



UNIVERSITY *of*
TASMANIA

School of Nursing

College of Health and Medicine

CNA750
HEALTHY AGEING

Semester 1, 2022

Unit Outline

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CONTACT DETAILS

Unit coordinator

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COVID Safety on Campus

Vaccination

From 15 January 2022, students, staff, volunteers and visitors coming to any UTAS campus, facility or face-to-face activity or event will be required to be fully vaccinated or have a medical exemption.

Students studying online are exempt unless coming on to campus (e.g., to use facilities such as the library) or attending any UTAS face-to-face activity or event.

Those with a medical exemption will be required to adopt additional precautions such as wearing a mask.

Please see the [COVID-19 Vaccination Guide](#) for information on how to provide evidence of your vaccination status.

Attending campus

To ensure the safety and wellbeing of our University and the broader community, it's important that you allow time to complete the following steps:

- Complete the 'Safety and Wellbeing Induction for Students' MyLO module and provide evidence of your vaccination status before you attend for the first time
- Go through health screening each day when attending campus, check your temperature and swipe your access card
- Maintain COVID-safe behaviours:
 - o keep 1.5 metres away from others,
 - o wash and sanitise your hands thoroughly and often,
 - o cough/sneeze into a tissue or your elbow,
 - o use disinfectant wipes to clean your workstation, and
 - o follow other instructions in place at the time (e.g., wearing a mask)
- Critically, please stay at home if you are unwell, get tested if you have any symptoms and email us at COVID@utas.edu.au if you have tested positive.

Together, let's make our campus a safe place to be.

NOTICE

This Unit Outline refers to the **Unit Outline Essential Information** resource which includes information, policies and requirements relevant to this unit. The document is located inside your MyLO unit in the *Essential Unit Information* folder (along with this unit outline).

You must read the Essential Information resource, as it is considered part of this Unit Outline.

WHAT IS THE UNIT ABOUT?

Unit description

In this unit you will apply the principles of a strengths-based approach in developing your contemporary health professional practice to promote healthy ageing. You will analyse the social, political, cultural and environmental determinants of health and wellness in the older person. Through your growing understanding of the theories of ageing – biological, sociological, psychological and spiritual – you will be able to critically discuss, for example, stereotypes of ageing and their effect on health. By understanding normal ageing and its effect on body systems and functioning, this unit will enhance your assessment of chronic disease, frailty, geriatric syndromes, polypharmacy and elder abuse in your practice.

Intended Learning Outcomes

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

1. Evaluate and synthesise theories of ageing, including biological, sociological, psychological and spiritual;
2. Critically analyse how societal and carer attitudes affect a person as they grow older;
3. Demonstrate an understanding of the assessment, planning, delivery and evaluation of nursing care for people with chronic and complex health problems;
4. Apply and evaluate planning, problem solving and decision making in the context of nursing and be able to apply and evaluate evidence for best practice gerontic nursing.

Alterations to the unit as a result of student feedback

Unit content has been updated.

Unit schedule – Semester 1

Week	Date beginning	Module title	Activities	Assessment
1	21/02	Introduction to the Unit What is ageing?	(1) Update your student profile in MyLO; (2) Introduce yourself in the “Tearoom” forum of the Unit Weekly webinar with unit coordinator as per MyLo	Assessment Task 1A Discussion Forums start (opens 21 st Feb)
2	28/02	Patterns of health, illness and ageing in Australia and worldwide	Assessment Task 1A Discussion Forums (continue) Weekly webinar with unit coordinator as per MyLo	
3	07/03	Theories of ageing and the well older adult	Assessment Task 1A Discussion Forums (continue) Weekly webinar with unit coordinator as per MyLo	
4	14/03	The social construction of ageing	Assessment Task 1A Discussion Forums (continue) Weekly webinar with unit coordinator as per MyLo	
5	21/03	The well, independent older person	Weekly webinar with unit coordinator as per MyLo	Assessment Task 1A Discussion closes 21 st March midnight
6	28/03	The physical, social, psychological, cultural and spiritual aspects of ageing	Weekly webinar with unit coordinator as per MyLo	Assessment Task 1B Reflection on Discussion due on or before Thursday 31 st March at 4pm
7	04/04	The effect of the ageing process on body systems and functioning to meet activities of daily living	Weekly webinar with unit coordinator as per MyLo	

