



DEME20002 Psychosocial Changes in Dementia

Term 2 - 2019

Profile information current as at 29/04/2024 01:14 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 - 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. **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 Reference Committee , Head of Course and Unit Coordinators.

Feedback

Student enrolments over the three years this course (and unit) have been active demonstrate a need to promote and market it more strongly.

Recommendation

Consideration will be given to this, particularly in regards to the new undergraduate Healthy Ageing units that are being developed as part of the Bachelor of Social Work (Honours).

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.

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 - 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 - 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 - 15 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to the Unit		Refer to Moodle site

Week 2 - 22 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Theories on Ageing and Dementia		Refer to Moodle site

Week 3 - 29 Jul 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Theories on Ageing and Dementia		Refer to Moodle site

Week 4 - 05 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Diversity in the person with dementia and consequences associated from a psycho-social perspective		Refer to Moodle site

Week 5 - 12 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Diversity in the person with dementia and consequences associated from a psycho-social perspective		Refer to Moodle site

Vacation Week - 19 Aug 2019

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your study free week!		
Week 6 - 26 Aug 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Misconceptions, psycho-social changes and the impact on people with dementia		<p>Refer to Moodle site</p> <p>Assessment 1 due this week! Wednesday 28 August 2019 (5:00pm AEST)</p> <p>Written Report Due: Week 6 Wednesday (28 Aug 2019) 5:00 pm AEST</p>
Week 7 - 02 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Misconceptions, psycho-social changes and the impact on people with dementia		Refer to Moodle site
Week 8 - 09 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Strategies to address psycho-social changes in dementia		Refer to Moodle site
Week 9 - 16 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Strategies to address psycho-social changes in dementia		Refer to Moodle site
Week 10 - 23 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Impact and influence of culture on psycho-social changes in dementia		Refer to Moodle site
Week 11 - 30 Sep 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Module 5 - Impact and influence of culture on psycho-social changes in dementia		Refer to Moodle site
Week 12 - 07 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Revision and Consolidation		<p>Assessment 2 due this week! Wednesday 09 October 2019 (5:00pm AEST)</p> <p>Written Report Due: Week 12 Wednesday (9 Oct 2019) 5:00 pm AEST</p>
Review/Exam Week - 14 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic
Exam Week - 21 Oct 2019		
Module/Topic	Chapter	Events and Submissions/Topic

Assessment Tasks

1 Written Report

Assessment Type

Written Assessment

Task Description

Objective:

Examine and evaluate one psycho-social theory of ageing and discuss its relevance to the person with dementia. Explain how the psycho-social changes that occur as a consequence of dementia influence the behaviour of a person with dementia. Analyse the impact of these changes on activities of daily living and functioning. Discuss some recommendations based on the psycho-social theory you have selected to address the challenges for a person living with dementia.

Learning Outcomes addressed: (1) & (2) & (3)

Tasks:

- 1.0 Write an overview of the psycho-social theory you have selected and apply it to dementia. Explain its impact and relevance (positive or negative) to people with dementia.
- 2.0 Examine how the psycho-social changes associated with dementia influence the behaviour of a person with dementia and how this affects their activities of daily living and functioning.
- 3.0 Provide some recommendations based on the psycho-social theory you have chosen to address the challenges associated with living with dementia. These should focus on the psycho-social aspects of daily living and functioning.

Type: Written report

Due date: Week 6
Wednesday 28 August 2019
5.00 pm (AEST)

Weighting: 40%

Length: 2000 words +/- 10% (excluding references)

Assessment Due Date

Week 6 Wednesday (28 Aug 2019) 5:00 pm AEST
All assignments must be submitted via the Moodle site.

Return Date to Students

Week 8 Friday (13 Sept 2019)
via Moodle site

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 5%				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to read style.	Well presented. Some spelling and grammatical errors. Written in an easy to read style.	There may be one or more areas where there is little attention to presentation or detail.	Many presentation errors.
Introduction 5%				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
Conclusion 5%				

Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised.	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	No recognisable conclusion or conclusion is inappropriate.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with no errors.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Overview and application of selected theory 30%				
Provides an excellent overview of theory. Written in a clear, cohesive manner. Accurately applies theory to dementia in a highly relevant and succinct manner with a high level of analysis.	Provides a very good overview of theory. Written in a clear, cohesive manner. Accurately applies theory to dementia in a relevant and succinct manner with an adequate level of analysis.	Provides a basic overview of theory. Written in a clear, cohesive manner. Somewhat applies theory to dementia and lacks cohesion in discussion with a minimal level of analysis.	Provides an incomplete overview of theory. Mostly applies theory to dementia however some key points are missing. Analysis is lacking or not apparent.	Minimal or no application of theory to dementia.

