



DEME20004 *Personhood and Dementia*

Term 2 - 2018

Profile information current as at 19/05/2024 11:42 pm

All details in this unit profile for DEME20004 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 provides you with the opportunity to consider the consequences of dementia on the individual's sense of their self identity. You will explore the concept of personhood and its relevance to the person with dementia. You will identify solutions and make recommendations to key stakeholders to ensure the person with dementia maintains their personhood.

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 - 2018

- Distance

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. **Presentation and 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 No sources available

Feedback

There is no feedback on this unit.

Recommendation

Review unit materials.

Unit Learning Outcomes

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

1. Explain the dehumanisation and homogenisation of people with dementia
2. Use relevant theories of personhood to anticipate the impact of dementia on an individual
3. Identify the relationship between the lived experience of dementia and personhood
4. Generate solutions to maintain personhood.

Alignment of Learning Outcomes, Assessment and Graduate Attributes

 N/A Level	 Introductory Level	 Intermediate Level	 Graduate Level	 Professional Level	 Advanced Level
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Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes			
	1	2	3	4
1 - Written Assessment - 50%	•	•		
2 - Presentation and 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 - Presentation and Written Assessment - 50%	○	○	○	○	○	○	○	

Textbooks and Resources

Textbooks

There are no required textbooks.

Additional Textbook Information

Due to the contemporary nature of this unit there is no prescribed text book. There may, however, be suggested readings and resources throughout the unit.

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 - 09 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Introduction to DEME 20004		
Module 1 - Theories of Personhood		Refer to Moodle site

Week 2 - 16 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Theories of Personhood		Refer to Moodle site

Week 3 - 23 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 1 - Theories of Personhood		Refer to Moodle site

Week 4 - 30 Jul 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Personhood in Dementia		Refer to Moodle site

Week 5 - 06 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 2 - Personhood in Dementia		Refer to Moodle site

Vacation Week - 13 Aug 2018

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

Week 6 - 20 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Refer to Moodle site Written assessment due: Friday 24 August 2018 at 5.00PM (AEST)
Module 2 - Personhood in Dementia		'Person hood and Dementia' Due: Week 6 Friday (24 Aug 2018) 5:00 pm AEST

Week 7 - 27 Aug 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - The "Lived Experience" and Dementia		Refer to Moodle site

Week 8 - 03 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - The "Lived Experience" and Dementia		Refer to Moodle site

Week 9 - 10 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 3 - The "Lived Experience" and Dementia		Refer to Moodle site

Week 10 - 17 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Maintaining personhood for someone with dementia		Refer to Moodle site

Week 11 - 24 Sep 2018

Module/Topic	Chapter	Events and Submissions/Topic
Module 4 - Maintaining personhood for someone with dementia		Refer to Moodle site

Week 12 - 01 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
		Refer to Moodle site Presentation & Assessment due: Friday 05 October 2018 at 5.00PM (AEST)
Revision and consolidation		Oral Presentation - 'Person hood and the Lived Experience of Dementia' Due: Week 12 Friday (5 Oct 2018) 5:00 pm AEST

Review/Exam Week - 08 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Exam Week - 15 Oct 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Assessment Tasks

1 'Person hood and Dementia'

Assessment Type

Written Assessment

Task Description

Objective:

This assessment is designed to provide you with an opportunity to explore the concept of 'personhood' and how it relates to the person living with dementia. You will consider that often people with dementia are treated as a homogenous group and how it can be dehumanising for the individual as a result. The assignment will provide you with the background for Assessment 2 - where you will examine the 'Lived Experience' of the person with dementia and how personhood can be maintained.

Tasks:

- Examine various theories and models of 'person hood' to determine how 'person hood' relates to the person living with dementia
- Determine how society in general treats people with dementia as a homogeneous group and the effects of this upon the person living with dementia as a result
- Make recommendations that support the person living with dementia using the theories and models of person hood
- Write a concluding paragraph that summarises your key findings and presents a logical close to your paper

Assessment Due Date

Week 6 Friday (24 Aug 2018) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Week 8 Friday (7 Sept 2018)
via Moodle site

