Section A: Subject Information

Subject Code & Name: GHMB958 Advancements in Dementia Care
Credit Points: 6
Pre-requisite(s): GHMB955
Co-requisite(s): None
Restrictions: None
Equivalence: None
Assessment: Individual Virtual Oral Presentation 40%, Beet Tool Workbook Report + Learning Resource 60%
Session: Spring 2013
Campus Locations: Wollongong
Delivery Method: Flexible/Distance
Contact Hours: 2 days workshops and 4 x 2hr tutorials (compulsory for international on campus flexible learners and optional for distance learners) and online (compulsory for all learners)

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Subject Coordinator
Name: Victoria Traynor
Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 209
Consultation times: Mondays 12:00-14:00 and Wednesdays 15:00-17:00
Telephone: 61 2 4221 3471
Email: victoria_traynor@uow.edu.au

Student Administration
Location: 41.152
Telephone: 61 2 4221 3492
Email: smah_student_enquiries@uow.edu.au

Prescribed Text
Innes, A Archibald, C & Murphy, C (eds) 2004, Dementia and social inclusion: marginalised groups and marginalised areas of dementia research, care and practice, Jessica Kingsley, London.

Assessment Tasks

<table>
<thead>
<tr>
<th>1- Ethical Frameworks and their Relevance to my Work Practices: Individual Virtual Oral Presentation</th>
<th>2- Implementing Person Centred Dementia Care in the Workplace: (1) Beet Tool Workbook Report + (2) Learning resource</th>
</tr>
</thead>
<tbody>
<tr>
<td>Due Date</td>
<td>Due Date</td>
</tr>
<tr>
<td>Wednesday 28th August Week 5</td>
<td>Wednesday 30th October Week 13</td>
</tr>
<tr>
<td>Percentage: 40%</td>
<td>Percentage: 60%</td>
</tr>
</tbody>
</table>

eLearning Space
For information regarding the eLearning spaces please use the following links:
Section A: Subject Information

Subject Description
This subject is a core component of the dementia care courses and will extend the knowledge and skills developed in the GHMB955 Dementia Across Care Setting in the program. This subject will focus on enabling learners to:

1. develop skills in critical reflection and ethical decision making related to key ideas and aspects of contemporary dementia care;
2. explore key aspects of dementia within the Australian context and compare with international perspectives;
3. broaden their appreciation of cultural, political and social issues and their impact on people who have dementia in the context of their overall health and well-being;
4. extend personal inquiries into key themes in dementia care and their relevance to practice and workplace;
5. critically reflect on current practice and plan for future practice;
6. influence the perspectives of others in the workplace in order to support the development of person-centred and evidence based practice.

The subject will have modules that are organised around a number of key topics. Within and across each module topic there will be a number of shared themes. The central theme running throughout all the topics will be critical reflection and ethical decision making. In each module learners will be guided to identify general ethical concerns and questions and also specific concerns and issues relevant to their practice and workplace through working with a specific ethical framework and Claims, Concerns and Issues activity. The other themes through each module are context and engagement.

Each module will also have a number of related and sequential learning activities. These are generally organised around personal study to develop the learners knowledge base and skill based activities that take place in a workplace and often involve others, such as colleagues and people with dementia.

Learning Outcomes
On completion of this subject, learners should be able to:
(a) generate an understanding of contemporary issues in dementia care nationally and internationally;
(b) critically reflect on the positive and negative aspects of specific dementia care frameworks;
(c) clarify the principles underpinning ethical decision making in practice;
(d) identify and reflect on ethical concerns and issues in health care practice;
(e) enhance abilities with conceptualisation of key theoretical ideas and analyse their applicability for dementia care in specific contexts;
(f) evaluate some of the core processes required for developing dementia care;
(f) develop personal plans for effective person-centred partnership working in dementia care in their care setting.

Subject Contacts

Subject Coordinator
Name: Victoria Traynor
Location: School of Nursing, Midwifery and Indigenous Health, Building 41, Room 209
Consultation times: Mondays 12:00-14:00 and Wednesdays 15:00-17:00
Telephone: 61 2 4221 3471
Email: victoria_traynor@uow.edu.au

Tutor
Name: Loren De Vries
Location: School of Nursing, Midwifery and Indigenous Health, Building N/A, Room N/A Online facilitation only
Consultation times: N/A – Online tutoring only
Telephone: 61 2 4221 3471
Email: lorendv@uow.edu.au
Tutor
Name: Nicole Britten
Location: School of Nursing, Midwifery and Indigenous Health, Building N/A, Room N/A Online facilitation only
Consultation times: N/A – Online tutoring only
Telephone: 61 2 4221 3471
Email: nbritten@uow.edu.au

Subject Timetable
All timetable information is subject to variation, with last minute room changes due to change in enrolment numbers being the most common. Check the latest information on the university web timetable via the Timetable link under Study Resources on the Current Students webpage or log into SOLS to view your personal timetable prior to attending classes, particularly in the first few weeks of session.

Attendance/Study time
Distance delivery: It is expected that learners will allocate 12 hours per week to this subject, including completing online learning activities, complete your assignments and prepare for an examination where applicable. Completion of online learning activities is not an assessable component for the purposes of accumulating marks, but completion of online learning activities may be compulsory and failure to meet completion requirements may result in a Technical Fail for the subject– please see Section B: Assessment Information for details.

