

## NURS6070: Mental Health of Older People

Online

Trimester 3 - 2023



THE UNIVERSITY OF  
NEWCASTLE  
AUSTRALIA

## OVERVIEW

### Course Description

Mental Health Nursing offers a valuable contribution to the care of older people. The complex interaction of physical, psychological, cognitive, behavioural and social stressors, resources and strengths can affect the older person's function, health, mental state and quality of life. Fifteen to twenty percent of older people have significant mental health problems. The psychiatric disorders experienced by the elderly are often overlooked, misdiagnosed or mistreated, leading to high co-morbidity and increasing health care costs, but perhaps most importantly leads to unnecessary suffering and compromised ability to lead life to the fullest.

This unique course encompasses knowledge and skills from the disciplines of mental health and aged care nursing, psychiatry, psychology, geriatric medicine and pharmacology. Major diagnostic syndromes, complex clinical assessment and mental health nursing interventions are emphasised as well as an understanding of the psychosocial effects of ageing on mental health.

### Assumed Knowledge

Foundations of nursing and or midwifery knowledge, nursing and or midwifery theory, legal and ethical issues, fundamentals of research, human bioscience, psychology, sociology related to practice.

Academic reading and writing skills, ability to access and evaluate information from a variety of sources, skills in critical analysis, critical judgement, synthesis and evaluation.

Ability to conceptualise practice.

Demonstrated Australian Nursing and Midwifery Council competencies.

### Contact Hours

#### Online

#### Online Activity

Online

2 hour(s) per Week for 12 Weeks starting Week 1

#### Self-Directed Learning

Self-Directed

8 hour(s) per Week for 12 Weeks starting Week 1

### Unit Weighting

10

### Workload

Students are required to spend on average 120-140 hours of effort (contact and non-contact) including assessments per 10-unit course.

# COURSE OUTLINE

[www.newcastle.edu.au](http://www.newcastle.edu.au)

CRICOS Provider 00109J

# CONTACTS

<b>Course Coordinator</b>	<b>Online</b> Dr Melsina Makaza <a href="mailto:melsina.makaza@newcastle.edu.au">melsina.makaza@newcastle.edu.au</a> Consultation: via email to arrange consult and via the Canvas Calendar.
<b>Teaching Staff</b>	Other teaching staff will be advised on the course Canvas site.
<b>School Office</b>	<b>School of Nursing and Midwifery</b> Richardson Wing University of Newcastle University Drive CALLAGHAN NSW 2308 (+61) 2 4921 6304 <b>Web:</b> <a href="http://www.newcastle.edu.au/school/nursing-midwifery">http://www.newcastle.edu.au/school/nursing-midwifery</a>
<b>General Inquiries</b>	<a href="mailto:AskUoN@newcastle.edu.au">AskUoN@newcastle.edu.au</a> (+61) 2 4921 5000
<b>Program &amp; Enrolment Advice</b>	<a href="mailto:ProgramAdvice@newcastle.edu.au">ProgramAdvice@newcastle.edu.au</a>
<b>Student Support</b>	For academic and personal support services for students, visit <a href="https://www.newcastle.edu.au/current-students/support">https://www.newcastle.edu.au/current-students/support</a>

# SYLLABUS

<b>Course Content</b>	<p>Introduction to Mental Health Nursing of Older People</p> <ul style="list-style-type: none"><li>• Models of Mental Health in Late Life</li><li>• Mental Health Nursing Assessment</li><li>• Psychiatric Syndromes</li></ul> <p>Behaviour Changes</p> <ul style="list-style-type: none"><li>• Acute confusion: delirium</li><li>• Chronic confusion: dementia</li><li>• Depression associated with dementia &amp; confusion</li></ul> <p>Psychiatric Disorders and Psychopharmacology</p> <ul style="list-style-type: none"><li>• Affective disorders</li><li>• Psychotic disorders</li><li>• Psychopharmacology</li></ul>
<b>Course Learning Outcomes</b>	<p><b>On successful completion of this course, students will be able to:</b></p> <ol style="list-style-type: none"><li>1. Identify the developmental, psychological and psychosocial factors influencing the behaviour of an older person experiencing mental health problems.</li><li>2. Develop a personal model of successful ageing.</li><li>3. Explain the potential changing roles of a person as they reach old age and potential associated life problems.</li><li>4. Demonstrate skills in comprehensive assessment of the older person within their systems.</li></ol>

