing.
4. Critically apply your knowledge of the key issues that affect the well-being of the older adult to professional practices that promote well-being in older adults.
5. Critically reflect on how your assumptions and knowledge of ageing may impact on ethical, social and practical aspects of your practice as a health professional.
6. Critically discuss how you, as a health professional, can overcome barriers to effective inter-disciplinary communication to ensure safe, quality, timely and appropriate care, or services are provided to the older adult.

## Graduate Quality Statement

Successful completion of this unit supports your development of course learning outcomes, which describe what a graduate of a course knows, understands and is able to do.

*Nursing Course Learning Outcomes:*

<http://www.utas.edu.au/courses/hsi/courses/h3d-bachelor-of-nursing>

*Para-medicine Course Learning Outcomes:*

<http://www.utas.edu.au/courses/hsi/courses/53a-bachelor-of-paramedic-practice>

Course learning outcomes are developed with reference to national discipline standards, Australian Qualifications Framework (AQF), any professional accreditation requirements and the University of Tasmania's Graduate Quality Statement.

The University of Tasmania experience unlocks the potential of individuals. Our graduates are equipped and inspired to shape and respond to the opportunities and challenges of the future as accomplished communicators, highly regarded professionals and culturally competent citizens in local, national, and global society. University of Tasmania graduates acquire subject and multidisciplinary knowledge and skills and develop creative and critical literacies and skills of inquiry. Our graduates recognise and critically evaluate issues of social responsibility, ethical conduct and sustainability. Through respect for diversity and by working in individual and collaborative ways, our graduates reflect the values of the University of Tasmania.

## Alterations to the unit as a result of student feedback

- Lectures revised and updated
- On-line case study discussion shortened
- Alteration to tutor role

## Prior knowledge &/or skills

1. **All students** are required to be familiar with the School of Health Sciences Mandatory Functional Requirements for the purposes of regulatory compliance and professional skills development.
2. **All students** undertaking CNA146 and CNA246 are required to read and abide by the following School of Health Sciences guidelines, located at:  
<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>
  - **Assessment Guidelines**
  - **Communication Guidelines**
  - **Social Media Guidelines**

## HOW WILL I BE ASSESSED?

### Assessment schedule

Assessment task	Date due	Percent weighting	Links to Intended Learning Outcomes
<b>Assessment Task 1:</b> Part A on-line posting (150 words) Part B critical reflection (500 words). Submit Part A and Part B into Assignment Folder for AT1	13:00 Monday 25 <sup>th</sup> July 13:00 Monday 17 <sup>th</sup> October	10%	2,4,5,6
<b>Assessment Task 2: Interview and Reflection (1000 words)</b>	13:00 Monday 15 <sup>th</sup> August	25%	1,4,5
<b>Assessment Task 3: On-line Case Study Discussion</b> <input type="checkbox"/> Week 7 (150 words)  <input type="checkbox"/> Week 8 (150 words) <hr/> <input type="checkbox"/> Week 10 (150 words)  <input type="checkbox"/> Week 11 (150 words)  Two posts submitted as a single document into Assignment Folder AT3 for grading; On-line self-assessment quiz	13:00 Monday 5 <sup>th</sup> September 13:00 Monday 12 <sup>th</sup> September  13:00 Monday 26 <sup>th</sup> September 13:00 Monday 3 <sup>rd</sup> October  13:00 Monday 10 <sup>th</sup> October Quiz close 13:00 Monday 10 <sup>th</sup> October	10% 5%	1,2,3,4,5,6
<b>Assessment Task 4: Examination</b>  Multiple choice questions (30%)  Short answer questions (20%)	Examinations Period (Date to be confirmed by Examination Office)	50%	1,2,3,4,6