8	11/04	Effect of drugs on the older person	Weekly webinar with unit coordinator as per MyLo	
Mid-semester break 14/04/22 -20/04/22				
9	25/04	Nursing assessments and interventions	Weekly webinar with unit coordinator as per MyLo	Assessment Task 2A Interview & Analysis due on or before Thursday 28 th April at 4pm
10	02/05	Frailty	Weekly webinar with unit coordinator as per MyLo	
11	09/05	Family dynamics. Elder abuse	Weekly webinar with unit coordinator as per MyLo	
12	16/05	Needs of Indigenous and migrant elders	Weekly webinar with unit coordinator as per MyLo	
13	23/05	Health promotion and health education strategies for the older person	Weekly webinar with unit coordinator as per MyLo	Assessment Task 2B EB Intervention due on or before Thursday 26 th May at 4pm

HOW WILL I BE ASSESSED?

Assessment schedule

Assessment task	Date due	Percent weighting	Links to Intended Learning Outcomes
Assessment Task 1A: Four online discussion posts	Open 21 st Feb to 21 st Mar	40%	1, 2, 3, 4
Assessment Task 1B: Reflection	Due 4pm Thursday 31st Mar		
Assessment Task 2A: Interview & Analysis	Due 4pm Thursday 28 th April	30%	1, 2, 3, 4
Assessment Task 2B: EB Intervention	Due 4pm Thursday 26 th May	30%	

Assessment details

Assessment task 1

Task Description	<p>This task is in two parts:</p> <p>(1) an on-line discussion with,</p> <p>(2) a reflection essay.</p> <p>Throughout the four-week discussion, you will collaborate with other students and the lecturer, to creatively and critically develop your knowledge of the topics presented each week in Module 1. To facilitate discussion, a question, related to the content of Module 1, will be posted by the lecturer. Students are encouraged to participate in as many of the discussion forums as they are able.</p> <p>1A On-line Discussion</p> <p>For Task 1A, review the topic of the week and the discussion question in the on-line forum. You are to complete a minimum of four discussion posts over the course of the four weeks, in at least two, different discussion forums. Two of your four (minimum) discussion posts must respond to, elaborate on or challenge the question or another student/s posting in a collegial manner, (see 'netiquette' guidelines), inviting and encouraging debate. References should be included where appropriate in your postings (and in your reflection essay submission). Make careful use of the</p>
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	<p>word-limit (250 words/posting). Focus on a particular aspect of the question or discussion rather than trying to provide an overview of the entire question.</p> <p>1B Reflection on your discussions</p> <p>You are required to critically reflect in 500 words, on just one or two key issues that arose in the on-line discussions that had an impact on you. The issue/s may, or may not, be from your own postings but was an issue/s raised in the discussion that you hadn't thought of before in your experience of ageing, or a different view of something you have known or done for a long time. In your reflection you need to demonstrate your understanding of healthy ageing, and use evidence-based literature in your critical analysis of the identified issue/s. This reflection will be submitted for grading into the MyLO Assignment Folder labelled 'Assessment Task 1'.</p>	
Assessment Criteria		Measures Intended Learning Outcome:
Criterion 1	Make a minimum of four posts (at least two of these posts should respond to posts from your peers' postings) advancing the discussion using evidence-based scholarly resources.	1, 2, 3, 4
Criterion 2	In your essay you critically reflect on one or two key issues that had a particular impact on you and your understanding of healthy ageing.	1, 2, 3, 4
Criterion 3	Relate the assigned topic to healthy aging.	1, 2
Task length	1,500 words 1a: Minimum four discussion posts (Maximum 250 words each); 1B: Summary paper 500 words	
Due by date	1A Open 22nd Feb to midnight 22nd Mar 1B Summary due 4pm Thursday 31st March	

Assessment task 2A - Health interview and Analysis

Assessment 2 is in two parts (A and B). While each part is assessed and marked separately, they interconnect as a holistic learning exercise encompassing all learning outcomes for this unit. Students are advised to commence this assessment at the start of the unit in order to meet the submission deadlines.