5. Recognise the physical and physiological factors affecting the assessment, treatment, care, and management of the older person with mental health problems.
6. Identify common psychiatric presentations in the older person.
7. Discuss how co-morbidities, atypical presentations and age-related changes affect diagnosis, treatment and management of the older person with mental health problems.
8. Describe the phenomenology, aetiology, demographics, treatment, and prognosis of psychiatric disorders of old age: mood disorders and psychotic disorders.
9. Demonstrate related knowledge in the care of the older person who exhibits behavioural symptoms: aggression, disorientation, confusion, paranoia, hallucinations, withdrawal, neglect and disinhibition.
10. Develop models of nursing intervention based on problem solving, communication, therapies, environment change and somatic treatments.
11. Describe the indication, clinical use, effectiveness, adverse effects, potential interactions and nursing implications of the use of common psychoactive medications for the older person

#### Course Materials

##### Required text:

Proctor, N., Wilson, R.L., Hamer, H.P., McGarry, D., & Loughhead, M. (2022). *Mental Health: A Person-centred Approach* (3rd ed.). Cambridge University Press.

##### Recommended and Required Reading:

Students can access course readings through the Canvas menu item "**Course Readings**".

##### Other Resources:

Links to web resources of relevance can be accessed through "**Web Resources**" in Canvas

## COMPULSORY REQUIREMENTS

In order to pass this course, each student must complete ALL of the following compulsory requirements:

#### Course Assessment Requirements:

- **Assessment 1** - Quiz: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- **Assessment 2** - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.
- **Assessment 3** - Written Assignment: Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course.

# SCHEDULE

Week	Week Begins	Topic	Assessment Due
1	21 <sup>st</sup> August	Module 1: Introduction to Mental Health & Wellbeing in Later Life Life stage development – Exploring the concept of successful ageing. Transcultural aspects of ageing.	
2	28 <sup>th</sup> August		
3	4 <sup>th</sup> September	Module 2: Adapting and adjusting to change in Later Life Biopsychosocial perspectives of ageing Common manifestations of mental health problems in the Older Person	Assessment 1 – Quiz: Opens 09:00 hrs Friday 8 <sup>th</sup> September 2023 and closes 23:00hrs Thursday 14 <sup>th</sup> September 2023 AEST
4	11 <sup>th</sup> September	Module 3: Facilitating Therapeutic Engagement using the principles of the Mental Health Nursing Process: Assessment (Recovery Oriented) Planning Implementation & Evaluation of Care of the Older Person.	
5	18 <sup>th</sup> September	Module 4: The 3 D's of Dementia – Delirium, Dementia & Depression Psychosocial Interventions for the 3D's of Dementia Psychopharmacology in Later Life	
6	25 <sup>th</sup> September		Assessment 2: Due Monday 2 <sup>nd</sup> October 2023 at 23:00hrs AEDT
7	2 <sup>nd</sup> October	Module 5: Psychological and Behavioural Symptoms of Dementia Understanding & Responding to Dementia Behaviours that Challenge	
8	9 <sup>th</sup> October	Module 6: Affective Disorders in Later Life	
9	16 <sup>th</sup> October		
10	23 <sup>rd</sup> October	Module 7: Exploring the Experience of Psychosis in the Older Person	
11	30 <sup>th</sup> October		Assessment 3: Due Monday 30 <sup>th</sup> October 2023 at 23:00hrs AEDT
12	6 <sup>th</sup> November	Module 8: Promoting Recovery Oriented Care in Later Life Course Conclusion.	

# ASSESSMENTS

This course has 3 assessments. Each assessment is described in more detail in the sections below.

	Assessment Name	Due Date	Involvement	Weighting	Learning Outcomes
1	Assessment 1 - Quiz*	Opens 09:00 hrs Friday 8 <sup>th</sup> September 2023 and closes 23:00hrs Thursday 14 <sup>th</sup> September 2023 AEST	Individual	15%	1, 3, 5
2	Assessment 2 - Written Assignment*	Monday 2 <sup>nd</sup> October 2023 at 23:00hrs AEDT	Individual	40%	1, 3, 4, 5, 6, 7, 9, 10
3	Assessment 3 - Written Assignment*	Monday 30 <sup>th</sup> October 2023 at 23:00hrs AEDT	Individual	45%	1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11

\* This assessment has a compulsory requirement.

