DEME20002 *Supporting and Caring for People with Dementia*
Term 2 - 2022

Profile information current as at 20/04/2024 07:29 am

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

In this unit, you will explore the different presentations of people who have dementia and how this may influence the care you plan and deliver. You will learn how to create comprehensive assessments, determine risk, and promote safety while advocating for an empowering and person-centred approach to care. You will have the opportunity to create therapeutic strategies and interventions and consider the impact of a person's cultural background and other key considerations that arise when working with older people who have diverse experiences and backgrounds. This unit will assist you to be a leader in the field of dementia care, providing many opportunities to consider individual, social and environmental elements to really make a difference to people who have dementia.

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 - 2022

- 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. **Case Study**
Weighting: 60%
2. **Online Quiz(zes)**
Weighting: 40%
3. **Portfolio**
Weighting: Pass/Fail

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.

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 Student feedback to Coordinator

Feedback

Students enjoyed a high level of support from the unit coordinator to progress through this unit.

Recommendation

Continue to provide a high level of support to students in the unit

Feedback from Student survey results and feedback from students

Feedback

Students did not feel the assessment items were easy to complete.

Recommendation

Review assessments for clarity and provide additional instruction where necessary

Unit Learning Outcomes

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

1. Analyse the diverse presentations of people with dementia and the impact this may have on their care
2. Demonstrate the comprehensive assessment of people at risk of, or experiencing, dementia
3. Devise therapeutic strategies and interventions for the care of people experiencing dementia
4. Analyse the influence of historical factors on the psychological health and behaviour of person with dementia.

This unit is not linked to external accreditation

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
1 - Case Study - 60%			●	●
2 - Online Quiz(zes) - 40%	●	●	●	●
3 - Portfolio - 0%	●	●		

Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes			
	1	2	3	4

Graduate Attributes	Learning Outcomes			
	1	2	3	4
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 - Case Study - 60%	○	○	○	○	○	○	○	
2 - Online Quiz(zes) - 40%	○	○	○	○	○	○	○	
3 - Portfolio - 0%	○	○	○	○	○	○	○	

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 7th Edition (APA 7th edition)
For further information, see the Assessment Tasks.

Teaching Contacts

Jen Mulvogue Unit Coordinator
j.mulvogue@cqu.edu.au

Schedule

Week 1 - 11 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. What is dementia?		

Week 2 - 18 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 1. What is dementia? The impact of stigma.		

Week 3 - 25 Jul 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Different presentations of dementia. • Alzheimer's disease • Assessment and diagnostic pathways • Vascular dementia • Assessment and diagnostic pathways • Considerations of care		

Week 4 - 01 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 2. Different presentations of dementia. • Dementia with Lewy bodies • Assessment and diagnostic pathways • Frontotemporal dementia • Assessment and diagnosis pathways • Considerations for care		

Week 5 - 08 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 Psychotherapeutic approaches • psychosocial approaches • person centred care • partnerships		Quiz 1 opens 08/08/2022 at 9 a.m. and closes 12/08/2022 at 5 p.m.

Vacation Week - 15 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic

Week 6 - 22 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 3. Psychotherapeutic activities • memory boxes • reminiscence therapy • validation therapy		

Week 7 - 29 Aug 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Trauma informed care • trauma in a person who lives with dementia • trauma informed approaches • identifying trauma responses • developing workforce		

Week 8 - 05 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 4. Assessment • psychological assessment • assessment to changes in cognition • confusion assessments • cognitive rating scales • a brief depression scale		

Week 9 - 12 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Cultural safety • cultural bias • cultural awareness		

Week 10 - 19 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 5 Diversity and dementia • diversity and the Australian population • perceptions of dementia		Portfolio due 20/09/22. **Portfolio** Due: Week 10 Tuesday (20 Sept 2022) 4:00 pm AEST

Week 11 - 26 Sep 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 6. Therapeutic strategies • life review therapy • sensory stories and sensory rooms • acceptance and commitment therapy • the arts and therapies • therapeutic design		

Week 12 - 03 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic
Module 6. Dementia supports		Quiz 2 opens 03/10/2022 at 9 a.m. and closes 07/10/2022 at 5 p.m. Case study due 05/10/2022. **Case Study** Due: Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST **Quizzes (2)** Due: Week 12 Friday (7 Oct 2022) 5:00 pm AEST

Review/Exam Week - 10 Oct 2022

Module/Topic	Chapter	Events and Submissions/Topic

Exam Week - 17 Oct 2022

Assessment Tasks

1 Case Study

Assessment Type
Case Study

Task Description
Type: Written assessment/Case study
Due date: 5 pm Wednesday 5th October 2022 (Week 12)
Weighting: 60%
Length: 2000 words
Unit Coordinator: Jen Mulvogue

Aim
The aim of this assessment is for you to demonstrate your understanding of the impact dementia has on a person's life experiences, their psychosocial health and on their behaviour, and how you can support a person with dementia to manage their every-day living.

