DEME20002 *Psychosocial Changes in Dementia*
Term 2 - 2020

Profile information current as at 07/05/2024 11:01 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 - 2020
- 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 Unit Coordinator

Feedback

There have been low student enrolments over the last three years in this unit. It could be speculated that the course and therefore the unit are not a 'topic' of interest (e.g. Dementia) at this time in the post-graduate study area. There are many online courses in all aspects of Dementia studies offered on various platforms.

Recommendation

Where appropriate, integration of the learning materials and content from this unit for the Master of Gerontology course will occur with reflection on components that are specifically aligned with the overall learning outcomes of the Gerontology course.

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

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.

Additional Textbook Information
There are no textbooks for this unit.
All reading matter will be accessible via the reading list.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)
- Academic Learning Centre services
- CQUniversity library literature search tools
- CQUniversity Library Resources

Referencing Style

All submissions for this unit must use the referencing style: American Psychological Association 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Ainslie Monson Unit Coordinator
a.monson@cqu.edu.au

Schedule

Week 1 - 13 Jul 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Introduction to the Unit		Introduce self on the forum to your peers Access the library and the academic learning centre Familiarise self with Moodle Attend the welcome zoom Drop in zoom session dates will discussed in this session
Week 2, Module One: Dementia and Misconceptions - 20 Jul 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Module 1 - Dementia and Misconceptions		Refer to Moodle site, complete activities
Week 3, Module Two: Psychosocial Theories of Ageing - 27 Jul 2020		
Module/Topic	**Chapter**	**Events and Submissions/Topic**
Module 2 - Psychosocial Theories on Ageing		Refer to Moodle site, videos and activities Drop in zoom session, refer to Moodle site for details

Week 4, Module Three: Psychosocial Theories of Ageing - continued - 03 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Psychosocial Theories of Ageing continued - Person-Centred Care and ADLS		Refer to Moodle site, complete activities

Week 5, Module Four: Psychological assessment of an older person with dementia - 10 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Psychological Assessment		Refer to Moodle site, complete activities Drop in zoom session, refer to Moodle site for details - Assessment One Information

Vacation Week - 17 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your study free week or prepare for your assessment one.		

Week 6, Module Five: Sensory Stories, Reminiscence Therapy and Life Review - 24 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 5- Sensory Stories, Reminiscence Therapy and Life Review		Refer to Moodle site

Week 7, Module Six: Cultural Competence and Cultural Safety - 31 Aug 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 6 - Cultural competence and safety		Refer to Moodle site **Assessment 1 due this week Thursday 3rd September 2020 (5:00pm AEST)** **Written Report** Due: Week 7 Thursday (3 Sept 2020) 5:00 pm AEST

Week 8, Module seven: Diversity in the person with dementia - 07 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 7 - Diversity in the person with Dementia		Refer to Moodle site Drop in zoom session, refer to Moodle site for details - Assessment Two information

Week 9, Module Eight: Diversity in the person with dementia - continued - 14 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 8 - Diversity in the person with dementia - continued		Refer to Moodle site, complete activities and readings

Week 10, Module Nine: The impact and influence of culture on older people with dementia - 21 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module 9 - The impact and influence of culture on older people with dementia		Refer to Moodle site Drop in zoom session, refer to Moodle site for details

Week 11, Module Ten: Dementia and older Indigenous Australians - 28 Sep 2020

Module/Topic	Chapter	Events and Submissions/Topic
Module ten - Dementia and older Indigenous Australians		Refer to Moodle site **Assessment 2 due this week Friday 2nd October 2020 (5:00pm AEST)** **Written Report** Due: Week 11 Friday (2 Oct 2020) 5:00 pm AEST

Term Specific Information

There are two assessments for this unit to be submitted online.