## Late Submissions

The mark for an assessment item submitted after the designated time on the due date, without an approved extension of time, will be reduced by 10% of the possible maximum mark for that assessment item for each day or part day that the assessment item is late. Note: this applies equally to week and weekend days.

# POSTGRADUATE COURSES ASSESSMENT AND REFERENCING ADVICE

## ASSESSMENTS

If you need to **apply for an extension for an assessment**, you should **follow the process** described in your Course Outline under the heading "**Adverse Circumstances**". Please note you will be required to submit documents to support your application.

**Please do not email your tutor or course coordinator to request an extension because they cannot approve applications for extensions unless they have been submitted using the Adverse Circumstances process.**

## Formatting your assessments

### General advice

- ✓ Use standard (default) margins, double line spacing with a line in between paragraphs.
- ✓ 12-point font in your assessments.
- ✓ Please do not use justified text, use left alignment.

If you have additional instructions about using headings or an essay format or other formats (such as blogs) - please follow instructions provided for individual assessments.

### Word count

- The length of the assessment is an indication of the number of words needed to address the assessment task. This is a guide; however, some students have difficulty keeping their writing within the specified word count.
- If your assessment exceeds the word count by 10%, the assessment will be marked.
- Tutors may stop marking if your assessment exceeds the word count by more than 10%.

Please note the following information from the **UON Course Management and Assessment Procedure Manual** (Item 250 and 251):

*"Word limits include headings, sub-headings, in-text citations, quotes and referencing but does NOT include the list of references, appendices and footnotes. The Course Co-ordinator will allow a tolerance of at least 10% of the word limit".*  
<https://policies.newcastle.edu.au/document/view-current.php?id=183>

## Referencing

- Your assessments must be appropriately referenced.
- Assessments that are not correctly referenced may have lower marks awarded.
- Assessments that contain information from other sources that have not been referenced and where it appears that the student is presenting another person's work or ideas as their own, will be referred to the Student Academic Conduct Officer (SACO) officer.
- This constitutes a potential breach of the University Student Academic Integrity Policy:  
<https://policies.newcastle.edu.au/document/view-current.php?id=35>

## What should be referenced?

- ✓ All sources of published information including textbooks, journal articles, course readings, websites, guidelines, policies government documents that have been used to prepare an assessment MUST be included in the assessment as an in-text citation AND on the reference list.
- ✓ Any documents provided to you to use in the preparation of an assessment must be referenced.
- ✓ Direct quotes MUST be referenced. However, please note direct quotes should be used sparingly and should not normally constitute more than 10% of an assessment.
- ✓ Information that you have paraphrased in your assessment must also be referenced.
- ✓ Correct citation of sources and referencing is expected in scholarly writing at Masters level.
- ✓ Assessments that are not correctly referenced may be penalised. In other words, lower marks may be awarded.

## Correct referencing style

- You are required to use APA 7th Referencing Style in all of your assessments (unless otherwise stated).
- Check this link for details about using APA 7th Style: <https://libguides.newcastle.edu.au/apa-7th>

## Making referencing easier

- ✓ Referencing your assessments is easier if you use a **Reference Management Program** such as **"Endnote"**.
- ✓ There is information in Canvas that will assist you to access and use the Endnote referencing program.
- ✓ Select: **"Library Essentials"** at the top right of your screen, then select **"Referencing"** from the list of options on the left side the screen, and then scroll down to select **"Endnote"**. Or click on this link:  
<http://libguides.newcastle.edu.au/endnote>

## Academic Integrity

All new students must complete the [Academic Integrity Module](#) (AIM), which can be accessed via the Dashboard in Canvas.

## Assessment 1 - Quiz

<b>Assessment Type</b>	Quiz
<b>Purpose</b>	The purpose of the quiz is to determine each student's understanding of the topics explored during Weeks 1 – 3.
<b>Description</b>	<ul style="list-style-type: none"><li>✓ There are 15 Multiple choice questions.</li><li>✓ Students will have 1 hour to complete the quiz.</li><li>✓ The quiz opens at 09:00 hrs on Friday 8<sup>th</sup> September 2023 and is closes at 23:00hrs on Thursday 14<sup>th</sup> September 2023 AEST</li><li>✓ You will only be allowed one attempt during this timeframe.</li></ul>
<b>Weighting</b>	15%
<b>Compulsory Requirements</b>	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
<b>Length</b>	1 hour to complete 15 multiple choice questions.
<b>Due Date</b>	The quiz closes at 23:00hrs on Thursday 14 <sup>th</sup> September 2023 AEST
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	N/A
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online – within 15 university working days from submission date
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

