# DEME20001 *Dementia and Its Complexities*
## Term 1 - 2018

Profile information current as at 02/05/2024 08:45 pm

All details in this unit profile for DEME20001 have been officially approved by CQUniversity and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

# General Information

## Overview
This unit will advance your knowledge of dementia, including the challenges associated with diagnoses and the effects it has on individuals, families and communities. You will develop a greater understanding of the different types of dementia and determine the effectiveness of public health strategies designed to prevent these conditions. You will gain insight into policy and practice intended to respond to the current needs and anticipate future requirements of people with dementia. Common assumptions and misperceptions within society associated with dementia will be examined in relation to their effect on individuals, policy and practice.

## Details
Career Level: *Postgraduate*
Unit Level: *Level 8*
Credit Points: *6*
Student Contribution Band: *10*
Fraction of Full-Time Student Load: *0.125*

## Pre-requisites or Co-requisites
There are no requisites for this unit.
Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the Assessment Policy and Procedure (Higher Education Coursework).

## Offerings For Term 1 - 2018

- Distance

## Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

## Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

# Class and Assessment Overview

## Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

## Class Timetable

### **Regional Campuses**

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

### **Metropolitan Campuses**

Adelaide, Brisbane, Melbourne, Perth, Sydney

## Assessment Overview

1. **Presentation and Written Assessment**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

## Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

# CQUniversity Policies

**All University policies are available on the CQUniversity Policy site.**
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure


This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

## Previous Student Feedback

## Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

### Feedback from Course Coordinator

**Feedback**

Content was up to date, contemporary and followed logical flow. Student actively participated in unit .

**Recommendation**

These materials and structure would be used again if the unit was to run.

## Unit Learning Outcomes

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

1. Comprehend the complexities associated with diagnosis and ongoing assessment of people with dementia
2. Explain common trajectories of dementia and analyse associated impacts on the person with dementia and people supporting them
3. Analyse public health approaches to preventing dementia and evaluate their effectiveness
4. Identify common assumptions associated with dementia and analyse their impact on individuals, policy and practice
5. Evaluate the ability of policy and practice to meet the current and future needs of people with dementia.

# Alignment of Learning Outcomes, Assessment and Graduate Attributes

| | N/A Level | | Introductory Level | | Intermediate Level | | Graduate Level | | Professional Level | | Advanced Level |
|---|---|---|---|---|---|---|---|---|---|---|---|

## Alignment of Assessment Tasks to Learning Outcomes

| Assessment Tasks | Learning Outcomes | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Presentation and Written Assessment - 50% | ● | ● | ● | | |
| 2 - Written Assessment - 50% | | | ● | ● | ● |

## Alignment of Graduate Attributes to Learning Outcomes

| Graduate Attributes | Learning Outcomes | | | | |
|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 1 - Knowledge | ○ | ○ | ○ | ○ | ○ |
| 2 - Communication | ○ | ○ | ○ | ○ | ○ |
| 3 - Cognitive, technical and creative skills | ○ | ○ | ○ | ○ | ○ |
| 4 - Research | ○ | ○ | ○ | ○ | ○ |
| 5 - Self-management | ○ | ○ | ○ | ○ | ○ |
| 6 - Ethical and Professional Responsibility | ○ | ○ | ○ | ○ | ○ |
| 7 - Leadership | ○ | ○ | | ○ | ○ |
| 8 - Aboriginal and Torres Strait Islander Cultures | | | | | |

## Alignment of Assessment Tasks to Graduate Attributes

| Assessment Tasks | Graduate Attributes | | | | | | | |
|---|---|---|---|---|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 |
| 1 - Presentation and Written Assessment - 50% | ○ | ○ | ○ | ○ | ○ | | | |
| 2 - Written Assessment - 50% | ○ | ○ | ○ | ○ | ○ | ○ | | |

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

**Additional Textbook Information**
Due to the contemporary nature of this study journal articles will be the bulk of information. As a result there will be no
prescribed text book, although some may be suggested for additional reading during the unit.

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 6th Edition (APA 6th
edition)
For further information, see the Assessment Tasks.

