



# DEME20002 Supporting and Caring for People with Dementia

## Term 1 - 2023

Profile information current as at 11/04/2024 01:49 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 1 - 2023

- 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. **Online Quiz(zes)**

Weighting: 40%

#### 2. **Portfolio**

Weighting: Pass/Fail

#### 3. **Case Study**

Weighting: 60%

### 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 Zoom sessions

##### Feedback

Students enjoyed Zoom sessions where they could discuss the content and apply this to the workplace

##### Recommendation

Discussions on Moodle content and its relationship to workplace should be encouraged in Zoom sessions.

#### Feedback from One to one session with student

##### Feedback

Students enjoyed the assessment writing because of its relevance to their work.

##### Recommendation

Continue to consider assessments that relate to the workplace.

## 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



### 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)
- Zoom access

## 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

**Sue Hunt** Unit Coordinator

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**Leanne Jack** Unit Coordinator

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## Schedule

### Week 1 - 06 Mar 2023

| Module/Topic  | Chapter                                 | Events and Submissions/Topic  |
|---|---|---|
| Module 1. An overview of dementia - What is dementia? | Selected readings and course materials. | Refer to Moodle site. Read introductory information.<br>Review Assessment requirements and Zoom times for regular catch-ups with the Unit Coordinator. See scheduled Zoom drop-in tile for dates and times. |

### Week 2 - 13 Mar 2023

| Module/Topic   | Chapter                                 | Events and Submissions/Topic  |
|--|---|---|
| Module 1 continued. An overview of dementia - Stigma | Selected readings and course materials. | Zoom - Question and Answer session.<br>See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

### Week 3 - 20 Mar 2023

| Module/Topic                                   | Chapter                                 | Events and Submissions/Topic |
|--|---|------------------------------|
| Module 2. Different presentations of dementia. | Selected readings and course materials. |                              |

### Week 4 - 27 Mar 2023

| Module/Topic   | Chapter                                 | Events and Submissions/Topic  |
|--|---|---|
| Module 2 continued. Different presentations of dementia. | Selected readings and course materials. | Zoom - Question and Answer session.<br>See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

### Week 5 - 03 Apr 2023

| Module/Topic   | Chapter                                 | Events and Submissions/Topic |
|--|---|------------------------------|
| Module 3. Psychotherapeutic approaches to dementia care <ul style="list-style-type: none"><li>• psychosocial approaches</li><li>• person centred care</li><li>• partnerships</li></ul> | Selected readings and course materials. | Quiz 1 opens                 |

### Vacation Week - 10 Apr 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
| Break week   |         |                              |

### Week 6 - 17 Apr 2023

| Module/Topic   | Chapter                                 | Events and Submissions/Topic  |
|--|---|---|
| Module 3 continued.<br>Psychotherapeutic activities <ul style="list-style-type: none"><li>• memory boxes</li><li>• reminiscence therapy</li><li>• validation therapy</li></ul> | Selected readings and course materials. | Zoom - Question and Answer session.<br>See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

### Week 7 - 24 Apr 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

|  |   |
|--|---|
| Module 4.<br>Trauma informed care  | Selected readings and course materials. |
| <ul style="list-style-type: none"> <li>• trauma in a person who lives with dementia</li> <li>• trauma informed approaches</li> <li>• identifying trauma responses</li> <li>• developing workforce</li> </ul> |   |

### Week 8 - 01 May 2023

| Module/Topic   | Chapter                                 | Events and Submissions/Topic   |
|--|---|--|
| Module 4 continued.<br>Assessment  |   |  |
| <ul style="list-style-type: none"> <li>• psychological assessment</li> <li>• assessment to changes in cognition</li> <li>• confusion assessments</li> <li>• cognitive rating scales</li> <li>• a brief depression scale</li> </ul> | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |

### Week 9 - 08 May 2023

| Module/Topic  | Chapter                                 | Events and Submissions/Topic |
|---|---|------------------------------|
| Module 5. Cultural safety   |   |                              |
| <ul style="list-style-type: none"> <li>• cultural bias</li> <li>• cultural awareness</li> </ul> | Selected readings and course materials. |                              |