## Assessment details

### Assessment task 1 (Part A + Part B)

Task description	<p><b>Part A on-line posting (150 words)</b></p> <p>In this first assessment task for the Unit, you will introduce yourself to your on-line group in the discussion forum on MyLO. For this task you will also write a short, <u>personal</u> reflection (within the word limit), on what ageing means to you, how you think this meaning was shaped, and your perception/s of what being an older person means. You will post your introduction and reflection together, into the on-line discussion forum before the due date.</p> <p>This post will be graded in combination with your critical reflection (Part B).</p> <p>(To help make on-line communication friendlier, complete your student profile and add a photo of yourself or 'avatar' (eg. your cat). This is not compulsory/assessed).</p> <p><b>Part B critical reflection (500 words)</b></p> <p>At the end of this Unit, you will link the <u>personal</u> reflection on ageing you made at the start of this Unit (ie. from your Task 1_Part A on-line posting) to a <u>critical</u> reflection on what you think the effect this Unit will have on your future practice or work. You will identify <u>three</u> aspects of the Unit that had the greatest effect on you. You will choose one aspect from each of the following areas (1) the content of the Unit; (2) your assessment tasks; and (3) the on-line group case-discussions (Weeks 7-11). Your critical reflection will skilfully use scholarly literature in support of your revised or confirmed understanding of older person well-being.</p> <p>You will copy your post made in Week 1 as an appendix for grading.</p>
Assessment criteria	<p>In your Task 1_Part A on-line posting you will:</p> <ol style="list-style-type: none"> <li>1. Introduce yourself to your on-line group in the discussion forum labelled <b>Assessment 1: Introduction and Reflection</b> on MyLO.</li> <li>2. Write a short, personal reflection, within the word limit, on what ageing means to you, how you think this meaning was shaped, and your perception/s of what being an older person means.</li> </ol>

	<p>3. Post your introduction and short, personal reflection together, into the on-line discussion forum before the due date.</p> <p>In your Task 1_Part B critical reflection (<b>Assignment Folder 1B</b>) you will:</p> <ol style="list-style-type: none"> <li>1. Link the <u>personal</u> reflection on ageing you made at the start of this Unit (ie. from your Task 1_Part A post) to this <u>critical</u> reflection.</li> <li>2. Identify <u>three</u> aspects of the Unit that had the greatest effect on you. You will choose one aspect <u>from each</u> of the following areas (1) the content of the Unit; (2) your assessment tasks; and (3) the on-line group case-discussions (Weeks 7-11).</li> <li>3. Skilfully use scholarly literature in support of your revised or confirmed understanding of older person well-being.</li> <li>4. Write in an academic style using correctly identified references per SoHS Guidelines; and include a copy of your Task 1_Part A on-line posting (excluded from word count) as an appendix.</li> </ol>
Links to unit's intended learning outcomes	2,4,5,6
Task length	<p>Task 1_Part A on-line posting (150 words)</p> <p>Task 1_Part B critical reflection (500 words, this does not include the word count for your Part A posting)</p>
Date due	<p>Task 1_Part A: 13:00 Monday 25th July (post into <b>Assessment 1: Introduction and Reflection</b> on-line discussion forum)</p> <p>Task 1_Part B: 13:00 Monday 17th October (upload into <b>Assignment Folder 1B</b>)</p>

## Assessment task 2: Conversation with an older person and critical reflection essay

Task description	<p><b>*See Assessment Folder on MyLO for further instructions*</b></p> <p>There are two steps to complete this assessment:</p> <p><b>Step 1 – have a conversation with a person 70 years or older who lives in the community</b> (NOT residential aged care). The conversation will take no longer than 60 minutes and you will use the questions <b>per the detailed, step-by-step instructions</b></p>
------------------	--



