



# DEME20002 Psychosocial Changes in Dementia

## Term 2 - 2017

Profile information current as at 26/04/2024 03:36 pm

All details in this unit profile for DEME20002 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 explore the variations in psychosocial changes associated with dementia and their impact on the person with dementia and their significant others. Misperceptions about these changes and the cultural influence on dementia will also be explored. You will devise strategies to assist the person with dementia as they experience these changes and make recommendations for practical application for key stakeholders.

### 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 2 - 2017

- 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. **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](#).

## Unit Learning Outcomes

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

1. Analyse the utility of different psychosocial theories of ageing to determine the impact of dementia
2. Consider the diversity and consequences of psychosocial changes associated with dementia
3. Identify associated with psychosocial changes and analyse the impact of these misperceptions on the person with dementia and those caring for them
4. Devise strategies to address the misperceptions of psychosocial changes associated with dementia
5. Analyse the influence of culture on the experience of changes associated with dementia.



## 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

**Lisa Hee** Unit Coordinator

[l.hee@cqu.edu.au](mailto:l.hee@cqu.edu.au)

## Schedule

### Week 1 - 10 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to DEME20002.		

### Week 2 - 17 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Psychosocial theories of ageing.		

### Week 3 - 24 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. Psychosocial theories of ageing.		

### Week 4 - 31 Jul 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Psychosocial changes associated with dementia.		

### Week 5 - 07 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Psychosocial changes associated with dementia.		

### Vacation Week - 14 Aug 2017

Module/Topic	Chapter	Events and Submissions/Topic
<b>Week 6 - 21 Aug 2017</b>		
Module 2. Psychosocial changes associated with dementia.		<b>Written Assessment</b> Due: Week 6 Friday (25 Aug 2017) 8:00 pm AEST
<b>Week 7 - 28 Aug 2017</b>		
Module 3. The influence of culture on the experience of dementia.		
<b>Week 8 - 04 Sep 2017</b>		
Module 3. The influence of culture on the experience of dementia.		
<b>Week 9 - 11 Sep 2017</b>		
Module 4. Issues associated with the application of Psychosocial theories of ageing to persons with dementia.		
<b>Week 10 - 18 Sep 2017</b>		
Module 4. Issues associated with the application of Psychosocial theories of ageing to persons with dementia.		
<b>Week 11 - 25 Sep 2017</b>		
Revision and Consolidation.		<b>Written Assessment</b> Due: Week 11 Friday (29 Sept 2017) 8:00 pm AEST
<b>Week 12 - 02 Oct 2017</b>		
Revision and Consolidation.		
<b>Review/Exam Week - 09 Oct 2017</b>		
<b>Exam Week - 16 Oct 2017</b>		

## Assessment Tasks

### 1 Written Assessment

#### Assessment Type

Written Assessment

#### Task Description

**Task Requirements:** Written assessment

**Unit Weighting:** 50%

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

This task is designed to provide you with an opportunity to explore the various psychosocial theories of ageing and how they relate to the person living with dementia. This task will provide you with useful insights that you will further develop in Assessment 2.

***The care and treatment of older people are affected by the knowledge and views that staff and society have about the implications of ageing (Wadensten, 2006, 348). To assist people with dementia to live a meaningful life it is imperative that the psychosocial aspects of their life are properly understood.***

**This task** requires you to:

Step 1.

Investigate at least 2 psychosocial theories of ageing and explain the changes people experience as they age, according to each theory you have chosen.

Step 2.

Explore how the person with dementia would experience psychosocial changes as they age according to your chosen theories (in step 1)

Step 3

Draw conclusions about the use of psychosocial theories can assist to ensure the needs of the person with dementia are identified.

Be sure to write a concluding paragraph that summarizes your key findings and presents a logical close to your paper.

#### **Assessment Due Date**

Week 6 Friday (25 Aug 2017) 8:00 pm AEST

#### **Return Date to Students**

Week 8 Friday (8 Sept 2017)

#### **Weighting**

50%

#### **Assessment Criteria**

A complete marking guide will be provided in the DEME20002 Moodle site. Additionally there will be information from the unit coordinator regarding the requirements of the assessment and how it will be evaluated.

#### **Referencing Style**

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

#### **Submission**

Online

#### **Submission Instructions**

Please submit your assessment via Moodle in Microsoft Word format only. Do not submit in PDF or any other format.

#### **Learning Outcomes Assessed**

- Analyse the utility of different psychosocial theories of ageing to determine the impact of dementia
- Consider the diversity and consequences of psychosocial changes associated with dementia
- Analyse the influence of culture on the experience of changes associated with dementia.

#### **Graduate Attributes**

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

## 2 Written Assessment

#### **Assessment Type**

Written Assessment

#### **Task Description**

### **Assessment 2. Written Assessment**

**Type:** Written report

**Due Date:** Friday of week 12.

**Unit Weighting:** 50%

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

Unit Coordinator: Lisa Hee.

This assessment task builds on the insights you developed in Assessment one and takes you further to determine how culture also impacts on the experience of dementia. You will also develop strategies to address misperceptions about the psychosocial changes associated with dementia including recommendations for practice.

**This task** requires you to:

Step 1

Consider the influence of culture on the psychosocial aspects of ageing and how it is acknowledged within psychosocial theories of ageing, using at least one of your theories chosen in Assessment 1 as an example.

Step 2

Consider the impact of misperception in relation to psychosocial change expectations on the person with dementia and their significant others.

Step 3

Devise well justified strategies to address misperceptions about psychosocial changes associated with dementia.

· Be sure to write a concluding paragraph that summarizes your key findings and presents a logical close to your paper.

**Assessment Due Date**

Week 11 Friday (29 Sept 2017) 8:00 pm AEST

**Return Date to Students**

Exam Week Friday (20 Oct 2017)

Assessment will be returned within 2 - 3 weeks after submission.

**Weighting**

50%

**Assessment Criteria**

A complete marking guide will be provided in the DEME20002 Moodle site. Additionally there will be information from the unit coordinator regarding the requirements of the assessment and how it will be evaluated.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Please submit your assessment via Moodle in Microsoft Word format only. Do not submit in PDF or any other format.

**Learning Outcomes Assessed**

- Identify associated with psychosocial changes and analyse the impact of these misperceptions on the person with dementia and those caring for them
- Devise strategies to address the misperceptions of psychosocial changes associated with dementia
- Analyse the influence of culture on the experience of changes associated with dementia.

**Graduate Attributes**

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

## 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