### Week 10 - 15 May 2023

| Module/Topic   | Chapter                                 | Events and Submissions/Topic   |
|--|---|--|
| Module 5 continued. Diversity and dementia   |   |  |
| <ul style="list-style-type: none"> <li>• diversity and the Australian population</li> <li>• perceptions of dementia</li> </ul> | Selected readings and course materials. | Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |
|  |   | <b>Assessment 2 - Portfolio</b> Due: Week 10 Thursday (18 May 2023) 5:00 pm AEST   |

### Week 11 - 22 May 2023

| Module/Topic  | Chapter                                 | Events and Submissions/Topic |
|---|---|------------------------------|
| Module 6. Therapeutic strategies  |   |                              |
| <ul style="list-style-type: none"> <li>• life review therapy</li> <li>• sensory stories and sensory rooms</li> <li>• acceptance and commitment therapy</li> <li>• the arts and therapies</li> <li>• therapeutic design</li> </ul> | Selected readings and course materials. |                              |

### Week 12 - 29 May 2023

| Module/Topic                | Chapter                                 | Events and Submissions/Topic  |
|-----------------------------|---|---|
| Module 6. Dementia supports |   |   |
|                             | Selected readings and course materials. | Quiz 2 opens.<br>Zoom - Question and Answer session. See scheduled Zoom drop-in tile for date and time. Assessment information will be discussed. |
|                             |   | <b>Assessment 3 - Case Study</b> Due: Week 12 Thursday (1 June 2023) 5:00 pm AEST   |

### Review/Exam Week - 05 Jun 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

### Exam Week - 12 Jun 2023

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

## Assessment Tasks

### 1 Assessment 1 - Quizzes

#### Assessment Type

Online Quiz(zes)

#### Task Description

Quiz 1 opens: 9am (AEST) Monday 3 April 2023 (Week 5)

Quiz 1 closes: 5pm (AEST) Sunday 9 April (Week 5)

Quiz 2 opens: 9am (AEST) Monday 2 October 2023 (Week 12)

Quiz 2 closes: 5pm (AEST) Sunday 8 October 2023 (Week 12)

Completion time for each quiz: 60 minutes

Weighting for each quiz: 20% (40% in total)

Length of each quiz: 20 multiple choice questions (0.5 marks each) and 5 short answer questions (2 marks each)

#### Instructions

You are completing two online quizzes. Quiz 1 will assess your knowledge and understanding of materials covered in Weeks 1-4. Quiz 2 will assess Weeks 5-12.

Access the quizzes via the Assessment portal on the Moodle site.

Each quiz consists of 20 multiple-choice questions and 5 short answer questions. Each multiple choice question is worth 0.5 marks. Each short answer question is worth 2 marks.

This is an open book quiz. You can refer to your learning materials at any time during your attempt.

You have a maximum of 60 minutes to complete the quiz. You must complete the quiz in one sitting. Once you start the quiz, you must complete it in 60 minutes. The quiz will automatically close at the end of 60 minutes and will submit your result even if you have not finished.

Once you have started the quiz, you cannot log out. Please do not refresh or reload your screen as this may close the quiz and record your result.

If you have any technical issues let the unit coordinators know immediately. Take a screenshot or photo of the issue and email it to the unit coordinators. We will assist you with resolving it or refer you to TaSAC for further assistance (toll-free phone number 1300 666 620).

#### Requirements

- Computer access with a reliable internet connection.
- Relevant learning materials available to access during the quiz.

#### Submission

- You will complete this assessment online. Click submit at the end of the quiz and your answers will be automatically submitted.
- Results for the quiz will be available immediately after the attempt is complete.

#### Number of Quizzes

#### Frequency of Quizzes

#### Assessment Due Date

Quiz 1 opens: 9am (AEST) Monday 3 April 2023 (Week 5) Quiz 1 closes: 5pm (AEST) Sunday 9 April (Week 5) Quiz 2 opens: 9am (AEST) Monday 2 October 2023 (Week 12) Quiz 2 closes: 5pm (AEST) Sunday 8 October 2023 (Week 12)

#### Return Date to Students

#### Weighting

40%

#### Assessment Criteria

No Assessment Criteria

#### Referencing Style

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

#### Submission

Online

#### 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

## **2 Assessment 2 - Portfolio**

### **Assessment Type**

Portfolio

### **Task Description**

#### **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 to the reflections and activities (in red font within the Moodle content) and your contributions to these entries.

Draw from these as well as the readings to complete the following portfolio sections:

Section 1 (500 words). In this unit we have explored diverse presentations of people with dementia. Select one of the four presentations of dementia described and analyse the specific impact of this presentation on care provision.

Section 2 (500 words). Demonstrate how you would comprehensively assess a person at risk of 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 must be from reputable sources such as from government, universities, or peak national bodies. For example, Dementia Australia, Aged & Community Services Australia (ACSA) or Leading Age Services Australia (LASA) or the Aged Care Quality and Safety Commission (ACQSC).

#### **Requirements**

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- Write in first-person or 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 CQU APA Referencing Style Guide.
- 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 on 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.

### Submission

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

### Re-attempt

A re-attempt is where you are given a second opportunity to demonstrate your achievement of one or more of the unit's learning outcomes before you can progress to new learning or participate in subsequent learning activities. You may be given the opportunity to re-attempt an assessment but will only achieve a mark no greater than the minimum for a pass standard for the assessment.

You must:

- have shown a reasonable attempt to complete the initial assessment task.
- be granted a re-attempt by your Unit Lead/Coordinator.
- make changes to the nominated assessment task which you have failed and resubmit the revised work for marking within seven consecutive days, no assessment extensions will be approved.

Please note: Only one opportunity for a re-attempt is allowed.

### Assessment Due Date

Week 10 Thursday (18 May 2023) 5:00 pm AEST

### Return Date to Students

Week 12 Thursday (1 June 2023)

### Weighting

Pass/Fail

### Assessment Criteria

To achieve a Pass in this assessment overall, you must achieve a Pass in each area listed below.

#### PASS

An analysis of a presentation of a person with dementia is included.

The specific impact this dementia may have on the care of the person with dementia is analysed.

A comprehensive assessment of a person at risk of dementia is included.

#### FAIL

There is no analysis of a presentation of a person with dementia.

There is no analysis of the specific impact dementia may have on the care of the person with dementia.

There is no assessment of a person at risk of dementia, or the assessment is not comprehensive.

### Referencing Style

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

### Submission

Online

### Submission Instructions

Upload your assessment as a single Microsoft Word file (doc or docx format) to the unit Moodle site.

### 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

## 3 Assessment 3 - Case Study

### Assessment Type

Case Study

### Task Description

#### Aim

The aim of this assessment is for you to demonstrate your understanding of the influence of a person's life experiences on their psychological health and behaviour. You will also be describing how you can support a person with dementia to manage their everyday living using evidence-based strategies and interventions.

## Instructions

Think of a person that you know or know of who has dementia. This person may be someone you have provided care to or a person you know from your personal life. Please use a pseudonym for the name of the person you base your case study on.

Follow the steps below to complete your assessment task:

Step 1. Introduction (250 words). The introduction outlines the key points of your case study. The introduction will inform the reader what you are writing about - why you are writing about it and how you will discuss this topic.

Step 2. Main body (1500 words). Include the following points:

- Presentation of the person who has a diagnosis of dementia - introduce them and describe key demographic details.
- Discuss their history, including relevant life experiences which 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 would evaluate the effectiveness of the interventions.

Step 3. Conclusion (250 words). Provide a summary of your discussion.

## 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 must be from reputable sources such as from government, universities, or peak national bodies. For example, Dementia Australia.

## Requirements

- Use a conventional and legible size 12 font, such as Times New Roman, with 2.0 line spacing and 2.54cm page margins (standard pre-set margin in Microsoft Word).
- Include page numbers on the top right side of each page in a header.
- 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 CQU APA Referencing Style Guide.
- 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 on 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.

