TORRENS UNIVERSITY AUSTRALIA

ASSESSMENT 1 BRIEF	
Subject Code and Title	POA304 Positive Ageing.
Assessment	Essay
Individual/Group	Individual
Length	1500 (+/- 10%) words
Learning Outcomes	The Subject Learning Outcomes demonstrated by successful completion of the task below include: a) Examine evidence related to concepts of health, and positive ageing within a lifespan perspective and diverse population. b) Examine evidence related to the impact of ageism on people. c) Apply concepts of ageing to core professional tasks, such as clinical and needs assessment, ethical decision-making, or practice. d) Interpret and apply policy, legislation, and different approaches to ageing. e) Analyse the impact of and planning for an ageing and diverse population. f) Evaluate Consumer Directed Care approaches and develop applications for positive ageing in place.
Submission	Due by 11:55pm AEST Sunday end of Module 3.2 (Week 6).
Weighting	35%
Total Marks	100 marks

Task Summary

In this assessment you will be required to research and write a 1500-word (+/- 10%) essay that assesses the current legislative support for lesbian, gay, bisexual, transgender, intersex and queer (LGBTIQ+), Aboriginal and Torres Strait Islander (ATSI) and Culturally and Linguistically Diverse (CALD) older people in an Australian context (including legislation to combat age discrimination in these groups). After evaluating this information, you will then apply this knowledge and determine and defend strategies that a registered nurse can implement to deliver ethical, legal, and evidence-based person-centred care to these people that promotes their concept of health and helps them to age well. This is an individual based task.

Please refer to the task Instructions for details on how to complete this task.

Context

The Australian population is ageing which will increase the demand for health and community services in the future, to support older people to age well. Previously, people of diverse sexual orientation, sex or gender identity, ATSI people or people from CALD backgrounds have been largely excluded from the 'strategic planning and delivery of aged care service' discussions, which means the needs of these particular diverse group have been largely ignored (Department of Health (DoH): Ageing and Aged Care, 2019).

Supporting older individuals to age well and remain active members of their family, the community and economies, promote their autonomy, and to deliver care justly, is an essential role of the registered nurse (RN). To do that, the RN needs to improve their knowledge of LGBTIQ, ATSI and CALD people in an Australian context, to be able to deliver appropriate best practice person-centred care. This assessment will help the student to identify resources and develop strategies to assist older people to positively age and help the RN to deliver person-centred care to people from diverse sexual and gender orientations, ATSI, and CALD backgrounds.

Task Instructions

Choose **two (2)** of the following groups of older people: LGBTIQ ATSI, CALD

Answer the following question.

What resources, policies, and legislation have been introduced into Australian aged care sector in the last 10 years that recognises the special needs of **both your chosen groups** and supports them to positively age, access information and maintain choice and control as they age? How can you as a registered nurse ensure that you deliver ethically and legally based person-centred care to the older people from these populations?

To complete this assessment task, you must consider the following elements.

- Write at least 1500 words (+/- 10%).
- Draw on literary resources (journal articles), government documents, and resources to complete the essay.

Suggested structure for the essay

Introduction (100-200 words).

- Introduce the topic
- Provide background to the need for policies, legislation, and resources that focus on your two chosen groups of older people living in Australia. Include the impact of ageism on these diverse groups.
- Present any relevant definitions
- Outline for the reader the topics/issues that will be presented in the body of the essay.

Body (800 – 1000 words).

- Examine and appraise the current legislation, policies, and resources that have been developed to promote the well-being (including assisting the older person to remain

active members of society and maintain independence) and care of your two chosen groups of older people in Australia.

- Identify the reason why these documents have been developed and implemented.
- For each group, determine the strategies that a registered nurse can implement to deliver ethical, legal, and evidence-based person-centred care of your two chosen groups of older people including those with dementia. Defend your chosen strategies (why have you chosen those strategies) and how your own personal nursing philosophy may impact on your ability to care for older people from your selected communities.
- You can use headings to help plan your essay- introduction, LGBTIQ+, ATSI and CALD and conclusion as headings

Conclusion (100 -200 words).