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation 5%				
Very well presented. No spelling or grammatical errors. Well proof read. Written in a clear and cohesive style.	Well presented. Minimal spelling and grammatical errors. Well proof read. Written in a clear and easy to ready style.	Well presented. Some spelling and grammatical errors. Written in an easy to ready style.	There may be one or more areas where there was little attention to presentation or detail.	Many presentation errors.
Introduction 5%				
Provides an excellent overview of the topic. Introduction is highly relevant to content. Provides very clear sense of what follows in terms of the direction of the paper.	Provides a good overview of the topic. Introduction is largely relevant to content. Provides a clear sense of what follows in terms of the direction of the paper.	Provides a general overview of the topic. Introduction is relevant to content. Provides a sense of what follows in terms of the direction of the paper.	Provides a very basic overview of topic. Introduction is somewhat relevant to content. Provides some sense of what follows.	Not evident and/or not appropriate.
Conclusion 5%				
Provides a logical, concise and persuasive summary linking all key points together very well. No new information is raised.	Provides a logical summary linking key points together with a sense of closure. No new information is raised.	Provides an adequate summary that brings most but not all key points together with some sense of closure. No new ideas are raised.	Provides a very basic summary, fails to link all key points together, with very little closure and has introduced some new information.	No recognisable conclusion or conclusion is inappropriate.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with no errors.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Critical appraisal of theories of personhood with lived experience of dementia 25%				

Has selected more than two theories of personhood that support the individual's experience dementia and has examined these with a very high level of critical thinking reflected in highly coherent and succinct writing.	Has selected more two theories of personhood that support the individual's experience dementia and has examined these with a high level of critical thinking reflected in highly coherent and succinct writing.	Has selected one theories of personhood that support the individual's experience dementia and has examined these with an adequate level of critical thinking reflected in coherent and succinct writing.	The theories selected align with 'personhood and dementia' but have not been examined in the context of the individual's lived experience of dementia in a cohesive and synergistic way. The underlying concepts need to be brought together with coherent and succinct writing.	Fails to or provides little understanding of the theories and concepts of personhood and the lived experience of dementia.
Explanation of concepts of homogeneity and dehumanisation in the individual experience of dementia 30%				
Thoughtfully and thoroughly explains how society treats people with dementia as a homogenous group leading to dehumanisation and stereotypes by providing two-three examples. Links this clearly to the lived experience of dementia in a highly cognizant manner.	Thoughtfully and thoroughly explains how society treats people with dementia as a homogenous group leading to dehumanisation and stereotypes by providing one-to two examples. Links this to the lived experience of dementia.	Thoughtfully and thoroughly explains how society treats people with dementia as a homogenous group leading to dehumanisation and stereotypes but only provides one example. Links this to the lived experience of dementia.	Explains how society treats people with dementia as a homogenous group leading to dehumanisation and stereotypes but fails to provide examples. Does not link this to the lived experience of dementia.	Fails to or demonstrates a very poor or inadequate understanding of homogeneity, dehumanisation and the individual experience of dementia.
Recommendations 25%				
Recommendations are well -thought-out, are realistic, practical and highly feasible based on the best and most current evidence.	Recommendations are realistic and practical based on the best and most current evidence but may not be highly feasible.	Recommendations are provided but need to be more realistic, practical, feasible using the best and most current evidence	Recommendations are provided but need to be considered more in the context of feasibility and practicality.	No or unrealistic recommendations are provided with little understanding of what is required.

Referencing Style

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

Submission

Online

Submission Instructions

via Turnitin on Moodle site

Learning Outcomes Assessed

- Explain the dehumanisation and homogenisation of people with dementia
- Use relevant theories of personhood to anticipate the impact of dementia on an individual

Graduate Attributes

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

2 Oral Presentation - 'Person hood and the Lived Experience of Dementia'

Assessment Type

Presentation and Written Assessment

Task Description

Objective:

This assessment builds upon the insights you gained in Assessment 1. You will examine the 'lived experience' of the person with dementia and make recommendations about how to ensure their personhood is maintained throughout the trajectory of dementia. You are then to present your recommendations as an oral presentation (using PowerPoint) via Zoom.

Tasks:

- **Consider the 'lived experience of' the person with dementia**
- **Critically appraise the application of 'person hood theories' for the person with dementia**
- **These first two tasks will provide an introduction and overview to your presentation**

Devise well-justified strategies to ensure personhood is maintained for the person with dementia throughout the trajectory of the dementia process (This will form the majority of your presentation)

Please note:

Submission - This will be a two-part process:

1.0 You will present live to your lecturer/tutor using Zoom - a video conferencing program. Your lecturer/tutor will assist you using Zoom and arrange a suitable time with you to present.