Flexible delivery: It is expected that learners will allocate 12 hours per week to this subject, including class attendance and completing online learning activities. Dates for study days and weeks will be listed on the Online Calendar, found via the Subject Descriptions link on the Course Handbook page. Class attendance and completion of online learning activities is not an assessable component for the purposes of accumulating marks, but attendance at certain classes and completing online learning activities may be compulsory and failure to meet attendance requirements may result in a Technical Fail for the subject– please see Section B: Assessment Information for details.
## Timetable of Topics

<table>
<thead>
<tr>
<th>Week</th>
<th>Week start date</th>
<th>Online e-Learning activity</th>
<th>Assessment Task</th>
<th>Workshop</th>
<th>Tutorial</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>29/7/2013</td>
<td>Module 1 Orientation and Introduction</td>
<td>Due date for submitting Start Smart Certificate or completing Stay Smart: Friday 2 August, 2012 Drop Box in 'Aged and Dementia Care Shared Learning Resources' e-Learning site Compulsory for all</td>
<td></td>
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</tr>
<tr>
<td>2</td>
<td>05/08/2013</td>
<td>Module 2 Contemporary Issues: Theoretical developments on dementia</td>
<td></td>
<td>Face-to-face Tutorial 1 24.G02 Thursday 08 July 13:00-15:00 Compulsory for flexible on campus learners and optional value add for distance learners</td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>12/08/2013</td>
<td>Module 3 Indigenous Communities and Dementia</td>
<td>Due date for submission of preparation activity for Assignment 1: Friday 16 August, 2013 Drop Box 1 in subject e-Learning site Optional activity for all Feedback provided but not a summative assignment</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>19/08/2013</td>
<td>Module 4 Special Needs Groups and Dementia CALD/ GLBTG/ Working Age Adults People with Learning Disability</td>
<td></td>
<td>Face-to-face Tutorial 2 41.202 Thursday 22 August 13:00-14:30 Compulsory for flexible on campus learners and optional value add for distance learners</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>26/08/2013</td>
<td>Module 5 Assignment 1 Preparation</td>
<td>Due Date for Assignment 1: Wednesday 28 August, 2013 SMAH Central Submission and Drop Box 2 in subject e-Learning site Compulsory for all</td>
<td>Face-to-face Workshop 1 24.G03 Thursday 29 August 10.00-15.00 Compulsory for flexible on campus learners and optional value add for distance learners</td>
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</tr>
<tr>
<td>6</td>
<td>2/09/2013</td>
<td>Module 6 Family Carers</td>
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<tr>
<td>7</td>
<td>9/09/2013</td>
<td>Module 7 Occupation, Activities and Well-Being</td>
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<tr>
<td>Week</td>
<td>Week start date</td>
<td>Online e-Learning activity</td>
<td>Assessment Task</td>
<td>Workshop</td>
<td>Tutorial</td>
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<tr>
<td>8</td>
<td>16/09/2013</td>
<td>Module 8 Responses to Behaviours/activities of Concern</td>
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<td>Face-to-face Tutorial 3 41.202 Thursday 19 September 13:00-14:30 Compulsory for flexible on campus learners and optional value add for distance learners</td>
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<tr>
<td>9</td>
<td>23/09/2013</td>
<td>Module 9 Assistive Technologies</td>
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<tr>
<td>Break</td>
<td>30/09/2013</td>
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<tr>
<td>10</td>
<td>7/10/2013*</td>
<td>Module 10 Independent Theme Related to Practice</td>
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<tr>
<td></td>
<td></td>
<td>Due date for submission of preparation activity for Assignment 2: Friday 11 October, 2013 Drop Box 3 in subject e-Learning site Optional activity for all Feedback provided but not a summative assignment</td>
<td>Face-to-face Workshop 2 24.G03 Thursday 10 October 10.00-15.00 Compulsory for flexible on campus learners and optional value add for distance learners</td>
<td>Face-to-face Tutorial 4 24.G03 Thursday 10 October 15:30-17:00 Compulsory for flexible on campus learners and optional value add for distance learners</td>
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<tr>
<td>11</td>
<td>14/10/2013</td>
<td>Module 11 Assignment 2 Preparation</td>
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<tr>
<td>12</td>
<td>21/10/2013</td>
<td>Module 12 Assignment 2 Preparation</td>
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<tr>
<td>13</td>
<td>28/10/2013</td>
<td>Module 13 Action Planning and Evaluation Activities</td>
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<tr>
<td></td>
<td></td>
<td>Due Date for Assignment 2 Wednesday 30 October, 2013 SMAH Central Submission and Drop Box 4 in subject e-Learning site Compulsory for all</td>
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<tr>
<td>Study Recess</td>
<td>04/11/2013</td>
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</tr>
</tbody>
</table>

* is a public holiday
Textbooks and Supplementary Materials

Prescribed Text
Innes, A Archibald, C & Murphy, C (eds) 2004, Dementia and social inclusion: marginalised groups and marginalised areas of dementia research, care and practice, Jessica Kingsley, London.

Supplementary Materials to Be Purchased by Students
None

Recommended Additional Readings
See e-Learning site

Recommended readings are not intended as an exhaustive list and students should use the Library catalogue and databases to locate additional resources.
Distance students studying within Australia should refer to the information and resources found via the Library link on the UOW homepage regarding off-campus library services available.
Distance students studying outside Australia should contact their subject coordinator, as arrangements for library services may be available within their own country.

eLearning Space
This subject has materials and activities available via eLearning. To access eLearning you must have a UOW user account name and password, and be enrolled in the subject. eLearning is accessed via SOLS (student online services). Log on to SOLS and then click on the eLearning link in the menu column.


eReadings
Electronic readings for this subject are available through the library website. Visit the Catalogue via the Library link on the UOW homepage or see staff at the Information Desk in the Library for information and help with eReadings.

Graduate Qualities
Information on the UOW Graduate Qualities can be found via the Learning and Teaching link on the UOW homepage. The University of Wollongong has developed five graduate qualities which it considers express valuable qualities that are essential for UOW graduates in gaining employment and making an important contribution to society and their chosen field. Student development of the following graduate qualities in particular will be enhanced by their participation in this subject:

1. **Informed**: Have a sound knowledge of an area of study or profession and understand its current issues, locally and internationally. Know how to apply this knowledge. Understand how an area of study has developed and how it relates to other areas.

2. **Independent learners**: Engage with new ideas and ways of thinking and critically analyse issues. Seek to extend knowledge through ongoing research, enquiry and reflection. Find and evaluate information, using a variety of sources and technologies. Acknowledge the work and ideas of others.