- Provide an overall conclusion to your essay drawing together your findings on available resources that support your two chosen groups of older people and how you may deliver person-centred care to this diverse population.
- No new information should be included in this conclusion.

Referencing

Please use a minimum of five references for this essay. It is essential that you use appropriate APA style for citing and referencing research. Please see more information on referencing here
http://library.laureate.net.au/research_skills/referencing

Assessment:

This essay will be assessed using the attached rubric. Please refer to this rubric for the marking guidelines.

Submission Instructions

Submit a word document of your essay via the **Assessment** 1 submission link in the main navigation menu in POA304: Positive Ageing Blackboard site. The Learning Facilitator will provide feedback via the Grade Centre in the LMS portal. Feedback can be viewed in My Grades.

Resources

If you require assistance with essay writing.

Laureate Library. (n.d.). Essay writing basics. Retrieved from
http://library.laureate.net.au/research_skills/essays

References that you may find helpful to get you started and referenced in this document.

Department of Health: Ageing and Aged Care. (2019, 14th February). *People from diverse backgrounds*. Canberra. Retrieved from https://agedcare.health.gov.au/older-people-their-families-and-carers/people-from-diverse-backgrounds

Harrison, J., & Irlam, C. B. (2010). *The removal of same-sex discrimination: Implications for lesbian, gay, bisexual, transgender & intersex (LGBTI) aged care – Discussion Paper* Adelaide. Retrieved from https://www.pc.gov.au/inquiries/completed/aged-care/submissions/sub190-attachment1.pdf

Assessment Rubric

Assessment Attributes	Fail (Yet to achieve minimum standard) 0-49%	Pass (Functional) 50-64%	Credit (Proficient) 65-74%	Distinction (Advanced) 75-84%	High Distinction (Exceptional) 85-100%
Knowledge and understanding of concepts of health and positive ageing in diverse populations and the different approaches to ageing. Identifies available resources to inform practice. **Percentage for this criterion = 30%**	Demonstrates a partially developed understanding of ageing in diverse populations and the different approaches to ageing in an Australian context. Does not identify or provide detail on the history or discrimination that older LGBTIQ, ATSI or CALD people may have experienced across their lifespan and how this has impacted the need for specific policies and legislation in Australia.	Demonstrates a functional knowledge of ageing in diverse populations and the different approaches to ageing in an Australian context. Identifies the history and/or the discrimination that older LGBTIQ, ATSI or CALD people may have experienced across their lifespan and how this has impacted the need for specific policies and legislation in Australia, but does not provide detail of how these issues have driven policy and legislation development.	Demonstrates proficient knowledge of ageing in diverse populations and the different approaches to ageing in an Australian context. Identifies and provides an adequate description of the history and/or the discrimination that two of the groups of older LGBTIQ, ATSI and CALD people may have experienced across their lifespan and how this has impacted the need for specific policies and legislation in Australia. Description provided contains sufficient detail of how these issues have driven policy and legislation development.	Demonstrates advanced knowledge of ageing in diverse populations and the different approaches to ageing in an Australian context. Identifies and provides a highly developed description of the history and the discrimination that two of the groups of older LGBTIQ, ATSI and CALD people may have experienced across their lifespan and how this has impacted the need for specific policies and legislation in Australia. Description provided highly developed knowledge of how these issues have driven policy and legislation development.	Demonstrates exceptional knowledge of ageing in diverse populations and the different approaches to ageing in an Australian context. Identifies and provides a sophisticated knowledge of the history and the discrimination that two of the groups of older LGBTIQ, ATSI, and CALD people may have experienced across their lifespan and how this has impacted the need for specific policies and legislation in Australia. Description provided demonstrates a sophisticated knowledge of how these issues have driven policy and legislation development.