Assessment Tasks

1 Written Report

Assessment Type
Written Assessment

Task Description
Weighting: 50%
Length: 2000 words (+/- 10%).
The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page, and reference list. It includes in-text citations and direct quotations.
Unit Learning Outcomes
This assessment item relates to unit learning outcomes 1, 2 & 3
(1) Analyse the utility of different psycho-social theories of ageing to determine the impact of dementia
(2) Consider the diversity and consequences of psycho-social changes associated with dementia
(3) Identify associated misconceptions with psychosocial changes and analyse the impact of these misperceptions on the person with dementia and those caring for them
Assessment 1: Written Report
Aim:
The aim of this assessment is for you to demonstrate the application of one psychosocial theory of ageing to a person with dementia. Additionally, you will be required to provide an explanation of how social misconceptions of persons with dementia affects the person and their carer.
Tasks description:
This written report has two parts of 1000 words each.
Part A:
Research and use current scholarly literature to apply one psychosocial theory of ageing to the clinical care of a person with dementia in your field of practice. Your application will include the justification of the use of the psychosocial theory in the person with dementia.
Please use the following structure:
1. Introduction (150 words) – The introduction will introduce your topic and outline the key points of your report it will inform the reader what you are writing about, why you are writing about it and how you will discuss this topic.
2. The main body of the report (700 words)

- Identify and explain the psychosocial theory selected.
- Critically discuss the psycho-social theory selected and its relevance to an older person with dementia.
- Justify the selection of your psychosocial theory and how this relates to the care of an older person with dementia in your field of practice.
- The main body of the report should be substantiated with reference to the peer-reviewed literature (no less than seven peer-reviewed articles).

3. Conclusion (150) – no references in this section.

- The conclusion should summarise the key areas that address the set task. No new information should be included.

4. Reference list (not included in word count)

Part B:

Research and use the scholarly literature to analyse the social misconceptions of dementia on the care of the older person and their carer. Your answer will include strategies to address these misconceptions of the person with dementia in your practice and improve their care.

Please use the following structure:

1. Introduction (150 words) – The introduction will introduce your topic and outline the key points of your report it will inform the reader what you are writing about - why you are writing about it and how you will discuss this topic.

2. The main body of the report (700 words)

- Identify and explain three social misconceptions of dementia.
- Critically discuss the misconceptions and their impact on the person with dementia and their carer/s.
- Identify two strategies that address each misconception that will improve the health care of the person with dementia.
- The main body of the report should be substantiated with reference to the peer-reviewed literature (no less than seven peer-reviewed articles).

3. Conclusion (150) – no references in this section.

- The conclusion should summarise the key areas that address the set task. No new information should be included.

4. Reference list (not included in word count)

Format

Part A and Part B should each be written in report form.

- You should use the APA Formatting Checklist (Academic Learning Centre, 2019)
- Your report should have a title page, a reference list, and be page numbered.
- Font size is Calibri 11 or Times New Roman 12 and double spaced.
- Your report should have a clear introduction, body, and conclusion. Please use headings in your report.
- Each report should be substantiated with reference to the contemporary literature (last seven years), with no less than seven (7) peer-reviewed journals cited.
- Use the American Psychological Association (APA) 7 referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
- Refer to the marking rubric prior to writing your report.

Submission

Please submit Part A and Part B in one WORD document via Turnitin on the unit Moodle site.

Assessment Due Date

Week 7 Thursday (3 Sept 2020) 5:00 pm AEST
All assignments must be submitted via the Moodle site.

Return Date to Students

Week 9 Thursday (17 Sept 2020)
via Moodle site

Weighting

50%

Assessment Criteria

Assessment 1 PART A Rubric DEME 2002

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
STRUCTURE				
Efficiency & organisation 10%				

Assessment 1 PART A Rubric DEME 2002

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
An articulate report. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The report is cogent and is brought to a compelling conclusion.	A well-written report. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The report proceeds logically and is brought to a logical conclusion.	Appropriately written report. There is an appropriate introduction which mostly introduces the paper and its direction. The report mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated report. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The report is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The report does not flow logically and is not brought to a close.

Presentation 10%

Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors.	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar, and paragraph structure).	A good presentation of the assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar, and paragraph structure).	An adequate presentation of the assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors).

Substantiation of discussion 5%

Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 7 contemporary* peer-reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 6 contemporary* peer-reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 5 - 7 contemporary* peer-reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 4-7 contemporary* peer-reviewed journal articles have been cited.	Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 4 contemporary* peer-reviewed journal articles have been cited.

Referencing 5%

Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.