3. **Problem solvers**: Take on challenges and opportunities. Apply creative, logical and critical thinking skills to respond effectively. Make and implement decisions. Be flexible, thorough, innovative and aim for high standards.

4. **Effective communicators**: Articulate ideas and convey them effectively using a range of media. Work collaboratively and engage with people in different settings. Recognise how culture can shape communication.

5. **Responsible**: Understand how decisions can affect others and make ethically informed choices. Appreciate and respect diversity. Act with integrity as part of local, national, global and professional communities.

Recent Improvements to this Subject
Change: Move to Moodle site

Reason: University adopted a new e-Learning platform
Section B: Assessment

Minimum Requirements for a Pass in this Subject
To receive a clear pass in this subject a total mark of 50% or more must be achieved. In addition, students must meet all of the minimum performance requirements as listed below. Failure to meet any of the minimum performance requirements is grounds for awarding a Technical Fail (TF) in the subject even where total marks accumulated are greater than 50%.

Minimum Academic Performance: A Technical Fail (TF) grade will be awarded for the subject even where a student gains a total mark that would otherwise allow a passing grade if a student meets one or more of the following criteria:
- does not attempt all assessment tasks

Minimum Attendance: Student attendance at tutorials is compulsory and only one tutorial absence is permitted. Student attendance at clinical placement and laboratories is compulsory and students must attend 100% of classes. Absences will require a medical certificate or other suitable documentation which must be presented to Student Central along with completion of academic consideration as soon as practical after the absence has occurred. Students who do not meet minimum attendance requirements may be awarded a Technical Fail (TF) for this subject.

Minimum Participation: Student participation in tutorials, practicals and/or seminars is not an assessable component of this course. Students who do not meet minimum participation requirements may be awarded a Technical Fail (TF) for this subject.

Students who do not meet the overall minimum performance level requirements outlined above may be given a Technical Fail (TF) grade on their academic transcript even where the total marks accumulated are 50% or higher. Where a Technical Fail is awarded, the grade is displayed as TF but a mark is not displayed on the academic transcript. For the purposes of calculating a Weighted Average Mark (WAM) a TF is allocated a mark of 49.

Details of Assessment Tasks

<table>
<thead>
<tr>
<th>Assessment 1</th>
<th>Ethical Frameworks and their Relevance to my Work Practices</th>
</tr>
</thead>
<tbody>
<tr>
<td>Format</td>
<td>Individual Virtual Oral Presentation</td>
</tr>
<tr>
<td>Due date</td>
<td>28/08/2013</td>
</tr>
<tr>
<td>Weighting</td>
<td>40%</td>
</tr>
<tr>
<td>Pass mark</td>
<td>N/A</td>
</tr>
<tr>
<td>Length</td>
<td>20 minutes</td>
</tr>
</tbody>
</table>

Assignment 1 is an individual virtual oral presentation in which you critically review one (1) ethical framework and its relevance to one (1) workplace issue/concern, including, undertaking a ‘Claims, Concern and Issues’ (CCIs) activity about the relevance of the one (1) ethical framework selected for review on one (1) workplace issue/concern.

The assignment consists of the following presentation materials: (1)(i) PPT slides and (ii) PPT notes pages made up of a critique of one (1) ethical framework and a reflection on one (1) workplace issue/concern + (2) a one (1) page hand-out which is a summary of the CCIs activity. The presentation material will be used to create the equivalent of a 20 minute oral presentation. You will not deliver your presentation to an audience. The presentation material will be marked after being posted to SMAH Central and electronically submitted as a PDF document to the subject e-Learning site Drop Box 2.

If you are not working in an aged or healthcare service and do not have a current issue/concern from your workplace to critically reflect on for the CCIs activity you need to inform the Subject Co-ordinator by Week Two and negotiate an alternative approach, for example, using previous experiences or the literature to identify an issue/concern.

Submission: Submit an electronic version of your assignment via Drop Box 2 in the subject e-Learning site and a hardcopy of your assignment to SMAH Central via post to UOW, Wollongong, NSW, 2522 or over the counter at Level 1, Building 41.
Assignment 1 is an individual virtual 20 minute presentation. You will not deliver the presentation to an audience. You will submit the presentation material as a hard copy print out to SMAH Central and electronically in Drop Box 2 in the subject e-Learning site. The tutors/ Subject Co-ordinator will review the presentation material in printed hard copy format or electronically on a computer screen. After reading and reviewing the presentation material the tutors/ Subject Co-ordinator will use the marking criteria to mark and grade the presentation.

To complete this assignment you are required to review one (1) ethical framework and explain why it is relevant to your practice in place where you work by completing a ‘Claims, Concern and Issues’ (CCIs) activity as a strategy to critically review an issue/ concern from your workplace. The presentation consists of: (1)(i) PPT slides and (ii) PPT notes pages (+ 2) a one (1) page hand-out.

Early during the semester, you will be invited to complete learning activities, including specific content in the subject Modules e-Learning site to provide you with opportunities to review ethical concerns/ issues about dementia care and undertake a ‘Claims, Concerns and Issues’ (CCIs) activity. These opportunities will help you start developing content for your presentation. During Week 3, you are invited to complete an assignment preparation activity using Drop Box 1 where you can submit your proposed one (1) ethical framework and one (1) workplace issue/ concern and five (5) formatted references for review by the Subject Co-ordinator who will provide summative online feedback about whether these will meet the assignment requirements.

Please make sure you read all the submission instructions included in this Subject Outline about what you are required to do to complete your assignments. Please also make sure you read all the supplementary guidance provided below to complete this assignment task.

Completion of this assignment activity will enable you to:
- develop enhanced presentation skills, in particular using the PPT notes page and an interactive hand-out;
- develop new ways of addressing ethical concerns/ issues with individuals living with a dementia and family carers by learning from how ethical frameworks can be used to inform new ways of working; and
- complete a CCIs activity as a structured approach to reflecting on ethical concerns/ issues.