Analysis, evaluation, and application of how the registered nurse can deliver ethically, legal person-centred care to the LGBTIQ, ATSI, and CALD communities utilising the available resources to inform practice. **Percentage for this criterion = 30%**	Limited evaluation and analysis of how the legislation, policies, and guidelines can be used to provide legal and ethical, person-centred care to LGBTIQ, ATSI, and CALD older people. Limited interpretation of relevant information and literature.	Demonstrates some analysis and evaluation with application of how the legislation, policies, and guidelines can be used to provide legal and ethical, person-centred care to two of the groups of LGBTIQ, ATSI, and CALD older people. Interpreted relevant information and literature.	Well-developed analysis and evaluation with application of how the legislation, policies, and guidelines can be used to provide legal and ethical person-centred care to two of the groups of LGBTIQ, ATSI, and CALD older people. Relevant information and literature are well-interpreted. Selected strategies are based on the results of the analysis	Thoroughly developed analysis and evaluation with application of how the legislation, policies, and guidelines can be used to provide legal and ethical person-centred care to two of the groups of LGBTIQ, ATSI, and CALD older people. Links the delivery of person-centred care model to the analysis/synthesis of information and literature. Selected strategies are clearly justified by the results of the analysis	Highly sophisticated evaluation and analysis, of opportunities provided by legislative support for the delivery of ethical, legal, person-centred care to two of the LGBTIQ, ATSI, and CALD communities utilising the available resources to inform practice. Links the delivery of person-centred care model to the analysis/synthesis of information and literature succinctly. Arguments in favour of the selected strategies are clearly articulated, persuasive and justified by the results of the analysis.
Effective Communication (Written) **Percentage for this criterion = 20%**	Presents information inaccurately. Language and terminology are rarely or inaccurately employed. Meaning is repeatedly obscured by errors in the communication of ideas,	Communicates in a readable manner that largely adheres to the given format. Generally, employs specialised language and terminology with accuracy.	Communicates in a coherent and readable manner that adheres to the given format. Accurately employs specialised language and terminology.	Communicates coherently and concisely in a manner that adheres to the given format. Accurately employs a wide range of specialised language and terminology.	Communicates eloquently. Expresses meaning coherently, concisely and creatively within the given format. Discerningly selects and precisely employs a wide

	including errors in structure, sequence, spelling, grammar, punctuation, and/or the acknowledgment of sources.	Meaning is sometimes difficult to follow. Information, arguments, and evidence are structured and sequenced in a way that is not always clear and logical. Some errors are evident in spelling, grammar, and/or punctuation.	Meaning is easy to follow. Information, arguments, and evidence are structured and sequenced in a way that is clear and logical. Occasional minor errors present in spelling, grammar, and/or punctuation.	Engages audience interest. Information, arguments and evidence are structured and sequenced in a way that is, clear and persuasive. Spelling, grammar, and punctuation are free from errors.	range of specialised language and terminology. Engages and sustains audience's interest. Information, arguments, and evidence are insightful, persuasive, and expertly presented. Spelling, grammar, and punctuation are free from errors.
Selection of appropriate resources and evidence and correct citation of sources **Percentage for this criterion = 20%**	Demonstrates inconsistent use of good quality, credible and relevant resources to support and develop ideas. Referencing is omitted or does not resemble APA.	Demonstrates use of credible and relevant resources to support and develop ideas, but these are not always explicit or well developed. Referencing resembles APA, with frequent or repeated errors.	Demonstrates use of credible resources to support and develop ideas. Referencing resembles APA, with occasional errors.	Demonstrates use of good quality, credible and relevant resources to support and develop arguments and statements. Show evidence of wide scope within the organisation for sourcing evidence. APA referencing is free from errors.	Demonstrates use of high quality, credible and relevant resources to support and develop arguments and position statements. Show evidence of wide scope within and without the organisation for sourcing evidence. APA referencing is free from errors.