ARGUMENT AND APPROACH 70%

Relevancy & depth 35%

The content is entirely relevant and comprehensively addresses the task. The report provides an excellent critique of one psychosocial theory of ageing to the clinical care of a person with dementia in your field of practice Excellent demonstration of critical thinking in the justification of the use of the psychosocial theory in the person with dementia An excellent logical discussion that is within the set word limit.	The content is very relevant and clearly addresses the task. The report provides a clear critique of one psychosocial theory of ageing to the clinical care of a person with dementia in your field of practice Clear demonstration of critical thinking in the justification of the use of the psychosocial theory in the person with dementia The discussion clearly proceeds logically and is within the set word limit.	The content is relevant and addresses the task. The report provides a critique of one psychosocial theory of ageing to the clinical care of a person with dementia in your field of practice There is a lack of some content that demonstrates critical thinking in the justification of the use of the psychosocial theory in the person with dementia The discussion proceeds logically and is within the set word count.	The content is mostly relevant and partly addresses the task. The report lacks some content that indicates an incomplete critique of your psychosocial theory of ageing to the clinical care of a person with dementia in your field of practice There is a lack of some content that demonstrates critical thinking in the use of your justification of the use of the psychosocial theory in the person with dementia The discussion is at times repetitive or lacks cohesion and is within the set word limit	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit

Explanation & justification of literature retrieval and review processes 35%

There is excellent critical analysis in the use of a psychosocial theory and justification of the theory in the person with dementia.	There is very clear critical analysis in the use of a psychosocial theory and justification of the theory in the person with dementia.	There is clear critical analysis in the use of a psychosocial theory and justification of the theory in the person with dementia.	There is some critical analysis in the use of a psychosocial theory and justification of the theory in the person with dementia.	There is very little, or no evidence of critical analysis in the justification of the teaching philosophy and theoretical education framework in supporting the lesson.

TOTAL MARKS /100 Late penalty (if applicable) % Final Grade Marker_____ Date _____

*Contemporary = less than 7 years old

Assessment 1 Part B Rubric DEME 2002

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%

STRUCTURE

Efficiency & organisation 10%

An articulate report. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The report is cogent and is brought to a compelling conclusion.	A well-written report. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The report proceeds logically and is brought to a logical conclusion.	Appropriately written report. There is an appropriate introduction which mostly introduces the paper and its direction. The report mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated report. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The report is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The report does not flow logically and is not brought to a close.

Assessment 1 Part B Rubric DEME 2002

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
Presentation 10%				
Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors.	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar, and paragraph structure).	A good presentation of the assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar, and paragraph structure).	An adequate presentation of the assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors).
Substantiation of discussion 5%				
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 7 contemporary* peer-reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 6 contemporary* peer-reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 5 - 7 contemporary* peer-reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 4-7 contemporary* peer-reviewed journal articles have been cited.	Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 4 contemporary* peer-reviewed journal articles have been cited.
Referencing 5%				
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (may be made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
ARGUMENT AND APPROACH 70%				
Relevancy & depth 35%				
The content is entirely relevant and comprehensively addresses the task. The report provides an excellent analysis of the social misconceptions of dementia on the care of the older person and their carer Excellent demonstration of critical thinking in developing strategies to address these misconceptions of the person with dementia in your practice and improve their care. An excellent logical discussion that is within the set word limit.	The content is very relevant and clearly addresses the task. The report provides a clear analysis of the social misconceptions of dementia on the care of the older person and their carer Clear demonstration of critical thinking in developing strategies to address these misconceptions of the person with dementia in your practice and improve their care. The discussion clearly proceeds logically and is within the set word limit.	The content is relevant and addresses the task. The report provides an analysis of the social misconceptions of dementia on the care of the older person and their carer There is a lack of some content that demonstrates critical thinking in developing strategies to address these misconceptions of the person with dementia in your practice and improve their care. The discussion proceeds logically and is within the set word count.	The content is mostly relevant and partly addresses the task. The report lacks some content that indicates an incomplete analysis of the social misconceptions of dementia on the care of the older person and their carer There is a lack of some content that demonstrates critical thinking in developing strategies to address these misconceptions of the person with dementia in your practice and improve their care. The discussion is at times repetitive or lacks cohesion and is within the set word limit	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit.
Explanation & justification of literature retrieval and review processes 35%				
There is excellent critical analysis in the justification of misconceptions of dementia and developed strategies to address misconceptions of the person with dementia in your practice and improve care.	There is a very clear critical analysis in the justification of misconceptions of dementia and developed strategies to address misconceptions of the person with dementia in your practice and improve care.	There is clear critical analysis in the justification of misconceptions of dementia and developed strategies to address misconceptions of the person with dementia in your practice and improve care.	There is some critical analysis in the justification of misconceptions of dementia and developed strategies to address misconceptions of the person with dementia in your practice and improve care.	There is very little, or no evidence of critical analysis in the justification of misconceptions of dementia and developed strategies to address misconceptions of the person with dementia in your practice and improve care.