To complete this assignment you are required to:
- select one (1) ethical framework relevant to contemporary dementia care within Australia or, if you an international learner, your home country;
- review at least five (5) papers/ book chapters which will help you provide evidence/ justify discussion points about the relevance of this one (1) ethical framework for dementia care in your workplace;
- use the resources to help you critique the ethical framework;
- select one (1) ethical concern or issue related to dementia care in your own workplace and use the one (1) ethical framework selected as the focus of this presentation to critically reflect on this aspect of dementia care; and
- undertake a ‘Claims, Concerns and Issues’ (CCIs) activity about the usefulness and relevancy of the one (1) ethical framework critiqued for the presentation and explain how this one (1) ethical framework provides better understanding about the one (1) workplace dementia care issue/ concern.

Next, you are required to use your learning to prepare a presentation equivalent to 20 minutes. The presentation material will consist of
1. (i) content on PPT slides which provide a visual aid and summary of the presentation discussion points, including bullet point summaries, images and attractive colour schemes and (ii) typed commentary in the PPT notes pages expanding on the summary discussion points on the PPT slides made up of the oral words which would be spoken if the presentation was delivered to an audience.

You are required to include the following in your PPT slides and PPT notes pages:
- rationale for the selection of the one (1) ethical framework;
- description of the ethical framework;
- critical review of ethical framework, for example, presenting contrasting and similar views reviewed in published papers and book chapters reviewing the selected ethical framework;
- illustrate how the selected ethical framework can be used to understand and deliver person-centred dementia care in your workplace;
- synthesise findings from your critical review to highlight key discussion points which explain the relevance of the ethical framework for dementia care in your workplace; and
- evaluate how the ethical framework can be used to understand dementia care in your workplace, specifically, the impact on contemporary policy issues and enhancing the lives of people with dementia and family carers.

2. A one (1) page hand-out: summary of the findings from undertaking a ‘Claims, Concerns and Issues’ activity around one (1) ethical issue/ concern from your workplace.
Ensure the presentation material addresses all the marking criteria.

<table>
<thead>
<tr>
<th>Content (80%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Meets aims of assignment</strong></td>
</tr>
<tr>
<td>• Presentation material consists of (1)(i) PPT slides and (ii) PPT notes pages and (2) a one (1) page hand-out of the CCI's activity;</td>
</tr>
<tr>
<td>• One (1) ethical framework selected and reviewed; and</td>
</tr>
<tr>
<td>• One (1) workplace dementia care issue/concern reflected on.</td>
</tr>
<tr>
<td><strong>Describes one (1) framework and its relevance for use in dementia care</strong></td>
</tr>
<tr>
<td>• One PPT slide and PPT notes page provides an overview of the selected one (1) ethical framework;</td>
</tr>
<tr>
<td>• Demographic data presented to summarise the one (1) dementia care issue from your workplace reflected on for this presentation.</td>
</tr>
<tr>
<td><strong>Uses supporting literature, research and other resources</strong></td>
</tr>
<tr>
<td>• Discussion points supported with citations being listed on PPT slides and PPT notes pages; and</td>
</tr>
<tr>
<td>• Good range of resources are drawn on to support discussion, for example, Government and Non-Governmental Organisational reports, review studies, peer review journal publications and book chapters.</td>
</tr>
<tr>
<td><strong>Analyses content</strong></td>
</tr>
<tr>
<td>• PPT slides and PPT notes pages include evidence of similar and contrasting views about the selected one (1) ethical framework from the sources drawn on to support the discussion points.</td>
</tr>
<tr>
<td><strong>Synthesises content to provide understanding about one (1) ethical concern or issue selected</strong></td>
</tr>
<tr>
<td>• A set of PPT slides or a summary table used to demonstrate how common themes were identified from the review of the one (1) ethical framework and reflect on one (1) workplace dementia care issue/concern.</td>
</tr>
<tr>
<td><strong>Evaluates implications of one (1) ethical concern or issue selected for policy, practice, user and carer issues</strong></td>
</tr>
<tr>
<td>• CCIs activity is used to demonstrate an understanding about how learning about the selected one (1) ethical framework will be used to inform future dementia care practice in your workplace.</td>
</tr>
<tr>
<td><strong>Review of ethical framework supports person-centred care</strong></td>
</tr>
<tr>
<td>• Discussion points focus on advocacy and supporting individuals living with a dementia to maintain their rights and autonomy and strategies to empower individuals living with a dementia to participate in decision making processes and make choices; and</td>
</tr>
<tr>
<td>• No derogatory terms used to describe individuals living with a dementia.</td>
</tr>
<tr>
<td><strong>PPT notes pages provide overview of oral content</strong></td>
</tr>
<tr>
<td>• Sentence construction reflects a good balance between professional language and informal phrases;</td>
</tr>
<tr>
<td>• Language used is distinctive from is expected in formal written reports;</td>
</tr>
<tr>
<td>• Discussion points flow easily and if read aloud make sense.</td>
</tr>
<tr>
<td><strong>PPT slides engaging and hand-out clear</strong></td>
</tr>
<tr>
<td>• Font style is clear, font size appropriate, background colour clear and attractive and images attract audience to the presentation content; and</td>
</tr>
<tr>
<td>• Hand-out clear and 3 columns used to summarise main review points.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Organisation and academic skills (20%)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Organises presentation logically and content is coherent and focused</strong></td>
</tr>
<tr>
<td>• Heading titles used in PPT: for example, introduction explaining the aim of the presentation telling the audience what content is to be covered, background, body part, implications for practice slide and conclusion;</td>
</tr>
<tr>
<td>• PPT notes pages clearly shows how words and phrases will be used to link ideas between discussion points by expanding on the content of the bullet points and make links between proceeding slides; and</td>
</tr>
<tr>
<td>• Levels of bullet points used to present different parts of discussion.</td>
</tr>
<tr>
<td><strong>Adheres to school requirements with regard to referencing, presentation style and length</strong></td>
</tr>
<tr>
<td>• Citations follow Harvard Style Guide, each PPT slide includes its citations on bottom right hand side, each PPT notes page includes a summary list of references cited on the corresponding PPT slide and there is a collated reference list on the last PPT slide;</td>
</tr>
<tr>
<td>• A title page, information is included in the footer of the PPT notes page to remind the reader about the purpose of the presentation, subject code, author and year/semester of presentation;</td>
</tr>
<tr>
<td>• 20 minute limit reflected in the number of PPT slides, content typed into the PPT notes page and timings for each slide used; and</td>
</tr>
<tr>
<td>• Submitted as hardcopy via SMAH Central and as a PDF document with a meaningful document name in the subject e-Learning site Drop Box 2.</td>
</tr>
</tbody>
</table>
Assessment 2 | Implementing Person Centred Care in the Workplace
---|---
Format | Beet Tool Workbook Report + Learning Resource
Due date | 30/10/2013
Weighting | 60%
Pass mark | N/A
Length | 2,500 words + Learning resource