## Teaching Contacts

**Anne-Marie Holt** Unit Coordinator
a.holt2@cqu.edu.au

## Schedule

| **Week 1 - 05 Mar 2018** | | |
|---|---|---|
| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| **Introduction to DEME 20001 Module 1 - Complexities of diagnosis of dementia** | | Refer to the Moodle site . Read the introductory documentation. Refer to the Moodle site and undertake Module 1 activities. Familiarise yourself with what is required for the assessments in this unit. Details of assessments are available on the Moodle site. You can begin preparing for Assessment 1. |
| **Week 2 - 12 Mar 2018** | | |
| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| **Module 1 - Complexities of diagnosis of dementia** | | Refer to the Moodle site and continue with Module 1 activities. Begin working on Assessment 1. |
| **Week 3 - 19 Mar 2018** | | |
| **Module/Topic** | **Chapter** | **Events and Submissions/Topic** |
| **Module 1 - Complexities of diagnosis of dementia** | | Refer to the Moodle site and continue with Module 1 activities. Begin to finalise Assessment 1. |
| **Week 4 - 26 Mar 2018** | | |

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Module 2 - Impacts of dementia** | | Refer to the Moodle site and undertake with Module 2 activities. **Week 4 - Assessment 1 due** <br><br> **Part A: Written Report and Part B: Presentation** Due: Week 4 Thursday (29 Mar 2018) 5:00 pm AEST |

**Week 5 - 02 Apr 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Module 2 - Impacts of dementia** | | Refer to the Moodle site and continue with Module 2 activities. |

**Vacation Week - 09 Apr 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Have well earned break!** | | **Have well earned break!** |

**Week 6 - 16 Apr 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Module 3 - Public Health Approaches to Dementia** | | Refer to the Moodle site and undertake Module 3 activities. |

**Week 7 - 23 Apr 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Module 3 - Public Health Approaches to Dementia** | | Refer to the Moodle site and continue with Module 3 activities. |

**Week 8 - 30 Apr 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Module 4 - Assumptions and Implications** | | Refer to the Moodle site and undertake Module 4 activities. |

**Week 9 - 07 May 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Module 5 - Policy and Practice** | | Refer to the Moodle site and undertake Module 5 activities. |

**Week 10 - 14 May 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Module 5 - Policy and Practice** | | Refer to the Moodle site and continue with Module 5 activities. **Week 10 - Assessment 2 due** <br><br> **Misperceptions about Dementia and Implications on Practice (Written Assignment)** Due: Week 10 Thursday (17 May 2018) 5:00 pm AEST |

**Week 11 - 21 May 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Revision & Consolidation** | | Refer to the Moodle site and finalise any outstanding activities from Modules 1-5 |

**Week 12 - 28 May 2018**

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---|---|
| **Revision & Consolidation** | | Review the topics as an overview of this unit. Be sure to contact the Lecturer with any outstanding questions you may have. |

## Term Specific Information

## Assessment Tasks

## 1 Part A: Written Report and Part B: Presentation

**Assessment Type**
Presentation and Written Assessment

**Task Description**
**Task Description:**
**Design a presentation to be offered at a community education session to inform people within the community about the various trajectories of dementia and associated complexities of diagnoses. An accompanying report to present the background information for your presentation will need to be provided.**

**Part A:** **Written Report**

Step 1. You are required to develop a report that examines the various trajectories of dementia and associated complexities of being diagnosed with dementia. This will form the background for a presentation you will then develop. This report must be submitted to Moodle (50%).

Step 2. Design a presentation that could be presented at a community forum. The aim of the presentation is to inform community members about the various trajectories of dementia and associated complexities of diagnoses (50%)

· **The report** is to provide the background information that will inform the presentation and be fully referenced throughout. As a minimum the content should include:

· Outline the prevalence of dementia and discuss the contributing factors.

· Describe the common trajectories of dementia and explain how these contribute to the complexity of receiving a timely and accurate diagnosis of dementia.

· Explain the impact of the diagnosis of dementia on the person who has been diagnosed and the people supporting them.

· Make recommendations to address the impacts of delayed diagnosis on the person with dementia as well as how to support them and their support person/s once a diagnosis is made.

· Headings may be used if desired.

**Part B:** **Presentation**

Your presentation is to be designed to inform community members of the complexities of diagnosis of dementia as outlined in the report you have written.

Structure:

· Your presentation may be in the form of a video or multimedia presentation no more than 15 minutes, or a PowerPoint presentation of no more than twelve slides that can be presented via a zoom session with your lecturer.