TOTAL MARKS /100 Late penalty (if applicable) % Final Grade Marker_____ Date _____

*Contemporary = less than 7 years old

Referencing Style

- American Psychological Association 7th Edition (APA 7th 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
Weighting: 50%
Length: 2000 words (+/- 10%).
The word count is considered from the first word of the Introduction to the last word of the Conclusion. It excludes the cover page and reference list. It includes in-text citations and direct quotations.

Unit Learning Outcomes
This assessment item relates to unit learning outcomes 3, 4 & 5
(3) Identify misperceptions 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 misconceptions about the psychosocial changes associated with dementia
(5) Analyse the influence of culture on the experience of the psycho-social changes associated with dementia

Assessment 2: Written Report
The aim of this assessment is for you to demonstrate your understanding of person-centredness in the health care of an older Aboriginal person in remote northern Queensland.

Tasks description:
Research and use current scholarly literature to justify person-centredness in the health care of an older Aboriginal person in remote northern Queensland. Your response will include an explanation of person-centredness, cultural safety, and strategies to enhance the lived experiences of the person with dementia and their carer/s.
This written assessment is a 2000-word assignment.

Please use the following structure:
1. Introduction (250 words) – The introduction will introduce your topic and outline the key points of your essay that will inform the reader what you are writing about, why you are writing about it, and how you will discuss this topic.
2. The main body of the report (1500 words)

- Define and explain person-centred care
- Apply person-centred care concept to the care of an older Aboriginal person with dementia and their carer
- Explain and justify the use of cultural safety in the care of an older Aboriginal person with dementia and their carer
- Identify and provide a rationale for the use of two strategies to enhance the lived experience of the older Aboriginal person with dementia and their carer/s
- The main body of the report should be substantiated with reference to the peer-reviewed literature (no less than 12 peer-reviewed articles)

3. Conclusion (250) – no references in this section.

- The conclusion should summarise the key areas that address the set task. No new information should be included.

4. Reference list (not included in word count)
Format

- You should use the APA Formatting Checklist (Academic Learning Centre, 2020)
- Your report should have a title page, a reference list, and be page numbered. Please use headings in your report.
- Font size is Calibri 11 or Times New Roman 12 and double spaced.
- Your report should have a clear introduction, body, and conclusion.
- Your report should be substantiated with reference to the contemporary literature (last seven years), with no less than seven (12) peer-reviewed journals cited.
- Your discussion should be substantiated with the use of a minimum of 15 scholarly resources.
- You should use the American Psychological Association (APA) 7 referencing style. The CQUniversity Academic

Learning Centre has an online APA Referencing Style Guide.
- Refer to the marking rubric prior to writing your report.

Submission
Please submit your report in a WORD document via Turnitin on the unit Moodle site.