Identification of psycho-social changes and impact on behaviour 30%

Identifies and evaluates psycho-social changes and their effects on behaviour by cohesively linking concepts together in a highly relevant manner.	Identifies and evaluates psycho-social changes and their effects on behaviour by cohesively linking concepts together in a relevant manner.	Identifies and evaluates psycho-social changes and their effects on behaviour but lacks cohesion in discussion or fails to link the concepts together very well.	Identifies and evaluates most but not all psycho-social changes and their effects on behaviour. Lacks cohesion in discussion or fails to link the concepts together very well.	Minimal or no identification of psycho-social changes in relation to behaviour.
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Recommendations to address challenges based on selected theory 20%

Provides excellent recommendations based on relevant theory to address the challenges associated with changes in behaviour. Used extremely well in relation to daily living and functioning in the person with dementia.	Provides very good recommendations based on relevant theory to address the challenges associated with changes in behaviour. Used very well in relation to daily living and functioning in the person with dementia.	Provides some recommendations based on relevant theory to address the challenges associated with changes in behaviour. Used moderately well in relation to daily living and functioning in the person with dementia.	A minimal level of recommendations were made based on the relevant theory to address the challenges associated with changes in behaviour in relation to daily living and functioning for the person with dementia.	Minimal or no recommendations made.
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Referencing Style

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

Submission

Online

Submission Instructions

via Turnitin on Moodle site

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 Report

Assessment Type

Written Assessment

Task Description

Objective: This assignment will focus on a specific group of ethnic older people and examine their experience of dementia, within the parameters of the psycho-social changes that have been discussed over the course of this unit.

Consider the misconceptions (myths and fallacies) about dementia in general, along with those that are specific to the psycho-social changes associated with dementia. In doing so, frame this in the context of the cultural norms, values and behaviours of your target group and demonstrate an understanding of how healthcare professionals' own culture intersects with their understanding and provision of person-centred care.

Learning Outcomes addressed: (4) & (5)

Tasks:

- 1.0 Choose a specific group of ethnic older people and provide an overview of rates of dementia in this group (use incidence OR prevalence, not both). This will provide some context with regards to it being a priority health area in this specific group of older people.
- 2.0 Examine and discuss how some of the psycho-social changes that have been identified in the learning content of this unit apply or do not apply to your particular target group. Provide some discussion on how this may compare to older people in general, for example Anglo-Saxon Australians.
- 3.0 Examine and discuss how the misconceptions about dementia are influenced by the cultural norms, values and behaviours of your target group.
- 4.0 Discuss how the provision of person-centred care may be influenced by the healthcare professional's own culture and their understanding of the psycho-social changes associated with dementia based on their own belief and values system by examining some of the current strategies in place.

Type: Written assessment

Due date: Week 12
Wednesday 09 October 2019
5.00 pm (AEST)

Weighting: 60%

Length: 2000 words +/- 10% (excluding references)

Assessment Due Date

Week 12 Wednesday (9 Oct 2019) 5:00 pm AEST
via Moodle

Return Date to Students

Exam Week Wednesday (23 Oct 2019)
via Moodle

Weighting
50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 5%				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to read style.	Well presented. Some spelling and grammatical errors. Written in an easy to read style.	There may be one or more areas where there is little attention to presentation or detail.	Many presentation errors.
Introduction 5%				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
Conclusion 5%				
Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised.	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	No recognisable conclusion or conclusion is inappropriate.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with no errors.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Target group and identification of psycho-social changes relative to their experience of dementia 20%				

Demonstrates an excellent understanding of target group and rates of dementia, in relation to this being a priority health area. Links this very well to the psycho-social changes in dementia. Provides relevant, clear information to support discussion.	Demonstrates a good understanding of target group and rates of dementia, in relation to this being a priority health area. Links this well to the psycho-social changes in dementia. Provides relevant, clear information to support discussion.	Demonstrates a fair understanding of target group and rates of dementia, however, needs to link this to being a priority health area in a clearer and more cohesive manner. Attempts to link this to the psycho-social changes in dementia but some key points remain unclear. Provides some relevant, clear information to support discussion.	Demonstrates some understanding of target group and rates of dementia, however, does not link it directly to this being a priority health area. Little or minimal attempt to link this to the psycho-social changes in dementia. Provides some relevant, clear information to support discussion.	Fails to or provides no information on target group and rates of dementia.
Identification of misconceptions, cultural norms, values and behaviours in relation to target group 30%				
Clearly identifies and explores relevant misconceptions about dementia and integrates these via highly developed discussion to the target group's experience of dementia.	Clearly identifies and explores relevant misconceptions about dementia and integrates these via well-developed discussion to the target group's experience of dementia.	Clearly identifies and explores relevant misconceptions about dementia, and integrates these into the target group's experience of dementia but in an in succinct manner.	Identifies and explores a minimal number of misconceptions about dementia and provides some integration of these to the target group's experience of dementia.	Fails to or provides no information on the misconceptions of dementia and the target group's experience of dementia.
Provision of person-centred care and their intersection of cultural norms and values in providing care to person with dementia 30%				
Uses discussion to provide a highly developed awareness of one's own cultural norms and values in providing care to a person with dementia by linking this to misconceptions associated with the psycho-social changes in dementia.	Uses discussion to provide a well-developed awareness of one's own cultural norms and values in providing care to a person with dementia by linking this to misconceptions associated with the psycho-social changes in dementia.	Uses discussion to provide some awareness of one's own cultural norms and values in providing care to a person with dementia by linking this to misconceptions associated with the psycho-social changes in dementia.	Uses discussion to provide a very limited awareness of one's own cultural norms and values in providing care to a person with dementia by linking this to misconceptions associated with the psycho-social changes in dementia.	Fails to or provides no discussion about one's own cultural norms and values and person-centred care.

Referencing Style

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

Submission

Online

Submission Instructions

via Turnitin on Moodle

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