## Assessment 2 – Written Assignment – Care Plan

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	<p>Using the clinical scenario provided (in Canvas- Assessment 2 folder), develop a care plan for Mrs B which incorporates a thorough psychosocial assessment.</p> <p>Review the information available for Mrs B and develop a care plan that captures the relevant information required for Mrs B to ensure a positive person-centred outcome in the acute care setting with supportive high-quality contemporary literature.</p> <ol style="list-style-type: none"><li>1. Outline Mrs B's current presentation/issues; and briefly describe Mrs B's history.</li><li>2. Identify and discuss Mrs B's physical, psychological, and social needs.</li><li>3. Describe the main issues/risks/needs that need to be addressed and how you will manage these.</li><li>4. Critically discuss the assessments and tool/s best used for Mrs B.</li></ol> <p><b>References:</b> Use APA 7th Style</p>
<b>Weighting</b>	40%
<b>Compulsory Requirements</b>	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
<b>Length</b>	1000 words
<b>Due Date</b>	Monday 2 <sup>nd</sup> October 2023 at 23:00hrs AEDT
<b>Submission Method</b>	Online via Canvas

<b>Assessment Criteria</b>	See Appendix A
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online – within 15 university working days from submission
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

## Assessment 3 - Written Assignment – Integrated Care and Management Plan

<b>Assessment Type</b>	Written Assignment
<b>Description</b>	Using the evolving clinical scenario for Mrs B (provided in Canvas Assessment 3 folder) and complete the following points supported by high quality contemporary literature: <ol style="list-style-type: none"><li>1. Discuss the potential evolving problems for Mrs B</li><li>2. Identify and describe the appropriate assessment tool/s to complete an appropriate comprehensive assessment for Mrs B</li><li>3. Discuss the physical and physiological factors that may affect the assessment.</li><li>4. Identify and critically analyse four models of successful aging in relation to Mrs B</li><li>5. Discuss the potential psychiatric diagnoses for Mrs B</li><li>6. Discuss the most appropriate treatment &amp; management plan for Mrs B</li></ol>

**References:** Use APA 7<sup>th</sup> style

<b>Weighting</b>	45%
<b>Compulsory Requirements</b>	Attempt / Submission Requirement - Students must attempt/submit this assessment item to pass the course
<b>Length</b>	1800 words
<b>Due Date</b>	Monday 30 <sup>th</sup> October 2023 at 23:00hrs AEDT
<b>Submission Method</b>	Online via Canvas
<b>Assessment Criteria</b>	See Appendix B
<b>Return Method</b>	Online
<b>Feedback Provided</b>	Online – within 15 university working days from submission
<b>Opportunity to Reattempt</b>	Students WILL NOT be given the opportunity to reattempt this assessment

## ADDITIONAL INFORMATION

**Grading Scheme** This course is graded as follows:

Range of Marks	Grade	Description
85-100	High Distinction (HD)	Outstanding standard indicating comprehensive knowledge and understanding of the relevant materials; demonstration of an outstanding level of academic achievement; mastery of skills*; and achievement of all assessment objectives.
75-84	Distinction (D)	Excellent standard indicating a very high level of knowledge and understanding of the relevant materials; demonstration of a very high level of academic ability; sound development of skills*; and achievement of all assessment objectives.
65-74	Credit (C)	Good standard indicating a high level of knowledge and understanding of the relevant materials; demonstration of a high level of academic achievement; reasonable development of skills*; and achievement of all learning outcomes.



50-64	Pass (P)	Satisfactory standard indicating an adequate knowledge and understanding of the relevant materials; demonstration of an adequate level of academic achievement; satisfactory development of skills*; and achievement of all learning outcomes.
0-49	Fail (FF)	Failure to satisfactorily achieve learning outcomes. If all compulsory course components are not completed the mark will be zero. A fail grade may also be awarded following disciplinary action.

\*Skills are those identified for the purposes of assessment task(s).

#### Communication Methods

Communication methods used in this course include:

- **Canvas Course Site:** Students will receive communications via the posting of content or announcements on the course site.
- **Email:** Students will receive communications via their student email account

#### Course Evaluation

Each year feedback is sought from students and other stakeholders about the courses offered in the University for the purposes of identifying areas of excellence and potential improvement.