Assessment Due Date
Week 11 Friday (2 Oct 2020) 5:00 pm AEST
via Moodle

Return Date to Students
Review/Exam Week Friday (16 Oct 2020)
via Moodle

Weighting
50%

Assessment Criteria

Assessment 2 Rubric DEME 2002

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
STRUCTURE				
Efficiency & organisation 10%				
An articulate report. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The report is cogent and is brought to a compelling conclusion.	A well-written report. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The report proceeds logically and is brought to a logical conclusion.	Appropriately written report. There is an appropriate introduction which mostly introduces the paper and its direction. The report mostly proceeds logically and is brought to an appropriate conclusion.	Adequately articulated report. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The report is at times repetitive or lacks cohesion. A conclusion is evident.	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The reflection does not flow logically and is not brought to a close.
Presentation 10%				
Excellent presentation of the assignment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors.	A very good presentation of the assignment. The submitted written material is well-presented and mostly follows the formatting requirements. There are minor errors (e.g. 1 or 2 errors in spelling, grammar, and paragraph structure).	A good presentation of the assignment that follows the formatting requirements. There are some errors (e.g. 3 or 4 consistent errors with spelling, grammar, and paragraph structure).	An adequate presentation of assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure).	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar and paragraph structure. (> 5 errors).
Substantiation of discussion 5%				
Discussion is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 15 contemporary* peer-reviewed journal articles have been cited.	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 15 contemporary* peer-reviewed journal articles have been cited.	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 13-15 contemporary* peer-reviewed journal articles have been cited.	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 11-13 contemporary* peer-reviewed journal articles have been cited.	Discussion is not or infrequently attempts to (>7 errors) to substantiate discussion with logic, examples, and with reference to the current peer-reviewed literature. Less than 8 contemporary* peer-reviewed journal articles have been cited.
Referencing 5%				
Accurate APA referencing. No errors.	Mostly accurate APA referencing. 1-2 consistent errors (maybe made multiple times).	Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times).	Occasionally accurate APA referencing. 4 consistent errors (made multiple times).	APA referencing not used, or more than 5 inaccuracies.
ARGUMENT AND APPROACH 70%				
Relevancy & depth 35%				
The content is entirely relevant and comprehensively addresses the task. The report provides an excellent critique of your justification of person-centredness in the health care of an older Aboriginal person in remote northern Queensland. An excellent demonstration of critical thinking in your explanation of person centredness, cultural safety, and strategies to enhance the lived experiences of the person with dementia and their carer/s. An excellent logical discussion that is within the set word limit.	The content is very relevant and clearly addresses the task. The report provides a clear critique of your justification of person-centredness in the health care of an older Aboriginal person in remote northern Queensland. Clear demonstration of critical thinking in your explanation of person centredness, cultural safety, and strategies to enhance the lived experiences of the person with dementia and their carer/s. The discussion clearly proceeds logically and is within the set word limit.	The content is relevant and addresses the task. The report provides a critique of your justification of person-centredness in the health care of an older Aboriginal person in remote northern Queensland. There is a lack of some content that demonstrates critical thinking in your explanation of person centredness, cultural safety, and strategies to enhance the lived experiences of the person with dementia and their carer/s. The discussion proceeds logically and is within the set word count.	The content is mostly relevant and partly addresses the task. The report lacks some content that indicates an incomplete justification of person-centredness in the health care of an older Aboriginal person in remote northern Queensland. There is a lack of some content that demonstrates critical thinking in your explanation of person centredness, cultural safety, and strategies to enhance the lived experiences of the person with dementia and their carer/s. The discussion is at times repetitive or lacks cohesion and is within the set word limit	The content is irrelevant and/or does not address the task. The discussion lacks cohesion. The word count is not within the limit

Explanation & justification of literature retrieval and review processes 35%

Assessment 2 Rubric DEME 2002

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%
There is excellent critical analysis in the justification of person-centredness and cultural safety and strategies to enhance the lived experiences of the person with dementia and their carer/s.	There is very clear critical analysis in the justification of person-centredness and cultural safety and strategies to enhance the lived experiences of the person with dementia and their carer/s	There is clear critical analysis in the justification of person-centredness and cultural safety and strategies to enhance the lived experiences of the person with dementia and their carer/s	There is some critical analysis in the justification of person-centredness and cultural safety and strategies to enhance the lived experiences of the person with dementia and their carer/s	There is very little, or no evidence of critical analysis in the justification person-centredness and cultural safety and strategies to enhance the lived experiences of the person with dementia and their carer/s

TOTAL MARKS /100 Late penalty (if applicable) % Final Grade Marker_____ Date _____

Referencing Style

- American Psychological Association 7th Edition (APA 7th 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