Instructions
Think of a person that you know or know of (it may be someone you have provided care to, or a person you know), who has dementia. Follow the three steps to complete the case study. Note – please use a pneumonic for the name of the person you base your case study on.
Please follow the steps below to complete your assessment task:
Step 1. Write your introduction. Tell the reader what you will be discussing and why you are discussing this.
Step 2. Write the main body of the case study. Within the body of the case study include:
· Presentation of the person who has a diagnosis of dementia - introduce them and describe and provide demographic details
· Discuss their life experiences and their history and how life experiences may impact their psychological health
· Identify two therapeutic interventions to support the person to better manage their everyday living and justify your choice using peer-reviewed literature.
· Explain using peer-reviewed literature how you will evaluate the success of the interventions.
Step 3. Conclusion. Provide a summary of your discussion.
** please note, if you do not know a person suitable to base your case study on, discuss with the unit coordinator.

Literature and references
In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.

Requirements
· Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
· Include page numbers on each page in a footer.
· Write in the third-person perspective.
· Use formal academic language.
· Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
· The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.

Resources
· You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
· We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
· We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
· For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second

language.

· Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission.

[Instructions are available here.](#)

Submission

Submit your assessment via the unit Moodle site in Microsoft Word format only.

Marking Criteria

Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.

Learning Outcomes Assessed

· Devise therapeutic strategies and interventions for the care of people experiencing dementia

· Analyse the influence of historical factors on the psychological health and behaviour of a person with dementia

Assessment Due Date

Week 12 Wednesday (5 Oct 2022) 5:00 pm AEST
Submit to Moodle using the assessment tab

Return Date to Students

Review/Exam Week Friday (14 Oct 2022)
Students will be notified by email when marking is complete

Weighting

60%

Assessment Criteria

Assessment Criteria

DEME 20002 – Supporting and caring for people with Dementia. Assessment 1 – Case Study

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Structure					
Efficiency & organisation 5%					
An articulate essay. There is a succinct and compelling introduction that introduces your paper and outlines its direction. The essay is cogent and is brought to a compelling conclusion. 8.45-10	A well-written essay. There is a clear and appropriate introduction that introduces your paper and outlines its direction. The essay proceeds logically and is brought to a logical conclusion. (4.2-3.5)	Appropriately written essay. There is an appropriate introduction that mostly introduces the paper and its direction. The essay mostly proceeds logically and is brought to an appropriate conclusion. (3.75-3.55)	Adequately articulated essay. An introduction is apparent, and your paper has been somewhat introduced. There is an attempt made to outline the direction of the paper. The essay is at times repetitive or lacks cohesion. A conclusion is evident. (3.50-2.5)	The introduction is not apparent or does not attempt to introduce your paper or outline the direction of the paper. The essay does not flow logically and is not brought to a close. (2.45-0)	No introduction or conclusion present. (0)
Presentation 5%					
Excellent presentation of the assignment. It is very well-presented, follows the formatting requirements, and is free from errors. (5-4.25)	A very good presentation of the assignment. It 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). (4.2-3.5)	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). (3.75-3.55)	An adequate presentation of the assignment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure). (3.50-2.5)	Poorly presented assignment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors). (2.45-0)	Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. (0)
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. (5-4.25)	Discussion is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 12-15 contemporary* peer-reviewed journal articles has been cited. (4.2-3.5)	Discussion is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. Between 10-12, contemporary* peer-reviewed journal articles have been cited. (3.75-3.55)	Discussion is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. Between 8-10, contemporary* peer-reviewed journal articles have been cited. (3.50-2.5)	Discussion is not or infrequently attempting to (>7 errors) to substantiate discussion with logic, examples, with reference to the current peer-reviewed literature. Less than 8 contemporary* peer-reviewed journal articles have been cited. (2.45-0)	No references present. (0)
Referencing 5%					

DEME 20002 – Supporting and caring for people with Dementia. Assessment 1 – Case Study