· If you are using a PowerPoint presentation:

o You will be talking for 10-15 minutes via zoom at a time negotiated with your lecturer

o Develop a maximum of 12 slides

o Information within slides should be referenced where appropriate. Provide a slide at the end of the presentation with the references listed

o Conclude with your key findings and the message you want to leave your audience with

## Assessment Due Date
Week 4 Thursday (29 Mar 2018) 5:00 pm AEST
Online submission via Turitin and Moodle and Zoom

## Return Date to Students
Week 6 Thursday (19 Apr 2018)
via Moodle

## Weighting
50%

## Assessment Criteria

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail Below 50% |
|---|---|---|---|---|
| **Structure 20% *Efficacy and organisation 5%*** | | | | |
| There is a clear and succinct introduction and conclusion: they introduce the topic and outline the direction of the presentation/bring presentation to a logical close. | There is a clear and appropriate introduction/ conclusion: they introduce the topic and outline the direction of the presentation/bring presentation to a coherent close. | There is an appropriate introduction/ conclusion and the direction of the presentation is logical. | The introduction/ direction/ conclusion are mostly apparent. | Presentation is not clear There is no recognisable introduction/ and/or direction in the presentation and/ or no clear conclusion. |
| ***Presentation 10%*** | | | | |
| Excellent presentation of assignment. The presenter demonstrates an expert command of the topic and the presentation is well-paced, confident and compelling. The submitted written material (i.e. presentation slides and report) is very well-presented and free from errors Content is entirely relevant for the audience. | A very good presentation. The presenter demonstrates a very sound understanding of the topic and the presentation is delivered confidently. The written material (i.e. presentation slides and report) has minor errors (e.g. 1 or 2 errors in spelling, grammar and paragraph structure). Content is very relevant for the audience. | A good presentation. The presenter demonstrates a sound understanding of the topic and the presentation is delivered well. The written material (i.e. presentation slides and report) has some errors (e.g. 3 or 4 consistent errors with spelling, grammar and paragraph structure). Content is relevant for the audience. | The presenter demonstrates an understanding of the topic and the presentation conveys this. The written material (i.e. presentation slides and report) has more than 4 inconsistent errors (spelling, grammar and paragraph structure). Content is somewhat relevant for the audience. | Poorly presented assignment. The presentation style is not engaging/ credible and presenter does not demonstrate a grasp of the content. The written material (i.e. presentation slides and report) has many inaccuracies in spelling, grammar and paragraph structure. (> 5 errors). Content is not relevant for the audience. It is either unlikely to be understood or too simplistic for them |
| ***Referencing 5%*** | | | | |
| Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations**.** | Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. | Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. | Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. | Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. |
| Accurate APA referencing. No errors. | Accurate APA referencing. One error. | Accurate APA referencing. Two errors. | Accurate APA referencing. Three errors. | More than three errors. |
| **Approach and Argument 80% *Critical judgement and practical application of knowledge (40%)*** | | | | |
| Expertly presented data including demographic prevalence Highly critical application of knowledge, focussing on all of the most important facts, to fully explain the issues impacting on people with dementia. Comprehensively discussed and expertly justified conclusions and recommendations proposed in the presentation. | Expertly presented data including almost all of demographic prevalence. Highly critical application of knowledge, focussing on almost all of the important facts, to fully explain the issues impacting on people with dementia. Comprehensively discussed and justified conclusions and recommendations proposed in the presentation. | Presented most data including the demographic prevalence. Critical application of knowledge, focussing on most of the important facts, to explain the issues impacting on people with dementia. Mostly discussed and justified conclusions and recommendations proposed in the presentation. | Presented a sufficient overview of demographic prevalence Applied knowledge to practice by focussing on some of the most important facts, to explain how some issues impact on people with dementia. Discussed and justified some conclusions and recommendations and proposed some strategies in the presentation. | Some essential data; including demographic prevalence. Attempted to apply knowledge to practice. Inaccurately explained how issues impacted on people with dementia. Some of the identified issues were inappropriate for the given proposal and or poorly justified, or the proposed strategies were unclear. |
| **Justified argument with evidence based literatur**e i**n background report 40%** | | | | |
| Your background document demonstrated extensive breadth of reading. Ideas and conclusions were always supported by high quality evidence based literature. | Your background document demonstrated wide reading. Ideas and conclusions were almost always supported by high quality evidence based literature. | Your background document demonstrated wide reading. Ideas and conclusions were mostly supported by high quality evidence based literature. | Your background document demonstrated adequate reading. Minimal use of evidence-based literature to support ideas and conclusions. | There were significant gaps in the background document which supported your ideas or conclusions. You had difficulty justifying plausible ideas or options to promote needs of people with dementia. |

## Referencing Style

- [American Psychological Association 6th Edition (APA 6th edition)](#)

## Submission
Online

## Submission Instructions
via Turnitin and Moodle

## Learning Outcomes Assessed

- Comprehend the complexities associated with diagnosis and ongoing assessment of people with dementia

- Explain common trajectories of dementia and analyse associated impacts on the person with dementia and people supporting them
- Analyse public health approaches to preventing dementia and evaluate their effectiveness