As a result of student feedback from the 2022 Course, the following changes have been made to this offering of the course:

- Students suggested new topics which are now included in the Course Outline
- Additional Aboriginal and Torres Strait Islander component has been added to the course content

#### Oral Interviews (Vivas)

As part of the evaluation process of any assessment item in this course an oral examination (viva) may be conducted. The purpose of the oral examination is to verify the authorship of the material submitted in response to the assessment task. The oral examination will be conducted in accordance with the principles set out in the [Oral Examination \(viva\) Procedure](#). In cases where the oral examination reveals the assessment item may not be the student's own work the case will be dealt with under the [Student Conduct Rule](#).

#### Academic Misconduct

All students are required to meet the academic integrity standards of the University. These standards reinforce the importance of integrity and honesty in an academic environment. Academic Integrity policies apply to all students at the University in all modes of study and in all locations. For the **Student Academic Integrity Policy**, refer to <https://policies.newcastle.edu.au/document/view-current.php?id=35>.

#### Adverse Circumstances

The University acknowledges the right of students to seek consideration for the impact of allowable adverse circumstances that may affect their performance in assessment item(s). Applications for special consideration due to adverse circumstances will be made using the online **Adverse Circumstances** system where:

1. the assessment item is a major assessment item; or
2. the assessment item is a minor assessment item, and the Course Co-ordinator has specified in the Course Outline that students may apply the online Adverse Circumstances system;
3. you are requesting a change of placement; or
4. the course has a compulsory attendance requirement.

Before applying you must refer to the Adverse Circumstance Affecting Assessment Items Procedure available at:

<https://policies.newcastle.edu.au/document/view-current.php?id=236>

#### Important Policy Information

The **Help** button in the **Canvas Navigation menu** contains helpful information for using the **Learning Management System**. Students should familiarise themselves with the policies and procedures at <https://www.newcastle.edu.au/current-students/no-room-for/policies-and-procedures> that support a safe and respectful environment at the University.

*This course outline was approved by the Head of School. No alteration of this course outline is permitted without Head of School approval. If a change is approved, students will be notified, and an amended course outline will be provided in the same manner as the original.*

Appendix A: Assessment 2 - Marking Rubric (40%)							
	High Distinction (100-85%)	Distinction (84-75%)	Credit (74-65%)	Pass (64-50%)	Fail (49-1%)	Fail (0%)	Score
<b>Criteria 1 (10 marks):</b> Provide a brief overview of Mrs B's current presentation and issues. Provide a brief description of Mrs B's history	Range: 10.0-8.5 marks Exceptional and perceptive overview of Mrs B's current presentation and issues Exceptional and perceptive description of Mrs B's history	Range: 8.4-7.5 marks Excellent overview of Mrs B's current presentation and issues Excellent description of Mrs B's history	Range: 7.4-6.5 marks Appropriate overview of Mrs B's current presentation and issues Appropriate description of Mrs B's history	Range: 6.4-5.0 marks Adequate overview of Mrs B's current presentation and issues Adequate description of Mrs B History	Range: 4.9-0.1 marks Inadequate overview of Mrs B's current presentation and issues Inadequate description of Mrs B's history	0 marks Did not attempt	/10
<b>Criteria 2 (10 marks):</b> Identify and describe Mrs B's physical, psychological and social needs	Range: 10.0-8.5 marks Exceptional and perceptive identification and description of Mrs B's physical, psychological and social needs	Range: 8.4-7.5 marks Excellent identification and description of Mrs B's physical, psychological and social needs	Range: 7.4-6.5 marks Appropriate and relevant identification and description of Mrs B's physical, psychological and social needs	Range: 6.4-5.0 marks Adequate identification and description of Mrs B's physical, psychological and social needs	Range: 4.9-0.1 marks Inadequate identification and description of Mrs B's physical, psychological and social needs	0 marks Did not attempt	/10
<b>Criteria 3 (20 marks):</b> Identify and discuss the main issues, risks and needs that need to be addressed; and how you will manage these	Range: 20.0-17.0 marks Exceptional and perceptive identification and discussion of the main issues, risks and needs Outstanding and insightful discussion on how to best manage the issues, risks and needs with supportive wide ranging high quality contemporary literature	Range: 16.9-15.0 marks Excellent identification and discussion of the main issues, risks and needs Excellent discussion on how to best manage the issues, risks and needs with supportive high quality contemporary literature	Range: 14.9-13.0 marks Appropriate and relevant identification and discussion of the main issues, risks and needs Appropriate discussion on how to best manage the issues, risks and needs with supportive high quality contemporary literature	Range: 12.9-10.0 marks Adequate identification and discussion of the main issues and risks and needs Adequate discussion on how to best manage the issues, risks and needs with supportive contemporary literature	Range: 9.9-0.1 marks Inadequate identification and discussion of the main issues and risks Fails to adequately discuss how to best manage the issues, risks and needs with contemporary literature	0 marks Did not attempt	/20
<b>Criteria 4 (10 marks):</b> Critically discuss the assessments and tool/s best used for Mrs B supported by high quality contemporary literature	Range: 10.0-8.5 marks Outstanding and thoughtful critical discussion on the assessments and tool/s best used for Mrs B supported by high-quality contemporary literature	Range: 8.4-7.5 marks Excellent critical discussion on the assessments and tool/s best used for Mrs B supported by high-quality contemporary literature	Range: 7.4-6.5 marks Appropriate critical discussion on the assessments and tool/s best used for Mrs B supported by contemporary literature	Range: 6.4-5.0 marks Adequate critical discussion on the assessments and tool/s best used for Mrs B supported by mostly contemporary literature	Range: 4.9-0.1 marks Fails to adequately critical discuss on the assessments and tool/s best used for Mrs B supported by contemporary literature	0 marks Did not attempt	/10
<b>Criteria 5 - Academic writing and expression (5 marks):</b>	Range: 5.0-4.3 marks Exemplary writing with very high levels of authenticity and	Range: 4.2-3.8 marks Evidence of superior academic writing skills. Authentic and original	Range: 3.7-3.3 marks Evidence of sound academic writing. Authentic and original	Range: 3.2-2.5 marks Authentic writing that attempts to show independent thought.	Range: 2.4-0.1 marks Lacks authenticity. Language hinders the effective flow of ideas	N/A	/5