High Distinction 84.50-100%	Distinction 74.50-84.49%	Credit 64.50-74.49%	Pass 49.50-64.49%	Fail Below 49.50%	Fail (content absent) 0%
Accurate APA referencing. No errors. (5-4.25)	Mostly accurate APA referencing. 1-2 consistent errors (maybe made multiple times). (4.2-3.5)	Somewhat accurate APA referencing. 3 consistent errors (maybe made multiple times). (3.75-3.55)	Occasionally accurate APA referencing. 4 consistent errors (made multiple times). (3.50-2.5)	APA referencing not used, or more than 5 inaccuracies. (2.45-0)	No references present. (0)

Presentation of case study 10%

High-level presentation of a case study with a client who has a diagnosis of dementia. (16.9-20)	Appropriate level presentation of a case study with a client who has a diagnosis of dementia. (14.9 -18.8)	A clear level presentation of a case study with a client who has a diagnosis of dementia. (12.9-14.8)	There is a lack of some content that applies to a case study with a client with dementia. (9.9-12.8)	The content is relevant and/or does not address the task. The case study lacks cohesion. (<9.9)	There is no presentation of a case study present. (0)

Discussion of factors impacting their psychological health and behaviour 35%

A high-level analysis is reflected in a clear cohesive argument that includes life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (29.75-30)	The appropriate level analysis is reflected in a clear cohesive argument that includes life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (26.25-29.5)	The clear level analysis is reflected in a clear cohesive argument that includes life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (22.5-26)	There is a lack of some content and analysis relevant to life experiences – psychosocial and health history – that may be impacting their psychological health and behaviour. (17.5-22.4)	The content irrelevant and/or does not address the task. The discussion lacks cohesion and analysis. (<17.5)	There is no analysis present. (0)

Analysis of interventions to support people to better manage their everyday living 35%

There is excellent critical analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (29.75-30)	There is a very clear analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (26.25-29.5)	There is clear analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (22.5-26)	There is analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (17.5-22.4)	There is some analysis in the justification and evaluation of two interventions to support the person to better manage their everyday living. (<17.5)	There is no analysis of the justification and evaluation two interventions present. (0).

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Submit to Moodle using the assessment tab

Learning Outcomes Assessed

- Devise therapeutic strategies and interventions for the care of people experiencing dementia
- Analyse the influence of historical factors on the psychological health and behaviour of person with dementia.

Graduate Attributes

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

2 Quizzes (2)

Assessment Type
Online Quiz(zes)

Task Description
Assessment 2. Quiz 1.
Type: Online quiz

Quiz opens: Time (9 a.m.) Monday 8th August 2022 (5)
Quiz closes: Time (5 p.m.) Friday 12th August 2022 (5)
Completion time: 20 minutes
Weighting: 20%
Length: Multiple choice. 20 questions.

Assessment 2. Quiz 2.
Type: Online quiz
Quiz opens: Time (9 a.m.) Monday 3rd October 2022
Quiz closes: Time (5 p.m.) Friday 7th October 2022
Completion time: 20 minutes
Weighting: 20%
Length: Multiple choice. 20 questions.

Number of Quizzes
2

Frequency of Quizzes
Other

Assessment Due Date
Week 12 Friday (7 Oct 2022) 5:00 pm AEST
Complete online using the assignment tab

Return Date to Students
Week 12 Friday (7 Oct 2022)
Results for the quiz will be available immediately after the attempt is complete.

Weighting
40%

Assessment Criteria
Learning Outcomes Assessed
1. Analyse the diverse presentations of people with dementia and the impact this may have on their care
2. Demonstrate the comprehensive assessment of people at risk of, or experiencing dementia
3. Devise therapeutic strategies and interventions for the care of people experiencing dementia
4. Analyse the influence of historical factors on the psychological health and behaviour of a person with dementia

Referencing Style

- American Psychological Association 7th Edition (APA 7th edition)

Submission
Online

Submission Instructions
Complete online using the assessment tab

Learning Outcomes Assessed

- Analyse the diverse presentations of people with dementia and the impact this may have on their care
- Demonstrate the comprehensive assessment of people at risk of, or experiencing, dementia
- Devise therapeutic strategies and interventions for the care of people experiencing dementia
- Analyse the influence of historical factors on the psychological health and behaviour of person with dementia.