Details
Assignment 2 consists of: (1) a report on using the Building Effective Engagement Techniques (BEET) Tool workbook with colleagues to enable them to identify one (1) aspect of dementia care around which they will develop and implement improvements for individuals living with dementia and family carers in your workplace and (2) developing one (1) learning resource from the BEET Tool activities which will be used by you and your colleagues to support the implementation of practice improvements in the one (1) identified aspect of dementia care from your workplace.

The BEET Tool is made up of workbook activities which guide practitioners through the process of working with colleagues to critically review current practices and develop implementation strategies to bring about changes to services delivered to consumers and carers. Crucial to the BEET Tool activities is structured and purposeful discussions with colleagues about the types of learning resources they will find relevant and useful for supporting their efforts to bring about changes in practice around the aspect of care identified as the area to focus on when the BEET Tool is implemented.

(1) The BEET Tool workbook headings will be used to structure the content of the report.
(2) The content of the learning resource needs to be evidence based and the format of the learning resource needs to engage colleagues so that when it is used in practice it will contribute to their willingness to review and change their current ways of working.

The (1) Beet Tool Workbook report and (2) learning resource need to be posted as hard copies to SMAH Central and converted to a PDF document for electronic submission to Drop Box 4 in the subject e-Learning site. You might need to photograph the learning resource so you can create into a PDF document and submit it electronically.

If you are not working in an aged or healthcare service and do not have colleagues with whom you can implement the BEET Tool you need to inform the Subject Co-ordinator by Week Two and negotiate an alternative approach, for example, using past experiences or a literature review.

Submission
Submit an electronic version of your assignment via Drop Box 4 in the subject e-Learning site and a hardcopy of your assignment to SMAH Central via post to UOW, Wollongong, NSW, 2522 or over the counter at Level 1, Building 41.

Additional Details
Assignment 2 is: (1) a Beet Tool Workbook report and (2) a learning resource. You will submit your (1) Beet Tool Workbook report and (2) learning resource as a hard copy print out to SMAH Central and electronically in Drop Box 4 in the subject e-Learning site. The tutors/ Subject Co-ordinator will review the Beet Tool Workbook report and learning resource in printed hard copy format or electronically on a computer screen. After reading and reviewing the Beet Tool Workbook report and learning resource the tutors/ Subject Co-ordinator will use the marking criteria to mark and grade the presentation.

Early during the semester, you will be invited to complete learning activities, including specific content in the subject Modules e-Learning site to introduce you to the BEET Tool, including providing you with a copy of the BEET Tool workbook. Later during the semester, other aspects of the BEET Tool will be re-visited through learning activities within other Modules to ensure your familiarity with the BEET Tool workbook increases over the semester and you understand how to implement the BEET Tool activities. These learning activities are specifically focused on providing you with preparation activities which will enable you to complete your assignment. During Week 10, you are invited to complete an assignment preparation activity using Drop Box 3 where you can submit your proposed one (1) workplace issue/ concern identified by your colleagues and five (5) formatted references for review by the Subject Co-ordinator who will provide summative online feedback about whether these will meet the assignment requirements.
The BEET Tool is a workbook which provides guidance for activities to work with colleagues to identify a challenging clinical practice issue which they agree to critically review, an activity described as ‘puzzling’ in the BEET Tool, and collaboratively develop an implementation strategy to develop new ways of working around this clinical issue to improve care experiences for consumers and carers and working practices for practitioners. For the purposes of this assignment, only the early parts of the BEET Tool will be used for the report and developing the learning resource required for the submission. The assignment does not include reporting on the implementation of the long term strategies developed with colleagues to bring about changes in the one (1) area of clinical practice which is identified by your colleagues as the focus area for their practice improvement activities through the implementation of BEET Tool in your workplace.

Please make sure you read all the submission instructions included in this Subject Outline about what you are required to do to complete your assignments. Please also make sure you read all the supplementary guidance provided below to complete this assignment task.

Completion of this assignment activity will enable you to:
- develop skills in using a workbook to develop a structured approach to engaging colleagues to discuss their practice and collaboratively developing implementation strategies for new ways of working;
- review the evidence for best practice around one (1) aspect of dementia care; and
- create a new learning resource you can use in your future practice.

To complete this assignment you are required to:
1. complete a BEET Tool workbook and write a report to explain how you:
   - worked co-operatively to bring colleagues together in your workplace to discuss clinical practice issues;
   - engaged with your colleagues to discuss clinical practice issues;
   - facilitated discussions with your colleagues to identify one (1) aspect of dementia care which is considered a concern or issue;
   - identified one (1) aspect of dementia care as a concern or issue which could be developed;
   - identified one (1) sustainable solution to improve the one (1) aspect of dementia care which was identified as a concern or issue by your colleagues;
   - developed a learning resource useful for working towards improving the one (1) aspect of dementia care which was identified as a concern or issue by your colleagues; and
   - will use the learning resource to develop the one (1) aspect of dementia care which was identified as a concern or issue by your colleagues.