Task Description	Identify a person, aged 65 years or older, and with their permission, undertake a health interview using the 'Healthy Ageing Quiz'. When selecting the person to interview, they:
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	<ul style="list-style-type: none"> • must not be someone with whom you have a professional relationship; • may be your close relative, or a relative of a friend; • may be a family friend; • may be someone you know through a social club, church or sport; • must be available for a face-to-face interview, i.e. NOT via phone or internet connection (e.g. Skype). <p>Be aware that by agreeing to this interview, the person is granting you a great privilege and you must always be respectful of this privilege. You must not divulge any information verbally, or in your writing, that may identify this person or imply judgment of them. Consideration must be given to the tolerance of the person interviewed. The interview must not be longer than an hour. However, if you need more time and the person agrees, then another hour can be scheduled. Up to a total of two (2) hours only, is permitted to complete this interview.</p> <p>During the interview you will holistically assess: the person's environment and their general health (by observation NOT physical assessment). You will use the 'Healthy Ageing Quiz' to assess their health and well-being as the basis for your analysis and for developing a person-centred, strengths-based intervention (Assessment task 2B).</p> <p>You are NOT to undertake a formal physical assessment or provide health/social advice at any time. You should direct the person to an appropriate information source, for example their GP if advice is required. Do not pass any information on to a family member even if asked.</p> <p>You will then critically analyse the information collected in your health interview. Identify three (3) KEY findings from the interview and Quiz, then provide a well-structured argument that links the significance of these findings for your interviewee with their perception of healthy ageing. How do the perceptions of your interviewee compare with your own perception/s of healthy ageing? Use scholarly literature to inform your analysis of healthy ageing for your interviewee. The analysis should reflect your understanding and application of a person-centred assessment.</p> <p>This assessment is to be written in academic essay style (not a report and no headings). First person may be used when appropriate.</p>		
Assessment Criteria	Measures Intended Learning Outcome:		
Criterion 1 (50%)	<table border="1"> <tr> <td data-bbox="363 1787 1110 1915">In your analysis you describe and critically analyse the ageing process as experienced by the person interviewed</td> <td data-bbox="1110 1787 1401 1915">1, 2, 3</td> </tr> </table>	In your analysis you describe and critically analyse the ageing process as experienced by the person interviewed	1, 2, 3
In your analysis you describe and critically analyse the ageing process as experienced by the person interviewed	1, 2, 3		
Criterion 2 (40%)	<table border="1"> <tr> <td data-bbox="363 1915 1110 2004">Your analysis reflects your understanding and application of person-centred assessment.</td> <td data-bbox="1110 1915 1401 2004">1, 2, 3</td> </tr> </table>	Your analysis reflects your understanding and application of person-centred assessment.	1, 2, 3
Your analysis reflects your understanding and application of person-centred assessment.	1, 2, 3		

Criterion 3 (10%)	In your analysis you communicate professionally:	1, 2, 3
Task length	1,000 words	
Due by date	2A due 4pm Thursday 28th April	

Assessment task 2B - Evidence-based intervention

Task Description	In this final component of this assessment, focus on just one (1) key finding from your interview where you, as a gerontic nurse, would want to implement an intervention. You are encouraged to select any aspect of ageing of interest to you. The intervention you develop must be person-centred and strength based. It will be strongly supported by evidence even if it is innovative. The intervention may be planned at the individual, carer, health professional/s, or organisational level. The intervention will reflect on you as a future leader in gerontological nursing. The intervention is not a care-plan for the interviewee.	
Assessment Criteria		Measures Intended Learning Outcome:
Criterion 1	In your report you provide evidence of engagement with an older adult	3, 4
Criterion 2	Clearly identifying one (1) key finding from the interview	1, 2, 3
Criterion 3	Analyse the rationale for chosen evidence-based intervention.	1, 2, 3, 4
Criterion 4	Critically analyse the potential risks and benefits of this intervention on the health and well-being of the older person.	1, 2, 3, 4
Criterion 5	Provide evidence-based, scholarly resources to support your position on the argument	1, 2, 3, 4
Criterion 6	Critically reflect on the enablers/barriers to communication that arose during the interview	4
Task length	1,000 words	
Due by date	Thursday 26 th May 4pm	

Academic integrity

What is academic integrity?