2.0 Please submit your presentation slides & notes (in PowerPoint format) and any accompanying handout in Microsoft Word) via the Moodle site submission point. DO NOT SUBMIT THIS IN PDF or any other format!

Assessment Due Date

Week 12 Friday (5 Oct 2018) 5:00 pm AEST
via Turnitin on Moodle site

Return Date to Students

Exam Week Friday (19 Oct 2018)
via Moodle

Weighting

50%

Assessment Criteria

High Distinction 85-100%	Distinction 75-84%	Credit 65-74%	Pass 50-64%	Fail Below 50%
Presentation Skills 10%				
The presenter demonstrated a well-articulated presentation. Presentation slides were very well presented with no errors and were aesthetically pleasing.	The presenter demonstrated a well-articulated presentation. Presentation slides were well presented with minimal errors and were aesthetically pleasing.	The presenter demonstrated a moderate level of skill (articulation) in the presentation. Presentation slides were presented with some errors and were somewhat aesthetically pleasing.	The presenter demonstrated a well-articulated presentation. Presentation slides were very well presented with no errors and were aesthetically pleasing.	Poorly presented slides. Many errors with formatting.
Efficacy and organisation 5%				
Slides and notes are used very well. There is a clear and appropriate introduction. The conclusion successfully pulls presentation together.	Slides and notes are used well. There is a clear and appropriate introduction. The conclusion successfully pulls presentation together.	Slides and notes are used well. There is a somewhat clear and appropriate introduction. The conclusion pulls presentation together.	Slides and notes are not clear and/or appropriate. The introduction and conclusion fail to pull the presentation together.	There is no recognizable introduction and/or conclusion. Slides and notes are poorly synchronized.
Referencing 5%				
Consistently integrates up-to-date references to support and reflect all ideas, factual information and quotations. Accurate APA in-text citations and reference list formatted correctly with no errors.	Generally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 1 or 2 exceptions. Accurate APA in-text citations and reference list formatted correctly with 1 to 2 errors.	Partly integrates up-to-date references to support and reflect ideas, factual information and quotations, with 3 or 4 exceptions. Accurate APA in-text citations and reference list formatted correctly with 3 to 4 errors.	Occasionally integrates up-to-date references to support and reflect ideas, factual information and quotations, with 5 or 6 exceptions. Accurate APA in-text citations and reference list formatted correctly with 5 to six errors.	Fails to or infrequently attempts (>7 errors) to integrate up-to-date references to support and reflect ideas, factual information. Inaccurate use of APA for in-text citations and poorly formatted reference list.
Appraisal of the lived experience of dementia and personhood 25%				
Thoughtfully and thoroughly considers the lived experience of dementia within the context of personhood by providing two-three examples and linking these together in highly cognizant manner.	Thoughtfully and thoroughly considers the lived experience of dementia within the context of personhood by providing one-two examples and linking these together in cognizant manner.	Thoughtfully considers the lived experience of dementia however not fully within the context of personhood and only provides one example of how these link together.	Considers the lived experience of dementia but needs to provide evidence that supports this in the context of personhood more strongly.	Very little or unable to demonstrate the lived experience of dementia at any level within the context of personhood.
Conclusion of key findings 25%				
Summarises by succinctly and cohesively integrating key findings that support the overall objective of the presentations to a very high level.	Summarises by succinctly and cohesively integrating key findings that support the overall objective of the presentations to a high level.	Summarises by integrating key findings that support the overall objective of the presentation, however could do with better alignment to overall objective of presentation.	Summarises the key findings that support the overall objective of the presentations to a minimum level.	Very little or unable to provide an adequate summary of key findings.
Strategies and Recommendations 30%				
Strategies and recommendations are well-thought-out, are realistic, practical and highly feasible based on the best and most current evidence.	Strategies and recommendations are realistic and practical based on the best and most current evidence but may not be highly feasible.	Strategies and recommendations are provided but need to be more realistic, practical, feasible using the best and most current evidence	Strategies and recommendations are provided but need to be considered more in the context of feasibility and practicality.	No or unrealistic strategies and recommendations are provided with little understanding of what is required.

Referencing Style

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

Submission

Online

Submission Instructions

via Turnitin on Moodle site

Learning Outcomes Assessed

- Identify the relationship between the lived experience of dementia and personhood
- Generate solutions to maintain personhood.
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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