	<p><b>in the Assessment Folder on MyLO.</b> The outcome of the interview is your enhanced understanding of the ways that ageing has affected your interviewee's life, and your own perspectives on ageing. You must take <b>hand-written notes</b> during the conversation (NO RECORDING) and include a legible <b>scan of the questions and hand written notes with your reflection as evidence of your conversation.</b></p> <p><b>Step 2 – write a critical reflection</b> on your understanding of older people and how you believe your understandings have developed. You will use scholarly literature to help you make sense of your experience/s.</p> <p>You may use first person in your account of the conversation and the reflection. You must <b>use a pseudonym</b> for your interviewee e.g. MrsS, and no other identifying information e.g. replace 'my aunt' with 'my relative'; or Mosman' with 'lower north shore'.</p>
Assessment criteria	<p>In your Task 2_ conversation and critical reflection you will:</p> <ol style="list-style-type: none"> <li>1. Include as an appendix <i>or</i> upload as a separate file, a legible scan of your questions and notes you took during the conversation with an older person (pseudonym). **Note: failure to include your notes will result in an overall NN for this assessment task.**</li> <li>2. In your introduction, briefly state your expectations of what you expected to be a significant issue/s for your interviewee (pseudonym) before you met with them.</li> <li>3. Provide a critical reflection on how the issues identified in the conversation supported or contrasted with your expectations.</li> <li>4. Critically analyse, using scholarly literature, how your background and experience may have shaped your perspectives of older people.</li> <li>5. Write in an academic style using correctly identified references per SoHS Guidelines.</li> </ol>
Links to unit's intended learning outcomes	1,4,5
Task length	1000 words (excluding the questions and conversation notes) uploaded into <b>Assignment Folder AT2</b>
Date due	13:00 Monday 15 <sup>th</sup> August

### Assessment task 3: On-line case study discussions

Task description	<p>This on-line task comprises a set of case-studies that focus on particular issues in older person care. These issues will call upon your developing knowledge and skills to promote the well-being of the person represented in the case-study. Each issue will relate directly to the week's content. These discussions are a similar format to the SAQs in the final exam for this Unit.</p> <p>You must contribute - <i>in a timely manner</i> - to the discussion in each week (per schedule). Make sure you are posting into the discussion for that week. There is no limit to the number of posts you make, BUT no post is to exceed 150 words. The discussions will be moderated by your on-line tutor.</p> <p><b>**Note: you will not be able to see other student's posts until you post your own work as a 'New Thread' into the weekly discussion. You cannot edit your first post. Only first posts from each discussion week can be used for grading.**</b></p> <p>You will copy two of your BEST (first/new thread) postings from different discussion weeks into a single document to upload into <b>Assignment Folder AT3</b> by the due date for grading.</p> <p>Your posts must be supported by evidence (references) unless you are relating a personal experience. Even so, a reference always makes your experience more relevant!</p>
Assessment criteria	<p>In your Task 3_ on-line case study discussion you will:</p> <ol style="list-style-type: none"> <li>1. Accurately apply your knowledge of the topic to the discussion question using supporting references.</li> <li>2. Critically apply your knowledge of the key issues that affect the well-being of the older adult to practices, or interventions that promote well-being in the older adult.</li> <li>3. Communicate collegially, and in an academic writing-style using correctly identified references per SoHS Guidelines.</li> </ol>
Links to unit's intended learning outcomes	1,2,3,4,6
Task length	<ul style="list-style-type: none"> <li>• Each post must not exceed 150 words.</li> <li>• One post <i>minimum</i>, per discussion week.</li> </ul>
Date due	Multiple dates. See the assessment schedule on page 5 of the Unit Outline; or the individual MyLO discussion boards.

	Final submission of your two best posts pasted into a single document uploaded into Assignment Folder (Assessment Task 3) due 13:00 Monday 10th October (you can do this any-time after you make your first post in Week 11).
--	---

#### Assessment task 4: Final Exam

Description / conditions	<p>This examination is a measure of the knowledge you have gained from the Unit 'Perspectives on Ageing', and your ability to apply this knowledge. The examination comprises 60 (30%) multiple choice questions (MCQ's) and (20%) as short-answer questions (SAQ's) based on case studies similar to those used in Assessment 3. All content (lectures, case studies, essential readings) from the Unit identified as ESSENTIAL is examinable.</p> <p>You may take the following into the examination:</p> <ul style="list-style-type: none"> <li>• 2B pencil/s, eraser, ruler for MCQ data-card</li> <li>• Pen for SAQ</li> <li>• Calculator</li> <li>• Personal items per UTAS examination rules.</li> </ul> <p>Your responses to the SAQ's must be legible. Writing that exceeds the indicated answer space will not be marked.</p>
Assessment criteria	<p>In your Final Examination you will:</p> <ol style="list-style-type: none"> <li>1. Demonstrate your knowledge of the topics in this Unit</li> <li>2. Critically apply your knowledge of the topics in this Unit</li> <li>3. Write legibly and within the provided spaces on the examination paper.</li> </ol>
Links to unit's intended learning outcomes	1,2,3,4,6
Duration	Two (2) hours
Date	The final exam is conducted by the Student Centre in the formal examination period. See the <a href="#">Examinations and Results</a> page on the University's website, or access your personal exams timetable by logging into the <a href="#">eStudent Centre - Personal Exams Timetable</a> for specific date, time and location closer to the examination period.