<p>Writing is authentic and clearly expresses ideas.</p> <p>Uses correct spelling and paragraph structure throughout.</p> <p>Structured as per requirements in the Course outline</p>	<p>independent thought. Ideas are clearly expressed.</p> <p>Exemplary spelling, grammar and syntax with no errors.</p> <p>The introductory sentence used at the start of paragraphs. Main subject matter is developed within each paragraph. Concluding sentence used at the end of paragraphs.</p> <p>Meets all style requirements</p>	<p>writing that clearly synthesises the key points of the assignment. Expression is clear.</p> <p>Superior spelling, grammar and syntax &lt; 5 minor errors.</p> <p>Correct use of paragraphs. Discussion in each paragraph provides sufficient depth to demonstrate understanding.</p> <p>Meets all style requirements</p>	<p>writing that clearly addresses the key points of the assignment. Expression is satisfactory.</p> <p>Minor errors only in syntax, spelling and grammar.</p> <p>Paragraphs are 5-6 sentences in length and sentences are clear and concise.</p> <p>Meets all style requirements</p>	<p>May struggle with expression.</p> <p>Minor errors in syntax, spelling and grammar</p> <p>Attempts to use paragraphs. Some sentences may be too long/short.</p> <p>Meets almost all style requirements including spacing, page numbers, font, headings</p>	<p>and meaning.</p> <p>Sentences lack structure and are consistently too short or too long.</p> <p>Multiple errors in spelling, grammar, and style.</p> <p>Not structured as per requirements in Course Outline</p>		
<p><b>Criteria 6 - Literacy sources and referencing (5 marks):</b></p> <p>Each section as required is supported by a wide range of high-quality contemporary and relevant sources.</p> <p>Uses APA 7 referencing style</p>	<p>Range: 5.0-4.3 marks</p> <p>Outstanding sources that are highly relevant high-quality, contemporary and from a range of journals.</p> <p>Complies with all the referencing style requirements. There are no errors in referencing throughout</p>	<p>Range: 4.2-3.8 marks</p> <p>Excellent sources that are relevant, contemporary and from a range of journals.</p> <p>APA 7 referencing style is consistently accurate. Less than 5 minor referencing errors</p>	<p>Range: 3.7-3.3 marks</p> <p>Sources are appropriate, mostly contemporary and from a narrow range of journals.</p> <p>Complies with referencing style requirements. Some referencing errors in in-text and/or referencing list (5-7)</p>	<p>Range: 3.2-2.5 marks</p> <p>Sources are mostly relevant however there are too few to demonstrate wide reading.</p> <p>Attempts to use APA 7 style. Some errors in in-text and/or referencing list (8-10)</p>	<p>Range: 2.4-0.1 marks</p> <p>Sources are inadequate and/or not contemporary.</p> <p>In-text referencing may be absent and/or reference list and contains major errors (&gt;10)</p>	<p>0 marks</p> <p>Did not attempt</p>	<p>/5</p>
	<b>TOTAL</b>						<b>/60</b>
	<b>FINAL MARK</b>						<b>/40</b>