2. Use research literature and other resources to:
   - support the engagement process you adopted in your workplace;
   - explain the relevance of the one (1) aspect of dementia care which was identified as a concern or issue by your colleagues as an aspect of dementia care to be improved;
   - inform the content of the learning resource to be used by you and your colleagues to improve the one (1) aspect of dementia care which was identified as a concern or issue;
   - inform the format of the learning resource to be used by you and your colleagues to improve the one (1) aspect of dementia care which was identified as a concern or issue.

3. Use the outcomes of using the BEET Tool process to develop a learning resource for use by colleagues in the workplace where you have identified a concern, issue and engagement process to explore.

4. Submit a description of how the learning resource you develop will be used by colleagues in your workplace to improve the one (1) aspect of dementia care which was identified as a concern or issue (maximum of 250 words).

5. Provide evidence about the one (1) aspect of dementia care which was identified as a concern or issue and how the engagement processes were completed:
   - reflect on the process of undertaking the BEET Tool and developing the learning resource to provide an analysis of the benefits and challenges of undertaking these activities;
   - identify common themes experienced by you and published authors on engaging colleagues to bring about change in dementia care practices to synthesis the learning and enable others to easily learn how to replicate successes and avoid difficulties; and
   - draw together your learning from reviewing the literature, undertaking the BEET Tool and developing a learning resource to evaluate the relevance and usefulness of these activities for enhancing dementia care in your organisation.

6. Ensure presentation style and citations of references adhere to SNMIH guidelines.

7. Refer to marking guide at the end of this Subject Outline to ensure all assignment criteria addressed.

Please note: Electronic submissions of assignment to Drop Box 4 which are not labelled with a meaningful document name, that is, ‘GHMB958_Assignment 2_SURNAME INITIAL_Sem2_2013’ will be returned to you and you will be asked to re-submit the assignment. Ensure the report and learning resource address all the marking criteria.
<table>
<thead>
<tr>
<th>Content (90%)</th>
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</thead>
</table>
| **Meets aims of assignment**                                                | • Assignment includes: (1) Beet Tool Workbook report and (2) one (1) learning resource; and  
|                                                                           | • BEET Tool is used to work with colleagues to identify one (1) aspect of dementia care to focus on and develop learning resource. |
| **Communicates clearly and uses appropriate academic, professional and person centred language** | • No colloquialisms used, acronyms are written in full when first used, the use of 'I' and 'me' used minimally and no typographical errors;  
|                                                                           | • Discussion points flow easily and when read aloud make sense; and  
|                                                                           | • No derogatory terms used to describe individuals living with a dementia. |
| **Describes use of BEET Tool to identify one (1) concern or issue**        | • Description informed by BEET Tool workbook activities and relevant headings from workbook replicated in the report.  
|                                                                           | • Concise and thorough overview of one (1) aspect of dementia care identified by colleagues as a concern/ issue is summarised with epidemiological data about the ‘size’ of the issue and its impact. |
| **Uses supporting literature, research and other resources to undertake BEET Tool activity and develop learning resource** | • Discussion points in Beet Tool Workbook report and content of learning resource supported with in-text citations; and  
|                                                                           | • Good range of resources are drawn on to support discussion and learning resource development, for example, Government and Non-Governmental Organisational reports, review studies, peer review journal publications and book chapters. |
| **Analyses use of BEET Tool and development of one (1) sustainable strategy** | • Analysis of published studies used to develop sustainable strategy with a review of the advantages and disadvantages presented in the discussion to illustrate the best way forward for your workplace. |
| **Syntheses evidence to demonstrate relevancy and usefulness of using the BEET Tool for one (1) sustainable strategy** | • Common themes identified from the analysis to demonstrate how others can learn from the benefits and challenges of different approaches for improving practice around the one (1) aspect of dementia care identified as a concern/ issue by the colleagues in your workplace. |
| **Learning resource promotes interactive engagement with colleagues**       | • Uses bright and clear colours and images to attract its target audience;  
|                                                                           | • Good balance between concise statements with depth in meaning;  
|                                                                           | • Creative approach adopted to ensure audience will use and engage with learning resource; and  
|                                                                           | • Interactive activity used, including posing questions and inviting audience to answer questions. |
| **Learning resource promotes a person centred dementia care approach in practice** | • Content of learning resource clearly promotes person centred care by improving care practices to more proactively engage individuals living with a dementia and family carers in the care delivered. |
| **Evaluates usefulness of learning resource to support policy, practice, user and carer issues** | • 250 words describing how learning resource will be used explains how the use of the learning resource will contribute to making a difference to clinical practice;  
|                                                                           | • Benefits and challenges of using the type of learning resource developed for improving practice will be discussed; and  
|                                                                           | • Includes a description of the practical steps required to use the learning resource in practice. |
| **Organisation and academic skills (10%)**                                  |                                                                 |
| **Organises assignment logically and coherently**                         | • Headings used to guide discussion in Beet Tool Workbook report, for example, introduction, background section on the one (1) aspect of dementia care identified as a concern/ issue, a main body part, implications for practice, an explanation of how learning resource will be used in practice, and a conclusion;  
|                                                                           | • Length of paragraphs appropriate; and  
|                                                                           | • Clear use of linking sentences between paragraphs and sections. |
| **Adheres to school requirements with regard to referencing, presentation style and length** | • Citations follow Harvard Style Guide;  
|                                                                           | • Title page, information in headers and footers of (1) report and (2) learning resource to remind the reader about the purpose of the assignment, subject code, author and year/ semester;  
|                                                                           | • Word limit reflected in the number of pages in the report; and  
|                                                                           | • Submitted as hardcopy via SMAH Central and as a PDF document with a meaningful document name in the subject e-Learning site Drop Box 4. |
Scaling
Scaling will not occur in this subject.

Submission of Assignments
Specific submission instructions have been included in the assignment details section of this outline. An assignment cover sheet must be attached to all assignments and all sections of the cover sheet must be completed by the student. Receipts will be issued on submission of assignments and students are required to retain this receipt until they have received the final mark for that assessment task. The receipt is the only proof of submission of assignments and students will be required to produce this in the event that an assessment task is considered to be lost. Students are also expected to keep a copy of all their submitted assignments in the event that re-submission is required.

Note that if assignments are submitted in the after-hours slot in SMAH Central or via post, the receipt must be filled out and left attached to the coversheet. The receipt will be stamped and retained under the counter at SMAH Central for later collection during business hours. You must collect your receipt personally and you will be required to show your student card at the counter of SMAH Central to obtain your receipt. Any assignments received without the coversheet attached, receipt section completed in full or receipt missing will not be receipted.

Students may post their assignments in to:
SMAH Central (41.152)
University of Wollongong
Wollongong NSW 2522

Distance assignment coversheets provided with the subject materials package are to be completed and attached to all assignments individually – do not attach more than one assignment to a coversheet. Receipt of assignments from Distance students will be acknowledged by email provided that you include your student email account (e.g. js234@uowmail.edu.au) on the assignment coversheet. If you have submitted an assignment that includes your email account details and have not received an email receipt within 5 working days, please contact SMAH Central on 02 4221 3492. Please keep a copy of your assignment in case of loss after mailing. Assignments will be returned by post as quickly as possible after marking.

Due Date
Unless otherwise specified, assignments are due by 4:00pm on the due date specified for the assessment task.

The date of submission by post for students will be considered to be the postmark date stamped on the assignment envelope. Note that it is not generally necessary to use Express Post as long as the envelope is clearly postmarked. However, approved late submission or other requirements of the Subject Coordinator may necessitate use of Express Post. If Express Post is used you will need to specifically request that the Post Office postmark your envelope, as Express Post envelopes do not normally carry a postmark.

Late Submission
Late submission of an assessment task without an approved extension of the deadline is not acceptable. Marks will be deducted for late submission at the rate of 5% of the total possible marks for that particular assessment task per day. This means that if a piece of work is marked out of 100, then the late penalty will be 5 marks per day (5% of 100 possible marks per day). The formula for calculating the late penalty is the total possible marks x 0.05 x number of days late. For example:

Student A submits an assignment which is marked out of 100. The assignment is submitted 7 days late. This means that a late penalty of 35 marks will apply (100 x 0.05 x 7). The assignment is marked as per normal out of 100 and is given a mark of 85/100, and then the late penalty is applied. The result is that the student receives a final mark of 50/100 for the assignment (85 (original mark) – 35 marks (late penalty) = 50/100 (final mark)).

Student B submits a report which is marked out of 20. The report is submitted three days late. This means that a late penalty of 3 marks will apply ((20 x 0.05 x 3). The report is marked as per normal out of 20 and is given a mark of 78/20, and then the late penalty is applied. The result is that the student receives a final mark of 14/20 for the report (17 (original mark) – 3 marks (late penalty) = 14/20 (final mark)).

For the purposes of this policy a weekend (Saturday and Sunday) will be regarded as two days.
No marks will be awarded for work submitted either: a) after the assessment has been returned to the students or b) more than two weeks after the due date, whichever is the sooner. Notwithstanding this, students must complete all assessment tasks to a satisfactory standard and submit them, regardless of lateness or loss of marks, where submission is a condition of satisfactorily completing the subject.

**Extensions**

An extension of time to submit assignments can only be granted by the subject coordinator in exceptional circumstances. Pressure of work, either from employment or from other studies, is not an acceptable reason for seeking an extension of time. Carefully note the due date for each assignment and plan your work so that deadlines can be met.

Students seeking an extension must submit an application for academic consideration through SOLS with appropriate documentation PRIOR to the deadline for submission of the assessment task.

**Assessment Return**

Marked assignments will be handed out in class or be available for collection during academic consultation hours OR according to the arrangement announced by the Subject Coordinator. In accordance with University Policy marked assignments will usually only be retained by the Subject Coordinator/Tutor for 21 days after the declaration of the marks for that assignment. After that time any uncollected assignments will be destroyed.

**Supplementary Assessments**

Supplementary assessment may be offered to students who apply for student academic consideration and can demonstrate suitable grounds in accordance with the Student Academic Consideration Policy. The precise form of supplementary assessment will be determined at the time the offer of a supplementary assessment is made.

**Examination Rules**

In 2012, there were a number of changes to the University Examination Rules that affect all current students. You can find this information at the following link: [http://www.uow.edu.au/student/exams/index.html](http://www.uow.edu.au/student/exams/index.html).

**Supplementary Examinations**

You can find the information for supplementary examinations at the following link; [http://www.uow.edu.au/student/exams/aboutsupp/index.html](http://www.uow.edu.au/student/exams/aboutsupp/index.html).

**Student Academic Consideration Policy**

Academic Consideration is a process intended to help minimise the impact of serious or extenuating circumstances beyond a student’s control which significantly impair a student’s ability to complete an assessment task on or by the due date as stipulated in the Subject Outline or to progress academically in a subject relevant to their course of study. Academic consideration may be granted on the basis of medical grounds, compassionate grounds and/or extenuating circumstances.

It is not possible for academic consideration to compensate for every consequence of illness, injury, other serious cause, or extenuating circumstance affecting a student’s academic progress. However, academic consideration, where appropriate, may help to minimise the impact of such circumstances by providing a mechanism to vary assessment requirements of a subject or to avoid some of the usual consequences of failure in a subject.

To apply for academic consideration you must submit an application via SOLS, as well as relevant documentation which is submitted in person to Student Central in Bld 17. The Subject Coordinator will be automatically notified of your request once you have submitted documentation and they will approve or decline your application. Students should log on to SOLS to see if their request has been approved. In the event of a genuine emergency, you must notify the Subject Coordinator as soon as possible by whatever means practical at the time, and follow with a formal academic consideration request as soon as you are able to.

The full policy on Student Academic Consideration is found in the Policy Directory on the UOW website.
System of Referencing Used for Written Work
The School uses the Harvard system of referencing, unless otherwise specified for a particular assignment –
check Details of Assessment Tasks.

A summary of Harvard system can be accessed via the Library homepage, Related Links, Referencing and

Use of Internet Sources
Students are able to use the Internet to access the most current information on relevant topics and
information. Internet sources should only be used after careful critical analysis of the currency of the
information, the role and standing of the sponsoring institution, reputation and credentials of the author, the
clarity of the information and the extent to which the information can be supported or ratified by other
authoritative sources.

Plagiarism
Plagiarism means using the ideas of someone else without giving them proper credit. ALL work submitted for
assessment MUST BE YOUR OWN. The other person may be an author, a lecturer or another student. The
work may previously have been published in print or on the Web.

Plagiarism will not be tolerated and may result in the imposition of severe penalties. The University of
Wollongong has the power to reprimand and penalise any student found guilty of such offences. If plagiarism
is suspected, this will result in appropriate investigations.

“Students are responsible for submitting original work for assessment, without plagiarising or cheating, abiding
by the University's Academic Integrity and Plagiarism Policy as set out in the University Handbook, the
University's online Policy Directory and in Faculty Handbooks and subject guides. Re-using any of your own
work (either in part or in full) which you have submitted previously for assessment is not permitted without
appropriate acknowledgement. Plagiarism has led to the expulsion from the University.”

To avoid plagiarism when using other people’s work, take care to reference appropriately. For assistance with
correct referencing technique, consult with your tutor or lecturer. The Learning Development Centre also
provides assistance to students on how to correctly reference.

Please note that you are required to sign a declaration on the assignment cover sheet, stating that you have
read and met the requirements for the assignment, that (except for group assignments) you have not
collaborated with other students, that you have not plagiarised and that, where you have used the work of
others, you have referenced it appropriately. Academic staff will return your assignment unmarked if you have
not signed the declaration.

The full policy on Academic Integrity and Plagiarism is found in the Policy Directory on the UOW website.

Section C: General Advice
Students should refer to the Faculty of Science, Medicine and Health website for information on policies,
learning and support services and other general advice.
GHMB958 Advancements in Dementia Care
Assignment 1: Ethical Frameworks and their Relevance to my Work Practices: Individual Virtual Oral Presentation

Marking Guide

Name ..................................................................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
<th>Inadequate</th>
<th>Satisfactory</th>
<th>Good</th>
<th>Excellent</th>
<th>Marks</th>
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<td>Content (80%)</td>
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<td>Meets aims of assignment</td>
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<td>1-4.5</td>
<td>5-6.5</td>
<td>7-8</td>
<td>8.5-10</td>
<td>/10</td>
</tr>
<tr>
<td>Describes one (1) framework and its relevancy for use in dementia care</td>
<td>0</td>
<td>1-4.5</td>
<td>5-6.5</td>
<td>7-8</td>
<td>8.5-10</td>
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<tr>
<td>Uses supporting literature, research and other resources</td>
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<td>7-8</td>
<td>8.5-10</td>
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<td>7-8</td>
<td>8.5-10</td>
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<td>7-8</td>
<td>8.5-10</td>
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<td>concern or issue selected for policy, practice, user and carer issues</td>
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<td>Review of ethical framework supports person-centred care</td>
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<td>1-4.5</td>
<td>5-6.5</td>
<td>7-8</td>
<td>8.5-10</td>
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<td>PPT notes pages provide overview of oral content</td>
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<td>1-2</td>
<td>3</td>
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<tr>
<td>PPT slides engaging and hand-out clear and useful</td>
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<td>1-2</td>
<td>3</td>
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<tr>
<td>Organises presentation logically and content is coherent and focused</td>
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<td>1-4.5</td>
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<td>8.5-10</td>
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<tr>
<td>Adheres to school requirements with regard to referencing, presentation</td>
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<td>1-4.5</td>
<td>5-6.5</td>
<td>7-8</td>
<td>8.5-10</td>
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<td>style and length</td>
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</tbody>
</table>

This assignment is worth 40% of the total assessment for this subject.

COMMENTS

GRADE

Overall Comments

Positive Aspects

Areas for Improvement

Marker: ..............................................................................
## Marking Guide

### Name .............................................................................................................

<table>
<thead>
<tr>
<th>Criteria</th>
<th>Absent</th>
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<td>8.5-10</td>
<td>/10</td>
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<tr>
<td>Communicates clearly and uses appropriate academic, professional and person centred language</td>
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<td>1-4.5</td>
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<td>7-8</td>
<td>8.5-10</td>
<td>/10</td>
</tr>
<tr>
<td>Describes use of BEET Tool to identify one (1) concern or issue</td>
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<td>Analyses use of BEET Tool and development of one (1) sustainable strategy</td>
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<td>/10</td>
</tr>
<tr>
<td>Synthesizes evidence to demonstrate relevancy and usefulness of using the BEET Tool for one (1) sustainable strategy</td>
<td>0</td>
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<tr>
<td>Learning resource promotes interactive engagement with colleagues</td>
<td>0</td>
<td>1-4.5</td>
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<td>8.5-10</td>
<td>/10</td>
</tr>
<tr>
<td>Learning resource promotes a person centred dementia care approach in practice</td>
<td>1-4.5</td>
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<td>8.5-10</td>
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<td>4</td>
<td>5</td>
<td>/5</td>
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</tbody>
</table>

This assignment is worth 60% of the total assessment for this subject. / 100

### COMMENTS

#### GRADE

**Overall Comments**

**Positive Aspects**

**Areas for Improvement**

**Marker: ..........................................................**