## How your final result is determined

Students will be assessed against the accrediting authority's national standards ie. the Australian Nursing and Midwifery Council (ANMC) National Competency Standards for the Registered Nurse; and the Council of Ambulance Authorities (CAA) Professional Competency Standards.

## Submission of assignments

There is 'Assignment Folder' for Assessment Task 1; Assessment Task 2; and Assessment Task 3. You will need to activate your 'Assignment Folder' by agreeing to the originality statement link in 'Assessment Folder' for this Unit. The 'Assignment Folder' will not be available to you until you complete this step. This electronic originality statement replaces an assignment cover-sheet. **Do not include an assignment cover-sheet with your assessment submission.** Your assignment must follow the guidelines for assignment submission, ie. line spacing, font size and student ID. Please use a conventional document name such as AT1\_JaneSmith\_123456\_v1.6 to help you keep track of your assessments.

You are encouraged to complete the 'turn-it-in' Learning Activity in the MyLO Assessment folder for this unit. This will help you understand the way your tutor views and assesses the originality of your writing.

All grading and feedback for this unit is on-line (ie. paperless).

### Requests for extensions

*All requests for extensions are made to the Unit Co-ordinator per SoHS policy:*

Refer to the Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

### Penalties

Refer to the Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

### Review of results and appeals

Refer to the Assessment Guidelines for detailed instructions and advice relating to how to resolve any issues concerning assessment.

<http://www.utas.edu.au/health/students/resources/policies-procedures-and-forms>

On-line requests for review of grade during semester will only be considered if submitted through the Assignment Folder made available after release of grades.

## Academic referencing

In your written work you will need to support your ideas by referring to scholarly literature, works of art and/or inventions. It is important that you understand how to correctly refer to the work of others, and how to maintain academic integrity.

Failure to appropriately acknowledge the ideas of others constitutes academic dishonesty (plagiarism), a matter considered by the University of Tasmania as a serious offence.

The appropriate referencing style for this unit is Harvard Style.

Download a Guide to Harvard from the UTAS Library website and practice with it until you have a thorough understanding of how to reference correctly:

<http://utas.libguides.com/content.php?pid=27520&sid=329009>

Please read the following statement on plagiarism:

### Plagiarism

Plagiarism is a form of cheating. It is taking and using someone else's thoughts, writings or inventions and representing them as your own; for example, using an author's words without putting them in quotation marks and citing the source, using an author's ideas without proper acknowledgment and citation, copying another student's work.

If you have any doubts about how to refer to the work of others in your assignments, please consult your lecturer or tutor for relevant referencing guidelines. You may also find the [Academic Honesty site on MyLO](#) of assistance.

The intentional copying of someone else's work as one's own is a serious offence punishable by penalties that may range from a fine or deduction/cancellation of marks and, in the most serious of cases, to exclusion from a unit, a course or the University.

**The University and any persons authorised by the University may submit your assessable works to a plagiarism checking service, to obtain a report on possible instances of plagiarism. Assessable works may also be included in a reference database. It is a condition of this arrangement that the original author's permission is required before a work within the database can be viewed.**

For further information on this statement and general referencing guidelines, see the [Plagiarism and Academic Integrity](#) page on the University web site or the [Academic Honesty site on MyLO](#).

## Academic misconduct

Academic misconduct includes cheating, plagiarism, allowing another student to copy work for an assignment or an examination, and any other conduct by which a student:

- a. seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person are not entitled; or
- b. improperly disadvantages any other student.