Appendix B: Assessment 3 - Marking Rubric (45%)							
	High Distinction (100-85%)	Distinction (84-75%)	Credit (74-65%)	Pass (64-50%)	Fail (49-1%)	Fail (0%)	Score
<b>Criteria 1 (5 marks):</b> Discuss the potential evolving problems for Mrs. B	Range: 5.0-4.3 marks Exceptional and perceptive discussion on the potential evolving problems for Mrs B	Range: 4.2-3.8 marks Excellent discussion on the potential evolving problems for Mrs B	Range: 3.7-3.3 marks Appropriate discussion on the potential evolving problems for Mrs B	Range: 3.2-2.5 marks Adequate discussion on the potential evolving problems for Mrs B	Range: 2.4-0.1 marks Inadequate discussion on the potential evolving problems for Mrs B	0 marks Did not attempt	/5
<b>Criteria 2 (10 marks):</b> Identify and describe the appropriate assessment tool/s to complete an appropriate comprehensive assessment for Mrs B with supportive high quality contemporary literature	Range: 10.0-8.5 marks Exceptional and perceptive identification and description of the appropriate assessment tool/s to complete an appropriate comprehensive assessment for Mrs B with supportive high quality contemporary literature	Range: 8.4-7.5 marks Excellent identification and description of the appropriate assessment tool/s to complete an appropriate comprehensive assessment for Mrs B with supportive high quality contemporary literature	Range: 7.4-6.5 marks Appropriate and relevant identification and description of the appropriate assessment tool/s to complete an appropriate comprehensive assessment for Mrs B with supportive high quality contemporary literature	Range: 6.4-5.0 marks Adequate identification and description of the appropriate assessment tool/s to complete an appropriate comprehensive assessment for Mrs B with supportive high quality contemporary literature	Range: 4.9-0.1 marks Inadequate identification and description of the appropriate assessment tool/s to complete an appropriate comprehensive assessment for Mrs B with supportive high quality contemporary literature	0 marks Did not attempt	/10
<b>Criteria 3 (10 marks):</b> Discuss the physical and physiological factors that may affect the assessment; supported by high-quality contemporary literature	Range: 10.0-8.5 marks Outstanding and insightful discussion on the physical and physiological factors that may affect the assessment; with outstanding supportive high-quality contemporary literature	Range: 8.4-7.5 marks Excellent discussion on the physical and physiological factors that may affect the assessment, with supportive quality contemporary literature	Range: 7.4-6.5 marks Appropriate discussion on the physical and physiological factors that may affect the assessment, with supportive contemporary literature	Range: 6.4-5.0 marks Adequate discussion on the physical and physiological factors that may affect the assessment, with supportive mostly contemporary literature	Range: 4.9-0.1 marks Fails to adequately discuss the physical and physiological factors that may affect the assessment, with supportive contemporary literature	0 marks Did not attempt	/10
<b>Criteria 4 (10 marks):</b> Identify and critically evaluate the four models of successful aging. Supported by high-quality contemporary literature	Range: 10.0-8.5 marks Outstanding critically evaluate the four models of successful aging with outstanding supportive high-quality contemporary literature	Range: 8.4-7.5 marks Excellent critically evaluate the four models of successful aging with supportive quality contemporary literature	Range: 7.4-6.5 marks Appropriate evaluate the four models of successful aging with supportive contemporary literature	Range: 6.4-5.0 marks Adequate discussion of the four models of successful aging with outstanding supportive mostly contemporary literature	Range: 4.9-0.1 marks Fails to adequately discuss the four models of successful aging with supportive contemporary literature	0 marks Did not attempt	/10
<b>Criteria 5 (10 marks):</b> Discuss the potential psychiatric diagnoses	Range: 10.0-8.5 marks Outstanding discussion on the potential diagnoses for	Range: 8.4-7.5 marks Excellent discussion on the potential diagnoses for Mrs	Range: 7.4-6.5 marks Appropriate discussion on the potential diagnoses for	Range: 6.4-5.0 marks Adequate discussion on the potential diagnoses	Range: 4.9-0.1 marks Lack of adequate discussion on the	0 marks Did not	/10