At the University of Tasmania, academic integrity requires all students to act responsibly, honestly, ethically, and collegially when using, producing, and communicating information with other students and staff members. The University community is committed to upholding the [Statement on Academic Integrity](#).

Breaches of academic integrity such as plagiarism, contract cheating, collusion and so on are counter to the fundamental values of the University. A breach is defined as being when a student:

- a) fails to meet the expectations of academic integrity; or
- b) seeks to gain, for themselves or for any other person, any academic advantage or advancement to which they or that other person is not entitled; or
- c) improperly disadvantages any other member of the University community.

The University and any persons authorised by the University may submit your assessable works to a text matching service, to obtain a report on possible breaches such as plagiarism or contract cheating. Substantiated breaches can result in a range of sanctions which are outlined in the [Student Academic Integrity Ordinance](#).

More information is available from the [Academic Integrity site](#) for students on the Student Portal.

The University and any persons authorised by the University may submit your assessable works to a text matching service, to obtain a report on possible instances of plagiarism or contract cheating.

Academic Integrity Training Module

As part of the University's educative approach to academic integrity, there is a short Academic Integrity Training Module that all students are required to complete.

Completion of the module allows you to demonstrate your understanding of what constitutes a breach of academic integrity.

All commencing students (pre-degree through to higher degree by research) are required to complete the Academic Integrity module available through MyLO. If you do not complete this module your final unit results will be withheld. You should aim to complete the module within the first few weeks of commencing study at the University.

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 maintain academic integrity.

Failure to appropriately acknowledge the ideas of others may constitute a breach of academic integrity.

The appropriate referencing style for this unit is Harvard.

The [University library provides information on presentation of assignments, including referencing styles](#) and should be referred to when completing tasks in this unit.

For further information, see the [Academic Integrity site](#) for students on the Student Portal.

How your final result is determined

Integral to successful completion of this unit is attainment of each of the intended learning outcomes. Therefore, in addition to a total, averaged final grade, your performance against each of the ILOs will be assessed separately. To be eligible to pass the unit, you will need to attain an overall pass (50%) for the unit and to pass each ILO, which are indicated in the assessment tasks.

RESOURCES

Recommended readings

Please make use of relevant journals and websites such as <https://www.ncoa.org/professionals/health/center-for-healthy-aging> and <https://hign.org/consultgeri-resources/guides-and-competencies>

Reading Lists

Reading Lists provide direct access to many unit readings 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

UTAS students are eligible to use Office 365 free of charge. It is a software package built around the Microsoft Office platform that includes Outlook (email and calendars), Word (word processor), Excel (spreadsheet) PowerPoint (presentation) and Skype for Business (video conference). These are available on and off campus. For further information and instructions to install Office 365 on your desktop and/or mobile device, please visit <http://www.utas.edu.au/students/starting-uni/first-steps/prepare>

Activities

Details of teaching arrangements

This unit is offered fully online via MyLO (my learning online). You are expected to devote around 10 hours per week to the study materials, assessment tasks and self-directed learning.

Each module there will be a new **'teaching announcement'** that will help step you through the required learnings needed to complete your assessment tasks as you progress through the semester.

This unit uses weekly web conferencing to connect in real time with your lecturer and students to discuss the three assessments and facilitates greater interaction between and amongst students. It is possible to take part in these sessions without a microphone by using your keypad to type in questions.

To successfully view the web conference, please use Google Chrome as your internet browser.

All web conferences are recorded live in AEST time and will be published on the MyLO site for those who cannot attend.

Specific attendance/performance requirements

In this unit, your active engagement will be monitored in the following way:

1. Discussion board posts
2. Contribution to unit activities