



DEME20001 *Dementia and Its Complexities*

Term 1 - 2019

Profile information current as at 01/05/2024 08:31 am

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 - 2019

- Distance
- Online

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 DDLT and Dean of SNMWSS

Feedback

This course is currently being considered for teach-out due to the low enrolment numbers of the past 3 years and its sustainability.

Recommendation

Limited feedback due to low interest along with poor marketing of the course (and unit) reflect upon the course and unit's sustainability

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
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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.

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 - 11 Mar 2019

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 - 18 Mar 2019

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 - 25 Mar 2019

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 - 01 Apr 2019

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

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
		Refer to the Moodle site and continue with Module 2 activities. <i>Assessment 1 due: Due date: Week 5 (Thursday 11.04.19 - 5.00pm AEST)</i>
Module 2 - Impacts of dementia		Written Assessment - Perceptions of Dementia: Analyse and discuss the different perceptions of Dementia between the dominant Anglo Saxon culture and a Culturally and Linguistically Diverse (CaLD) group. Due: Week 5 Thursday (11 Apr 2019) 5:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your tuition free week!		

Week 6 - 22 Apr 2019

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 - 29 Apr 2019

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 - 06 May 2019

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

Week 9 - 13 May 2019

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

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Policy and Practice		Refer to the Moodle site and continue with Module 5 activities.

Week 11 - 27 May 2019

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 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Revision & Consolidation

Review the topics as an overview of this unit. Be sure to contact the Lecturer with any outstanding questions you may have.
Assessment 2: Due date: Week 12 (Thursday 06.06.19 - 5.00pm AEST)

Written Assessment - Perceptions about Dementia and Implications on Practice (Written Assignment - Two parts) Due: Week 12 Thursday (6 June 2019) 5:00 pm AEST

Review/Exam Week - 10 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 17 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 Written Assessment - Perceptions of Dementia: Analyse and discuss the different perceptions of Dementia between the dominant Anglo Saxon culture and a Culturally and Linguistically Diverse (CaLD) group.

Assessment Type

Presentation and Written Assessment

Task Description

This assessment is a written essay which you will build upon to create assessment 2, a media release.

Task Description:

You are required to write an academic essay that analyses the differing perceptions of dementia in multi-cultural Australia and compares and contrasts them with the perceptions of the dominant Anglo Saxon culture. You must also identify your own cultural lens and how it influences your understanding of the complexities of being diagnosed with dementia.

The purpose of this essay is to increase awareness and understanding of dementia in CaLD communities and identify possible barriers to the diagnosis of dementia. You will identify issues about dementia that arise within different cultures and raise awareness of these amongst health service providers. Your essay should encourage sensitivity and knowledge regarding people's cultural differences in the area of dementia.

As a minimum the content should include but is not limited to:

- The prevalence of dementia and discuss the contributing factors within your specific CaLD group to frame the significance of this problem in an ageing Australian population.
- The commonalities and differences in the perceptions of dementia between the dominant Anglo Saxon culture and the selected CaLD community and
- Explain how these contribute to the complexity of receiving a timely and accurate diagnosis of dementia.
- The impact of the diagnosis of dementia on the person who has been diagnosed and the people supporting them and how this is influenced by culture and their cultural background.

You are required to use a variety of credible academic resources including government reports, health and aged sector reports (e.g. Dementia Australia, Aged Care) **and** published refereed journal articles to support your essay. All references must be from 2008 and beyond.

Word count: 2000 (+/- 10% excluding references)

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Due date: Week 5 (Thursday 11.04.19 - 5.00pm AEST)

Total percentage - 50% of overall mark

Assessment Due Date

Week 5 Thursday (11 Apr 2019) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Week 6 Thursday (25 Apr 2019)
via Moodle site

Weighting

50%

Assessment Criteria

Please refer to Moodle site for Assessment Rubric

Referencing Style

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

Submission

Online

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 Written Assessment - Perceptions about Dementia and Implications on Practice (Written Assignment – Two parts)

Assessment Type

Written Assessment

Task Description**Part 1: Task Description - Media Release (300-400 words)**

Building upon your essay in Assessment 1, you are required to write a media release for a specific audience to educate and inform them of the different perceptions of dementia in multi-cultural Australia and the impact of this on diagnosis and early intervention. You will need to select a specific target group for your media release who you think will benefit from increased awareness and knowledge that people with dementia are not a homogenous group.

Your media release is to be designed to inform community members of the complexities of diagnosis of dementia as outlined in the essay you have written. Address the impacts of diagnosis on the person with dementia as well as how to support them and their support person/s once a diagnosis is made using a culturally-aware perspective. Conclude with your key findings and the message you want to leave your audience with.

Structure:

The following resources will assist you in preparing your media release for assessment 2.

<https://ajhb.org/journal/writing-press-release/>

<https://publicrelationsydney.com.au/how-to-write-a-basic-media-release/>

Justification/Rationale (700 words)

You also need to provide a statement that justifies the target audience you have chosen for the media release. You are required to use a variety of credible academic resources including government reports, health and aged sector reports (e.g. Dementia Australia, Aged Care) **and** published journal articles to support your assessment. All references must be from 2008 and beyond.

Word count: 1000 - 1100 (+/- 10% excluding references)

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Due date: Week 12 (Thursday 06.06.19 - 5.00pm AEST)

Total percentage -50% of overall mark

Assessment Due Date

Week 12 Thursday (6 June 2019) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Exam Week Thursday (20 June 2019)
via Moodle site

Weighting

50%

Assessment Criteria

Please refer to Moodle site for Assessment Rubric

Referencing Style

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

Submission

Online

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