Students engaging in any form of academic misconduct may be dealt with under the Ordinance of Student Discipline, and this can include imposition of penalties that range from a deduction/cancellation of marks to exclusion from a unit or the University. Details of penalties that can be imposed are available in [Ordinance 9: Student Discipline](#) – Part 3 Academic Misconduct.

Self-copying/Re-submission of assessment. It is not allowed to copy your own work, in part or in whole, and submit it for assessment in more than one Unit of study at this, or another, university. **This also applies to students repeating a Unit.** Unless otherwise approved, all assessment tasks undertaken in a unit must be done within the enrolment period.

Group work. It is important that all group members make appropriate contributions to the required task. Copying from others, or contributing less, little or nothing to a group assignment and then claiming an equal share of the marks are not appropriate. When working as a member of a group or team, it is important to keep records of your own work. Even though you may have group discussions and work together – always write your own notes, and keep records what you have personally contributed to any group assessment product/s.

Sharing assignments and Collusion. Protect your academic work. The intentional sharing of your work potentially allows others to copy your work and cheat and gain an academic advantage. In these circumstances, both you and the person that copied your work may be subject to allegations of academic misconduct.

## WHAT LEARNING OPPORTUNITIES ARE THERE?

### MyLO

MyLO is the online learning environment at the University of Tasmania. This is the system that will host the online learning materials and activities for this unit.

Every time you enter the unit, check the 'Announcements' for updates. The first time you enter the Unit, click through the Content Browser to orientate yourself to where you can find (1) the Unit Outline; (2) Assessment Resources; and (3) the Reading List. After you have found these items go to Module 1/ Week 1 and you are ready to launch!

## Getting help with MyLO

It is important that you are able to access and use MyLO as part of your study in this unit. To find out more about the features and functions of MyLO, and to practice using them, visit the [Getting Started in MyLO unit](#).

For access to information about MyLO and a range of step-by-step guides in pdf, word and video format, visit the [MyLO Student Support page](#) on the University website.

If something is not working as it should, [contact the Service](#)

[Desk](#) ([Service.Desk@utas.edu.au](mailto:Service.Desk@utas.edu.au), phone 6226 1818), or [Request IT Help Online](#).

## Course Specific Technical Assistance

### SoHS Educational Technologists

Please contact our Educational Technologists who have access to your course content and assignment drop boxes:

Phone: (03) 6324 3421

Email: [SNM.Support@utas.edu.au](mailto:SNM.Support@utas.edu.au)

## Resources

### Required readings

You will need the following text:

Johnson, A & Chang, E 2014, *Caring for older people in Australia*, Wiley, Milton Qld

This text is available from the Co-op Bookshop or you can purchase the e-book directly from the publisher: <http://www.wileydirect.com.au/buy/caring-for-older-people-in-australia/>

### Recommended readings

Moyle, W, Parker, D & Bramble, M 2014, *Care of older adults. A strengths-based approach*, Cambridge University Press, Melbourne Vic.

Nay, R, Garratt, S & Fetherstonhaugh, D 2014, *Older people: issues and innovations in care*, 4<sup>th</sup> Ed, Elsevier, Chatswood NSW

### Key Journals

Age and Ageing

Australasian Journal on Ageing

International Journal of Older People Nursing

Australasian Journal of Paramedicine



## Websites

Links to websites of particular interest for topics in this unit will be provided in MyLO throughout the semester.

## Reading Lists

Reading Lists provide direct access to all material on unit reading lists in one place. This includes eReadings and items in Reserve. You can access the Reading List for this unit from the link in MyLO, or by going to [the Reading Lists page](#) on the University Library website.

## Equipment, materials, software, accounts

Our Educational Technologists are available to assist you to set up your computer should you experience unresolved problems; please refer to their contact details above.

## Activities

### Learning expectations

The University is committed to high standards of professional conduct in all activities, and holds its commitment and responsibilities to its students as being of paramount importance. Likewise, it holds expectations about the responsibilities students have as they pursue their studies within the special environment the University offers.