Graduate Attributes

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

3 Portfolio

Assessment Type
Portfolio

Task Description
Type: Portfolio
Due date: 4 pm (AEST) Tuesday 20th September 2022. Week 10.
Weighting: Pass/Fail
Length: 1000 words
Unit Coordinator: Jen Mulvogue
Aim
The aim of this assessment is to demonstrate your ability to complete a comprehensive assessment of diverse presentations of people who have or are at risk of dementia.
Instructions
You are writing a portfolio. Throughout the unit you have completed several reflective exercises and activities as part of the course work for this unit. You are required to use the reflections and writings you have made throughout the unit to demonstrate a comprehensive assessment of dementia and your ability to analyse diverse presentations of people who have or are at risk of dementia.
Please follow the steps below to complete your assessment task:
1. Refer back to the reflections and activities (in red font within the Moodle content) and your contributions to these entries. Draw from these (you may decides which ones) reflective exercises, and readings to answer the following questions.
Question 1. In this unit we have explored diverse presentations of people with dementia. Using two of the four presentations of dementia described in this unit:
 Alzheimer's disease
 Dementia with Lewy Bodies
 Vascular dementia
 Frontotemporal dementia
analyse how the two different dementia presentations impact on a person's lifestyle and needs and consider the care implications.
Question 2. Drawing on your reflections and writings, demonstrate how you would comprehensively assess a person at risk of/or experiencing dementia.

Literature and references
In this assessment use at least 10 contemporary references (<5 years) to support your discussion. You may also use seminal scholarly literature where relevant. Suitable references include peer-reviewed journal articles as well as textbooks and credible websites. When sourcing information, consider the 5 elements of a quality reference: currency, authority, relevance, objectivity, and coverage. Grey literature sourced from the internet must be from reputable websites such as from government, university, or peak national bodies: for example, the Australian College of Nursing or the Australian Association of Social Workers.
Requirements
 Use a conventional and legible size 12 font, such as Times New Roman or Arial, with 1.5 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
 Include page numbers on each page in a footer.
 You may write in the first-person perspective or in third-person perspective.
 Use the seventh edition American Psychological Association (APA) referencing style. The CQUniversity Academic Learning Centre has an online APA Referencing Style Guide.
 The word count is considered from the first word of the introduction to the last word of the conclusion. The word count excludes the reference list but includes in-text references and direct quotations.
Resources
 You can use unit provided materials and other credible sources (e.g. journal articles, books) to reference your argument. The quality and credibility of your sources are important.
 We recommend that you access your discipline specific library guide: the Nursing and Midwifery Guide; Social Work and Community Services Guide.
 We recommend you use EndNote to manage your citations and reference list. More information on how to use EndNote is available at the CQUniversity Library website.
 For information on academic communication please go to the Academic Learning Centre Moodle site. The Academic Communication section has many helpful resources including information for students with English as a second language.
 Submit a draft before the due date to review your Turnitin Similarity Score before making a final submission. Instructions are available here.
Submission
Submit your assessment via the unit Moodle site in Microsoft Word format only.
Marking Criteria
Refer to the marking rubric on the Moodle site for more detail on how marks will be assigned.
Learning Outcomes Assessed

Analyse the diverse presentations of people with dementia and the impact this may have on their care
 Demonstrate the comprehensive assessment of people at risk of/or experiencing dementia

Assessment Due Date
Week 10 Tuesday (20 Sept 2022) 4:00 pm AEST
Submit on a word document to Moodle in the assessment tab

Return Date to Students
Week 11 Friday (30 Sept 2022)
An email will notify marking is complete

Weighting
Pass/Fail

Minimum mark or grade
PASS

Assessment Criteria

To achieve a Pass in this assessment overall, you must achieve a Pass in each area listed below. If you are not successful in your first attempt, you may be granted the opportunity to reattempt.

PASS	FAIL
An analysis of diverse presentations of people with dementia is included	There is no analysis of the diverse presentations of people with dementia
The impact dementia may have on the care of the person with dementia is analysed	There is no analysis of the impact dementia may have on the care of the person with dementia
Two different presentations of people with dementia are discussed and the impact dementia can have on the person's lifestyle	There is only one or zero presentations discussed on the impact that dementia can have on a person's lifestyle
Demonstrates a comprehensive assessment of a person at risk of or who has dementia	There is no assessment of a person at risk of or who has dementia, or the assessment is not comprehensive

PASS/FAIL

Referencing Style

- [American Psychological Association 7th Edition (APA 7th edition)](#)

Submission
Online

Submission Instructions
Submit to Moodle through the assessment tab

Learning Outcomes Assessed

- Analyse the diverse presentations of people with dementia and the impact this may have on their care
- Demonstrate the comprehensive assessment of people at risk of, or experiencing, 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