for Mrs B with supportive high quality contemporary literature	Mrs B with supportive high quality contemporary literature	B with supportive high quality contemporary literature	Mrs B with supportive contemporary literature	for Mrs B; supported by mostly contemporary literature	potential diagnoses for Mrs B and lacks supportive contemporary literature	attempt	
<b>Criteria 6 (10 marks):</b> Discuss the most appropriate treatment & management plan for Mrs B with supportive high quality contemporary literature	Range: 10.0-8.5 marks Outstanding and insightful discussion on the most appropriate treatment & management plan for Mrs B with supportive high quality contemporary literature	Range: 8.4-7.5 marks Excellent discussion on the most appropriate treatment & management plan for Mrs B with supportive high quality contemporary literature	Range: 7.4-6.5 marks Appropriate discussion on the most appropriate treatment & management plan for Mrs B with supportive contemporary literature	Range: 6.4-5.0 marks Adequate discussion on the most appropriate treatment & management plan for Mrs B, supported by mostly contemporary literature	Range: 4.9-0.1 marks Fails to adequately discuss the most appropriate treatment & management plan for Mrs B and lacks supportive contemporary literature	0 marks Did not attempt	<b>/10</b>
<b>Academic writing and expression (5 marks)</b> Writing is authentic and clearly expresses ideas. Uses correct spelling and paragraph structure throughout. Structured as per requirements in the Course outline	Range: 5.0-4.3 marks Exemplary writing with very high levels of authenticity and independent thought. Ideas are clearly expressed. Exemplary spelling, grammar and syntax with no errors. The introductory sentence used at the start of paragraphs. Main subject matter is developed within each paragraph. Concluding sentence used at the end of paragraphs. Meets all style requirements	Range: 4.2-3.8 marks Evidence of superior academic writing skills. Authentic and original writing that clearly synthesises the key points of the assignment. Expression is clear. Superior spelling, grammar and syntax < 5 minor errors. Correct use of paragraphs. Discussion in each paragraph provides sufficient depth to demonstrate understanding. Meets all style requirements	Range: 3.7-3.3 marks Evidence of sound academic writing. Authentic and original writing that clearly addresses the key points of the assignment. Expression is satisfactory. Minor errors only in syntax, spelling and grammar. Paragraphs are 5-6 sentences in length and sentences are clear and concise. Meets all style requirements	Range: 3.2-2.5 marks Authentic writing that attempts to show independent thought. May struggle with expression. Minor errors in syntax, spelling and grammar Attempts to use paragraphs. Some sentences may be too long/short. Meets almost all style requirements including spacing, page numbers, font, headings	Range: 2.4-0.1 marks Lacks authenticity. Language hinders the effective flow of ideas and meaning. Sentences lack structure and are consistently too short or too long. Multiple errors in spelling, grammar, and style. Not structured as per requirements in Course Outline	N/A	<b>/5</b>
<b>Literacy sources and referencing (5 marks):</b> Each section as required is supported by a wide range of high-quality contemporary and relevant sources.	Range: 5.0-4.3 marks Outstanding sources that are highly relevant high-quality, contemporary and from a range of journals. Complies with all the referencing style requirements. There are no	Range: 4.2-3.8 marks Excellent sources that are relevant, quality, contemporary and from a range of journals. APA 7 referencing style is consistently accurate. Less than 5 minor referencing	Range: 3.7-3.3 marks Sources are appropriate, mostly contemporary and from a narrow range of journals. Complies with referencing style requirements. Some referencing errors in in-text	Range: 3.2-2.5 marks Sources are mostly relevant however there are too few to demonstrate wide reading. Attempts to use APA 7 style. Some errors in in-	Range: 2.4-0.1 marks Sources are inadequate and/or not contemporary. In-text referencing may be absent and/or reference list and contains major errors (>10)	0 marks Did not attempt	<b>/5</b>

Uses APA 7 referencing style	errors in referencing throughout	errors	and/or referencing list (5-7)	text and/or referencing list (8-10)			
	<b>TOTAL</b>						<b>/65</b>
	<b>FINAL MARK</b>						<b>/45</b>