

Course Outline

Code: NUR212

Title: Contexts of practice: child, youth and family

School of: Nursing, Midwifery & Paramedicine
Teaching Session: Semester 2
Year: 2020
Course Coordinator: Dr Terri Downer, email: tdowner@usc.edu.au
Course Moderator: Matthew Mason, email: mmason1@usc.edu.au

Please go to the USC website for up to date information on the teaching sessions and campuses where this course is usually offered.

1. What is this course about?

1.1 Description

This course introduces you to essentials for caring for children, young people and their families; principles of health promotion, primary health care and advocacy in health care. You will develop skills in communicating, assessing and caring for children, young people and families in a variety of practice contexts. You will reflect on health inequalities that exist for Aboriginal and Torres Strait Peoples' families and their children and consider culturally safe practice to respond to their health needs.

1.2 Field trips, WIL placements or activities required by professional accreditation

Activity	Details
Nil	Nil

1.3 Course topics

- The child, young person and the family in contemporary society
- Developing health care programs for the child, young person and the family
- Health promotion, primary health care and advocacy
- Health inequalities and their implications for Aboriginal and Torres Strait Islander families and developing culturally safe practice
- Caring practice – pregnancy, birth, infants, early childhood, primary school and adolescents

2. What level is this course?

100 level Developing - Applying broad and/or deep knowledge and skills to new contexts. May require pre-requisites and introductory level knowledge/skills. Normally undertaken in the 1st or 2nd year of an undergraduate program

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

Specific Learning Outcomes On successful completion of this course, you should be able to:	Assessment tasks You will be assessed on the learning outcomes in task/s:	Graduate Qualities or Professional Standards mapping Completing these tasks successfully will contribute to:
Reflect on and appraise the concept of family in contemporary society to inform decision making in child youth and family healthcare practice	Task 1	Sustainability-focused. Creative and critical thinkers.
Identify key health priorities and health promotion principles and use these to develop evidence-based health promotion practices	Task 2	Creative and critical thinkers.
Recognise and apply principles of equity, self-determination, rights and access as these explain health inequalities for Aboriginal and Torres Strait Islander families	Task 2	Sustainability-focused. Ethical.
Apply principles of health promotion, primary health care and advocacy to planning care for children, young people and their families	Task 3 Task 2	Sustainability-focused. Ethical

5. Am I eligible to enrol in this course?

Refer to the [USC Glossary of terms](#) for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1 Enrolment restrictions

Enrolled in Program SC391, SC392, SC393, SC394 or SC335, UU301 or XU301

5.2 Pre-requisites

Nil

5.3 Co-requisites

Nil

5.4 Anti-requisites

Nil

5.5 Specific assumed prior knowledge and skills (where applicable)

Nil

6. How am I going to be assessed?

6.1 Grading scale

Standard – High Distinction (HD), Distinction (DN), Credit (CR), Pass (PS), Fail (FL)

6.2 Details of early feedback on progress

In week 3 of this course you will be provided with formative feedback following your in-class verbal artefact presentation. For this task you will reflect on your knowledge and understanding of family strengths and recognise how families contribute to the overall health outcomes of a child or young person.

6.3 Assessment tasks

Task No.	Assessment Tasks	Individual or Group	Weighting %	What is the duration / length?	When should I submit?	Where should I submit it?
1	Quiz/zes	Individual	20%	1 hour	Week 4	Online
2	Case Study	Individual	40%	1500 words	Week 9	SafeAssign
3	Artefact - Technical and Scientific	Group	40%	Group presentation	Week 12	SafeAssign and presentation in tutorial

Assessment Task 1: Quiz

Goal:	This task requires you to attempt a quiz in order to determine if you are correctly understanding and interpreting the course concepts.
Product:	Quiz/zes
Format:	Individual submission. The quiz will include multiple choice questions.
Criteria:	Demonstrate an understanding of core knowledge while reflecting on the content of the first 3 weeks in caring for child, youth and family in contemporary society.

Assessment Task 2: Case study

Goal:	To critically review and appraise policy and practices that contribute to the health and wellbeing of children, young people and their families.
Product:	Case Study
Format:	<p>You will be provided with 2 topics. Choose one topic. For your chosen topic, you will:</p> <ul style="list-style-type: none"> Identify and discuss health policies that apply to the topic. Review and critique contemporary health promotion practices which address the issue applying principles of primary health care and health promotion. Address equity, rights and access issues relevant to the topic in relation to Aboriginal and Torres Strait Islander families. <p>Further information will be provided in the course Blackboard under Task 2.</p>
Criteria:	<p>You will be assessed on the following criteria</p> <ul style="list-style-type: none"> Identify and discuss health policies that apply to the chosen topic. Apply principles of health promotion and primary health care to the review of the chosen topic. Recognise and apply principles of equity, rights and access as these explain health inequalities for Aboriginal and Torres Strait Islander families. Use and cite reference material as evidence and to support ideas and concepts. Referencing style conforms to Harvard referencing style used at USC.

Assessment Task 3: Health promotion PowerPoint presentation

Goal:	To apply principles of health promotion, work in collaboration to research, develop and present a health promotion PowerPoint presentation.
Product:	Artefact - Technical and Scientific
Format:	The requirement for this activity is to design and present a group health promotion PowerPoint to your tutorial peers on a nominated topic. The content focus will be specific to the childbearing family, infant, child or young person and their family. For this assessment you will be required to collaborate in groups of 3-4 self-selected members. In the tutorial class (week 12) each group will participate in a health promotion presentation. A group contract will be uploaded to Blackboard prior to the presentation outlining each member's contribution to the Health Promotion PowerPoint.
Criteria:	<ul style="list-style-type: none"> • Identification of key health priorities. • Use of key health priorities to develop evidence-based health promotion practices. • Application of health promotion principles, primary health care and advocacy for children young people and their families to health professional. • Evidence of collaboration with and contribution to the group. • Use and cite reference material as evidence and to support ideas and concepts • Referencing style conforms to Harvard referencing style used at USC.

7. Directed study hours

The directed study hours listed here are a portion of the workload for this course. A 12-unit course will have a total of 150 learning hours which will include directed study hours (including online if required), self-directed learning and completion of assessable tasks. Directed study hours may vary by location. Student workload is calculated at 12.5 learning hours per one unit.

This course will be delivered via technology-enabled learning and teaching. All teaching will remain in this mode for Semester 2, 2020. Location:	Directed study hours for location:
USC Sunshine Coast	12 online learning and teaching recordings 10 x 2-hour face-to-face technology-enabled tutorials
USC Moreton Bay	
USC Fraser Coast	
USC Gympie	
USC Caboolture	

8. What resources do I need to undertake this course?

Please note that course information, including specific information of recommended readings, learning activities, resources, weekly readings, etc. are available on the course Blackboard site. Please log in as soon as possible.

8.1 Prescribed text(s)

Please note that you need to have regular access to the resource(s) listed below as they are required:

Author	Year	Title	Publisher
Fraser, J, Waters, D, Forster, E & Brown, N J.	2017	Paediatric Nursing in Australia: Principles for Practice 2e	Cambridge

8.2 Specific requirements

Nil

9. Risk management

Health and safety risks for this course have been assessed as low.

It is your responsibility as a student to review course material, search online, discuss with lecturers and peers, and understand the health and safety risks associated with your specific course of study. It is also your responsibility to familiarise yourself with the University's general health and safety principles by reviewing the [online Health Safety and Wellbeing training module for students](#), and following the instructions of the University staff.

10. What administrative information is relevant to this course?

10.1 Assessment: Academic Integrity

Academic integrity is the ethical standard of university participation. It ensures that students graduate as a result of proving they are competent in their discipline. This is integral in maintaining the value of academic qualifications. Each industry has expectations and standards of the skills and knowledge within that discipline and these are reflected in assessment.

Academic integrity means that you do not engage in any activity that is considered to be academic fraud; including plagiarism, collusion or outsourcing any part of any assessment item to any other person. You are expected to be honest and ethical by completing all work yourself and indicating in your work which ideas and information were developed by you and which were taken from others. You cannot provide your assessment work to others. You are also expected to provide evidence of wide and critical reading, usually by using appropriate academic references.

In order to minimise incidents of academic fraud, this course may require that some of its assessment tasks, when submitted to Blackboard, are electronically checked through SafeAssign. This software allows for text comparisons to be made between your submitted assessment item and all other work that SafeAssign has access to.

10.2 Assessment: Additional requirements

Eligibility for Supplementary Assessment

Your eligibility for supplementary assessment in a course is dependent of the following conditions applying:

- a) The final mark is in the percentage range 47% to 49.4%
- b) The course is graded using the Standard Grading scale
- c) You have not failed an assessment task in the course due to academic misconduct

10.3 Assessment: Submission penalties

Late submission of assessment tasks will be penalised at the following maximum rate:

- 5% (of the assessment task's identified value) per day for the first two days from the date identified as the due date for the assessment task.
- 10% (of the assessment task's identified value) for the third day
- 20% (of the assessment task's identified value) for the fourth day and subsequent days up to and including seven days from the date identified as the due date for the assessment task.
- A result of zero is awarded for an assessment task submitted after seven days from the date identified as the due date for the assessment task.

Weekdays and weekends are included in the calculation of days late.

To request an extension, you must contact your Course Coordinator and supply the required documentation to negotiate an outcome.

10.4 Study help

In the first instance, you should contact your tutor, then the Course Coordinator. Additional assistance is provided to all students through Academic Skills Advisers. To book an appointment or find a drop-in session go to [Student Hub](#).

Contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au

10.5 Links to relevant University policy and procedures

For more information on Academic Learning & Teaching categories including:

- Assessment: Courses and Coursework Programs
- Review of Assessment and Final Grades
- Supplementary Assessment
- Administration of Central Examinations
- Deferred Examinations
- Student Academic Misconduct
- Students with a Disability

Visit the USC website:

<http://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching>

10.6 General Enquiries

In person:

- **USC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **USC Moreton Bay** – Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **USC South Bank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **USC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **USC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **USC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

Tel: +61 7 5430 2890

Email: studentcentral@usc.edu.au

10.7 School specific information

NMBA Registered Nurse standards for practice addressed in this course:

NMBA Registered Nurse standards for practice	
Standard	Criterion
Standard 1: Thinks critically and analyses nursing practice	1.1, 1.2, 1.3, 1.4, 1.5
Standard 2: Engages in therapeutic and professional relationships	2.1, 2.2, 2.3, 2.4, 2.5, 2.7
Standard 3: Maintains the capability for practice	3.2, 3.4, 3.7
Standard 4: Comprehensively conducts assessments	
Standard 5: Develops a plan for nursing practice	
Standard 6: Provides safe, appropriate and responsive quality nursing practice	6.5
Standard 7: Evaluates outcomes to inform nursing practice	

Midwife standards for Practice	
Standard	
Standard 1: Promotes health and wellbeing through evidence-based midwifery practice	
Standard 2: Engages in professional relationships and respectful partnerships	
Standard 4: Undertakes comprehensive assessments	
Standard 7: Evaluates outcomes to improve midwifery practice	