The University's Code of Conduct for Teaching and Learning states:

**Students are expected to participate actively and positively in the teaching/learning environment. They must attend classes when and as required, strive to maintain steady progress within the subject or unit framework, comply with workload expectations, and submit required work on time.**

### Details of teaching arrangements

This unit is offered fully online via MyLO (My Learning Online). Each student is allocated to an on-line group of (approximately) 20 students. These groups are set externally and you cannot change groups. You will receive communications to the group via the discussion forum, or directly with you via email if necessary. It is your responsibility to check your email!!!

A test email will be sent to all students (date and time posted in the News) in the first week of semester.



### Specific attendance/performance requirements

In order to pass the unit, you must **complete and submit every item of assessment** and achieve an overall mark of at least 50% of the total marks available.

Your participation in the Unit content will be tracked through your 'log-ins' to MyLO.

### Teaching and learning strategies

The best approach to an on-line unit is to schedule your 'attendance' as if it was a 'face-to-face' course. Make time in your study schedule to come on-line and work through the content. During the on-line discussion periods, your tutor will also 'attend' each on-line group as if they were coming into a classroom. For example, your tutor will 'talk' to the class by prompting discussion and asking 'quiet' students to respond. They may also direct your attention to a learning activity or new reference they think will interest you. You can also, just as if you were in a classroom, ask your tutor a question during the discussions. The answer may not be immediate but you can also respond to another student in your group as would happen in a classroom.

Each week of content is structured to help you learn. On each 'page', you will follow a guided path of learning on the weekly topic with readings, videos, pictures, and lectures. There will also be short Learning Activities that are not assessable, but are designed to help you develop skills and understanding of the topic and the assessed tasks.

Students are encouraged to go deeper into this subject through the 'I want to learn more' pages each week. The content of these pages is for your interest and is not assessed.

### Communication

The School of Health Sciences uses email as a primary communication tool - students are expected to check their UTAS email at least once a week to receive all communications.

It is a good practice to set 'subscription alerts' to the Announcements and Discussions for your on-line study group. This will send an email alert to you when something in the Unit is updated or another student, or tutor, responds to your post.

It is standard practice in on-line Units for a response to your query, from a tutor or coordinator, to be within 72 hours and during 'business hours' only. If you do not get a response to an email, check your 'junk email' folder; check the email address is correct; or post into the General Questions for help in contacting the Unit Coordinator.

## Further information and assistance

If you are experiencing difficulties with your studies or assignments, have personal or life-planning issues, disability or illness which may affect your course of study, you are advised to raise these with the Unit Co-ordinator. You can post questions to the Unit Coordinator on the discussion board “General Questions to the Unit Coordinator” if you want to share your question with the entire student group.

There is a range of University-wide support services available to you including [Student Learning Support](#), [Student Advisers](#), [Disability Services](#), and more which can be found on the [Student Support and Development](#) page of the University website.

Should you require assistance in accessing the [Library](#), [visit their website](#) for more information.

## Unit schedule

WEEK	DATE BEGINNING	TOPIC	ACTIVITIES	RESOURCES/ READINGS/ FURTHER INFORMATION
<b>Module 1</b>		<b>Ageing and Gerontology</b>		
1	11 <sup>th</sup> July	<i>Introduction to the Unit</i> <i>Ageing demographics. A changing world.</i>	Assessment Task 1: Part A on-line posting: Introduce yourself to your group and write a reflection (due 13:00 Monday 25th July) Learning Activities on MyLO page for this Topic	Lecture: Introduction to the Unit. Readings and resources on MyLO page for this Topic
2	18 <sup>th</sup> July	<i>Ageing well</i>	Preparation for Assessment Task2 interview and Reflection (due Monday 15 <sup>th</sup> August) Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
3	25 <sup>th</sup> July	<i>Older people and sexuality</i>	Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
4	1 <sup>st</sup> August	<i>Cultural Perspectives on Ageing</i> <i>Ageing in indigenous and remote populations</i>	Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
5	8 <sup>th</sup> August	<i>Introduction to the aged-care system</i> <i>Ageism in health care</i>	Assessment Task 2 interview and Reflection (due 13:00 Monday 13 <sup>th</sup> August) Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
<b>Module 2</b>		<b>Issues in service provision for the older person</b>		
6	15 <sup>th</sup> August	<i>Health and community service transitions for the older person</i>	Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic

<b>..... Module 2 continued from page 18</b>				
<b>7</b>	<i>22<sup>nd</sup> August</i>	<i>Inter-disciplinary, person-centred care of the older person</i>	Assessment Task3 on-line Case Study Discussion Week 7 (due 13:00 Monday 5 <sup>th</sup> September)  Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
<b>29<sup>th</sup> August</b> 😊 Mid-semester break 😊				
<b>8</b>	<i>5<sup>th</sup> September</i>	<i>Medication management</i>  <i>Chronic disease</i>	Assessment Task3 on-line Case Study Discussion Week 8 (due 13:00 Monday 12 <sup>th</sup> September)  Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
<b>Module 3                      Understanding dementia</b>				
<b>9</b>	<i>12<sup>th</sup> September</i>	<i>Epidemiology of dementia</i>	Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
<b>10</b>	<i>19<sup>th</sup> September</i>	<i>Pathology and diagnosis of dementia</i>	Assessment Task3 On-line Case Study Discussion Week 10 (due 13:00 Monday 26 <sup>th</sup> September)  Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
<b>11</b>	<i>26<sup>th</sup> September</i>	<i>Stages of dementia: from early diagnosis to palliative care</i>	Assessment Task3 On-line Case Study Discussion Week 11 (due 13:00 Monday 3 <sup>rd</sup> October)  Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
<b>12</b>	<i>3<sup>rd</sup> October</i>	<i>Inter-disciplinary, person-centred care of the older person living with dementia</i>	Assessment Task3 On-line Case Study Discussion two best posts document (due 13:00 Monday 10 <sup>th</sup> October)  Learning Activities on MyLO page for this Topic	Readings and resources on MyLO page for this Topic
<b>Revision Week</b>				
<b>13</b>	<i>10<sup>th</sup> October</i>	<i>Unit revision</i>	Assessment Task 1: Part A & Part B (due 13:00 Monday 17 <sup>th</sup> October)  Learning Activities on MyLO page for this Topic	Revision for exam

How student Intended Learning Outcomes are assessed in CNA146/246 'Perspectives on Ageing':

Intended Learning Outcomes	Assessment Task 1	Assessment Task 2	Assessment Task 3	Assessment Task 4
1. Demonstrate your knowledge of demographic change, to the development of aged care policy and service provision in Australia.		✓	✓	✓
2. Apply key legal and ethical concepts and mechanisms to the health needs of ageing individuals, adults living with dementia, their families and communities to promote their autonomy and wellness.	✓		✓	✓
3. Contrast the impact of dementia on the life of the individual, their family and community with normal ageing.			✓	✓
4. Critically apply your knowledge of the key issues that affect the well-being of the older adult to professional practices that promote well-being in older adults.	✓	✓	✓	✓
5. Critically reflect on how your assumptions and knowledge of ageing may impact on ethical, social and practical aspects of your practice as a health professional.	✓	✓	✓	
6. Critically discuss how you, as a health professional, can overcome barriers to effective inter-disciplinary communication to ensure safe, quality, timely and appropriate care, or services, are provided to the older adult.	✓		✓	✓



Except where otherwise noted, content on this page is licensed under a [Creative Commons Attribution-ShareAlike 4.0 International Licence](https://creativecommons.org/licenses/by-sa/4.0/)

Note: The open version of this document may have been altered from the original. Only pages on this site that display the CC licence and logo are licensed under a Creative Commons licence.

Attribution information	
Title:	CNA246/146 - Persepctives on Ageing
Source:	<a href="http://www.utas.edu.au/health/community/open-health/uni-view/resources/courses/nursing/cna246146-perspectives-on-ageing">http://www.utas.edu.au/health/community/open-health/uni-view/resources/courses/nursing/cna246146-perspectives-on-ageing</a>
Author:	Dr Suanne Lawrence