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management

# 2 Misperceptions about Dementia and Implications on Practice (Written Assignment)

**Assessment Type**
Written Assessment

**Task Description**
Task Description:

*There are many misperceptions about dementia and its effects on the person diagnosed. As a result, the public health approaches to preventing dementia and the ability of policy and practice to meet the current and future needs of people with dementia are both inadequate.*

1. Critically analyse the above statement surrounding misperceptions about dementia and its effects on the person diagnosed

2. Provide evidence to support the justifications you make in determining the ability of the health promotion strategies and policy and practices for meeting the needs of the person with dementia

3. Critically analyse any significant gaps in the areas of health promotion strategies and policy and practices for meeting the needs of the person with dementia

4. Provide recommendations for ensuring the needs of people with dementia are met now and into the future

**Assessment Due Date**
Week 10 Thursday (17 May 2018) 5:00 pm AEST
Online Submission via Turnitin and Moodle

**Return Date to Students**
Week 12 Thursday (31 May 2018)
via Moodle

**Weighting**
50%

**Assessment Criteria**

| High Distinction 85-100% | Distinction 75-84% | Credit 65-74% | Pass 50-64% | Fail Below 50% |
|---|---|---|---|---|
| **Structure 20%** | | | | |
| *Introduction 5%* | | | | |
| Highly appropriate and relevant to content. Provides very clear sense of what follows. | Appropriate and relevant to content. Provides clear sense of what follows. | Largely appropriate and relevant to content. Provides sense of what follows. | Somewhat appropriate and relevant to content. Provides some sense of what follows. | Not evident and/or not appropriate. |
| *Conclusion 5%* | | | | |
| Provides very strong sense of closure and highly appropriate. | Provides sound sense of closure and appropriate. | Provides a sense of closure and largely appropriate. | Somewhat provides a sense of closure and somewhat appropriate. | No recognisable conclusion or conclusion is inappropriate. |
| *Presentation 5%* | | | | |
| Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style. | Very well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style. | Well presented. Some spelling and grammatical errors. Written in an easy to ready style. | There may be one or more areas where there was evidence of lack attention to presentation. | Many presentation errors. |
| *Referencing 5%* | | | | |
| Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA referencing. No errors. | Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA referencing. One error. | Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA referencing. Two errors. | Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA referencing. Three errors. | Fails to or infrequent attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information and quotations. More than three errors. |
| **Critical analysis of misperceptions about dementia and its effects on the person diagnosed 25%** | | | | |
| High level of analysis reflected in a clear cohesive argument. | High level of analysis reflected in a largely clear cohesive argument. | Some analysis reflected in a somewhat clear and cohesive argument. | Some analysis apparent. Argument may be a little disjointed. | Minimal analysis or lack of analysis. |
| **Critical analysis of significant gaps in health promotion strategies, policies and practices 30%** | | | | |
| High level of analysis reflected in a clear cohesive argument. | High level of analysis reflected in a largely clear cohesive argument. | Some analysis reflected in a somewhat clear and cohesive argument. | Some analysis apparent. Argument may be a little disjointed. | Minimal analysis or lack of analysis. |
| **Solution generation for ensuring needs of people with dementia are met now and into the future 25%** | | | | |
| Recommendations thoroughly and realistically improve applicability to achieving positive outcomes. | Recommendations realistically improve applicability to achieving positive outcomes. | Recommendations improve applicability to achieving positive outcomes. | Recommendations somewhat improve applicability to achieving positive outcomes. | Recommendations do not improve applicability. |

**Referencing Style**

- American Psychological Association 6th Edition (APA 6th edition)

**Submission**
Online

**Submission Instructions**
via Turititin and Moodle

**Learning Outcomes Assessed**

- Analyse public health approaches to preventing dementia and evaluate their effectiveness
- Identify common assumptions associated with dementia and analyse their impact on individuals, policy and practice
- Evaluate the ability of policy and practice to meet the current and future needs of people with dementia.

**Graduate Attributes**

- Knowledge
- Communication
- Cognitive, technical and creative skills
- Research
- Self-management
- Ethical and Professional Responsibility

# Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the **Student Academic Integrity Policy and Procedure**. This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

**What is a breach of academic integrity?**
A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

**Why is academic integrity important?**
A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

**Where can I get assistance?**
For academic advice and guidance, the Academic Learning Centre (ALC) can support you in becoming confident in completing assessments with integrity and of high standard.

**What can you do to act with integrity?**



**Be Honest**
If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



**Seek Help**
If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



**Produce Original Work**
Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem