DEME20003 *Supporting People With Dementia*
Term 1 - 2019

Profile information current as at 28/04/2024 02:57 pm

All details in this unit profile for DEME20003 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
Empowerment and the rights of people with dementia are central themes of this unit. You will examine models of care and best practice guidelines, to determine their capacity to meet the needs of people with dementia. Ethical and legal issues encountered by people with dementia and those caring for them will be identified. You will design strategies to support those living alongside and/or caring for a person with 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 - 2019

- Distance
- Online

Attendance Requirements
All on-campus students are expected to attend scheduled classes – in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

Website
This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.

Class and Assessment Overview

Recommended Student Time Commitment

Each 6-credit Postgraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

Class Timetable

Regional Campuses
Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

Metropolitan Campuses
Adelaide, Brisbane, Melbourne, Perth, Sydney

Assessment Overview

1. **Written Assessment**
Weighting: 50%
2. **Written Assessment**
Weighting: 50%

Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the University's Grades and Results Policy for more details of interim results and final grades.

CQUniversity Policies

All University policies are available on the CQUniversity Policy site.
You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the CQUniversity Policy site.

Previous Student Feedback

Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

Feedback from DDLT and Dean SNMSS

Feedback

Due to low enrolments, this unit is currently under review for sustainability. The current curriculum and learning content will be modified to aid the development of the new undergraduate program in Healthy Ageing for the Bachelor of Social Work (Honours).

Recommendation

The course and unit are currently under review for sustainability.

Unit Learning Outcomes

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

1. Evaluate models of care for people with dementia
2. Analyse the ethical and legal consequences of living with dementia
3. Determine best practice guidelines and recommendations to support people with dementia and justify their appropriateness for practice to support a qualify of life for those experiencing dementia symptoms
4. Develop recommendations to support people caring for a person 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
1 - Written Assessment - 50%	●			
2 - Written Assessment - 50%		●	●	●

Alignment of Graduate Attributes to Learning Outcomes

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 - Written Assessment - 50%	○	○		○	○	○		
2 - Written Assessment - 50%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

IT Resources

You will need access to the following IT resources:

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition (APA 6th edition)](#)
For further information, see the Assessment Tasks.

Teaching Contacts

Anne-Marie Holt Unit Coordinator
a.holt2@cqu.edu.au

Schedule

Week 1 - 11 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Welcome to DEME 20003! **Module 1 - Models of Care**		Refer to the Moodle site. Read the introductory information. Begin Module 1 activities. Review Assessment requirements.

Week 2 - 18 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 1- Models of Care		Refer to the Moodle site. Continue with Module 1 activities. Begin preparing for Assessment 1.

Week 3 - 25 Mar 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Ethical and legal considerations		Refer to the Moodle site. Begin Module 2 activities. Continue working on Assessment 1.

Week 4 - 01 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Ethical and legal considerations		Refer to the Moodle site. Continue with Module 2 activities. Finalise Assessment 1.

Week 5 - 08 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Ethical and legal considerations		Refer to the Moodle site. Continue with Module 2 activities. **Week 5 - Assessment 1 due!** **Written Assessment Report -** Due: Week 5 Friday (12 Apr 2019) 5:00 pm AEST **Written Report -** Due: Week 5 Friday (12 Apr 2019) 5:00 pm AEST

Vacation Week - 15 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Enjoy your study-free week!		

Week 6 - 22 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Best practice models and guidelines		Refer to the Moodle site. Begin working on Module 3 activities.

Week 7 - 29 Apr 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Best practice models and guidelines		Refer to the Moodle site. Continue working on Module 3 activities. Begin preparation for Assessment 2.

Week 8 - 06 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - Best practice models and guidelines		Refer to the Moodle site. Continue with Module 3 activities. Continue working on Assessment 2.

Week 9 - 13 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Recommendations		Refer to the Moodle site. Begin Module 4 activities. Continue working on Assessment 2.

Week 10 - 20 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Recommendations		Refer to the Moodle site. Begin Module 4 activities. Finalise Assessment 2.

Week 11 - 27 May 2019

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Recommendations		Refer to the Moodle site. Continue with Module 4 activities. **Week 11 - Assessment 2 due!** **Misconceptions about Dementia and its Implications on Practice (Written Assessment)** Due: Week 11 Friday (31 May 2019) 5:00 pm AEST **Misperceptions about Dementia and Implications on Practice** Due: Week 11 Friday (31 May 2019) 5:00 pm AEST

Week 12 - 03 Jun 2019

Module/Topic	Chapter	Events and Submissions/Topic
Review and consolidation		Refer to the Moodle site. Be sure to contact your Lecturer with any questions or queries.

Review/Exam Week - 10 Jun 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Exam Week - 17 Jun 2019		
Module/Topic	**Chapter**	**Events and Submissions/Topic**

Assessment Tasks

1 Written Report -

Assessment Type

Written Assessment

Task Description

Task Description

This task is designed to provide you with an opportunity to prepare a report about your chosen model of care for people with dementia. It draws on your knowledge and understanding of frameworks/models designed to meet the needs of the person with dementia and ethical and legal considerations in providing this care.

You have been invited by the board of management of a community service to prepare a report on the services they provide to people with dementia. They have asked you to nominate one client of your choice to illustrate the ethical and legal implications of providing care for people with dementia. You will need to create an example of a person with a dementia and provide the reader with some details about this (fictitious) community service, to demonstrate your mastery of course concepts.

This task requires you to:

Step1.

· Identify a fictitious or identity protected service in the community who provides services to people with dementia including an example of a person who may be a client of this service

· Identify a model of care for this person with dementia and justify why you have selected this particular model as the most appropriate model for this community service

Step 2.

Using your client as an example:

· Discuss the ethical and legal considerations when providing services to a person who has been diagnosed with dementia

· Identify the complexities of ensuring the person with dementia is protected both ethically and legally whilst receiving services

· Analyse how effectively the chosen model of care assists in ensuring ethical and legal responsibilities are met. Provide examples to justify your argument

Step 3.

- Critically discuss potential/actual facilitators and barriers to effective implementation of the model chosen to ensure people with dementia are treated ethically and legally

· Draw conclusions about the implications of issues for policy and/or practice development within the community service to ensure the ethical and legal needs of the person with dementia are met

- You are required to use a variety of credible academic resources including government reports, health and aged sector reports and published journal articles to support your essay. All references must be from 2008 and beyond

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

The word count is considered from the first word of the introduction to the last word of the conclusion. It

excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.
Due date: Week 5 (Friday 12.04.19 - 5.00pm AEST)
Total percentage – 50% of overall mark
_____

Assessment Due Date
Week 5 Friday (12 Apr 2019) 5:00 pm AEST
via turnitin and Moodle

Return Date to Students
Week 6 Monday (22 Apr 2019)
via Moodle site

Weighting
50%

Assessment Criteria
Please refer to Moodle site for Assessment Rubric

Referencing Style

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

Submission
Online

Submission Instructions
via turnitin and Moodle

Learning Outcomes Assessed

- Evaluate models of care for people with dementia

Graduate Attributes

- Knowledge
- Communication
- Research
- Self-management
- Ethical and Professional Responsibility

2 Misperceptions about Dementia and Implications on Practice

Assessment Type
Written Assessment

Task Description

Task Description:

This task is designed to provide you with an opportunity to prepare a report about current best practice guidelines and recommendations and their appropriateness for supporting the needs for a person with dementia and their support people.

This task requires you to:

Step 1.

· Identify current best practice guidelines and recommendations for supporting a person with dementia and the people living alongside them who provide support

Step 2.

· Identify the complexities of ensuring a person supporting a person with dementia received appropriate support

· Critically analyse how effectively and to what extent the current guidelines support the person with dementia and their support person

Step 3.

· Critically discuss potential/actual facilitators and barriers to effective implementation of guidelines identified

· Provide recommendations for supporting people with dementia and the people caring for them based on your findings

-You are required to use a variety of credible academic resources including government reports, health and aged

sector reports and published journal articles to support your essay. All references must be from 2008 and beyond

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

The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page and reference list. It includes in-text references and direct quotations.

Due date: Week 11 (Friday 31.05.19 -5.00pm AEST)

Total percentage – 50% of overall mark

Assessment Due Date
Week 11 Friday (31 May 2019) 5:00 pm AEST
via turnitin and Moodle

Return Date to Students
Review/Exam Week Friday (14 June 2019)
via Moodle site

Weighting
50%

Assessment Criteria
Please refer to Moodle site for Assessment Rubric

Referencing Style

- American Psychological Association 6th Edition (APA 6th edition)

Submission
Online

Submission Instructions
via turnitin and Moodle

Learning Outcomes Assessed

- Analyse the ethical and legal consequences of living with dementia
- Determine best practice guidelines and recommendations to support people with dementia and justify their appropriateness for practice to support a qualify of life for those experiencing dementia symptoms
- Develop recommendations to support people caring for a 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