## Submission

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

## Assessment Due Date

Week 12 Thursday (1 June 2023) 5:00 pm AEST

## Return Date to Students

Exam Week Thursday (15 June 2023)

## Weighting

60%

## Assessment Criteria

| High Distinction<br>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)<br>0%            |
|--|--|--|--|--|--|
| <b>Structure</b>   |  |  |  |  |  |
| <i>Efficiency &amp; organisation 10%</i>                                     |  |  |  |  |  |
| An articulate and persuasive assessment that follows the required structure. | A well-written and logical assessment that follows the required structure. | An appropriately written assessment that follows the required structure and mostly proceeds logically. | An adequately articulated assessment that follows the required structure. The assessment is at times repetitive or lacks cohesion. | The assessment does not follow the required structure and does not flow logically. | The required sections are not present. |
| <i>Presentation 10%</i>  |  |  |  |  |  |

| High Distinction<br>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)<br>0%   |
|--|--|---|---|---|---|
| Excellent presentation of the assessment. The submitted written material is very well-presented, follows the formatting requirements, and is free from errors.                               | A very good presentation of the assessment. 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 assessment 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 assessment that sometimes follows the formatting requirements. There are 3 or 4 inconsistent errors (spelling, grammar, and paragraph structure).   | Poorly presented assessment. There are many inaccuracies in formatting spelling, grammar, and paragraph structure. (> 5 errors).  | Submission is missing most aspects of the task. There is little evidence of task requirements. Many errors present. |
| <b>Substantiation of case study 5%</b>   |  |   |   |   |   |
| Case study is substantiated consistently with logic, examples, and with reference to the current literature. A minimum of 10 contemporary peer-reviewed journal articles have been cited.    | Case study is generally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 1 or 2 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited.             | Case study is partly substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 3 or 4 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Case study is occasionally substantiated with logic, examples, and with reference to the current peer-reviewed literature, with 5 or 6 exceptions. A minimum of 10 contemporary peer-reviewed journal articles have been cited. | Case study is not or infrequently substantiated with logic, examples, and with reference to the current peer-reviewed literature. Less than 10 contemporary peer-reviewed journal articles have been cited. | No references present.  |
| <b>Referencing 5%</b>  |  |   |   |   |   |
| Accurate <a href="#">APA referencing</a> . No errors.  | Mostly accurate <a href="#">APA referencing</a> . 1-2 consistent errors (may be made multiple times).  | Somewhat accurate APA referencing. 3 consistent errors (may be made multiple times).  | Occasionally accurate <a href="#">APA referencing</a> . 4 consistent errors (may be made multiple times).   | APA referencing not used. 5 consistent errors (may be made multiple times).   | No references present.  |
| <b>Case study 10%</b>  |  |   |   |   |   |
| Comprehensive case study of a person who has a diagnosis of dementia.  | Detailed case study of a person who has a diagnosis of dementia.   | Clear case study of a person who has a diagnosis of dementia.   | There is a lack of some critical content to inform the case study of a person who has a diagnosis of dementia.  | The content is irrelevant and/or does not address the task. The case study lacks cohesion.  | There is no case study present.   |
| <b>Analysis of factors impacting psychological health and behaviour 30%</b>  |  |   |   |   |   |
| A high-level analysis is reflected in a clear cohesive argument that includes life experiences – psychosocial and health history – that may be impacting psychological health and behaviour. | A detailed analysis is reflected in a cohesive argument that includes life experiences – psychosocial and health history – that may be impacting psychological health and behaviour.   | The clear analysis is reflected in a cohesive argument that includes life experiences – psychosocial and health history – that may be impacting psychological health and behaviour.                                       | There is a lack of some content and analysis relevant to life experiences – psychosocial and health history – that may be impacting psychological health and behaviour.   | The content is irrelevant and/or does not address the task. The discussion lacks cohesion and analysis.   | There is no analysis present.   |
| <b>Interventions to support people to better manage their everyday living 30%</b>  |  |   |   |   |   |
| Interventions are appropriate, well justified and evidence based. Evaluation plan is comprehensive.  | Interventions are appropriate, justified and evidence based. Evaluation plan is appropriate and well devised.  | Interventions are appropriate, clearly justified and evidence based. Evaluation plan is appropriate.  | Interventions are somewhat appropriate, justified and evidence based. Evaluation plan is somewhat appropriate but missing components.   | Interventions are not appropriate, justified or evidence based. Evaluation plan is not appropriate.   | There is no discussion of interventions present.  |

## Referencing Style

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

## Submission

Online

## Submission Instructions

Upload your assessment as a single Microsoft Word file (doc or docx format) to the unit Moodle site.

## 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

## 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