



COURSE OUTLINE

NUR212

Contexts of practice: child, youth and family

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2021 | Semester 2

USC Sunshine Coast
USC Moreton Bay
USC Caboolture
USC Fraser Coast
USC Gympie

**BLENDED
LEARNING**

Most of your course is on campus but you may be able to do some components of this course online.

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. How will this course be delivered?

ACTIVITY	HOURS	BEGINNING WEEK	FREQUENCY
BLENDED LEARNING			
Tutorial/Workshop 1	2hrs	Week 1	12 times
Lecture – Lecture	1hr	Week 1	12 times

1.3. Course Topics

- Childrens rights in Australia
- Psychosocial development and response to illness
- Aboriginal and Torres Strait Islander Health
- Pregnancy birth and Infant Health
- Early Year, Primary school health
- Adolescence and mental health
- The child with acute or chronic illness
- Palliative care for children
- Health promotion and primary health care - developing health care programs.

2. What level is this course?

200 Level (Developing)

Building on and expanding the scope of introductory knowledge and skills, developing breadth or depth and applying knowledge and skills in a new context. May require pre-requisites where discipline specific introductory knowledge or skills is necessary. Normally, undertaken in the second or third full-time year of an undergraduate programs.

3. What is the unit value of this course?

12 units

4. How does this course contribute to my learning?

COURSE LEARNING OUTCOMES	GRADUATE QUALITIES
On successful completion of this course, you should be able to...	Completing these tasks successfully will contribute to you becoming...
1 Reflect on and appraise the concept of family in contemporary society to inform decision making in child youth and family healthcare practice	Creative and critical thinker Sustainability-focussed
2 Identify key health priorities and health promotion principles and use these to develop evidence based health promotion practices	Creative and critical thinker
3 Recognise and apply principles of equity, self-determination, rights and access as these explain health inequalities for Aboriginal and Torres Strait Islander families	Ethical Sustainability-focussed
4 Apply principles of health promotion, primary health care and advocacy to planning care for children, young people and their families	Ethical Sustainability-focussed

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. Pre-requisites

Enrolled in Program SC391, SC392, SC393, SC394,SC335

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

5.4. Specific assumed prior knowledge and skills (where applicable)

Not applicable

6. How am I going to be assessed?

6.1. Grading Scale

Standard Grading (GRD)

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

6.2. Details of early feedback on progress

In Week 4 of this course you will undertake a quiz so that you can reflect on your knowledge, understanding and engagement with the course material, presented throughout the first three weeks of the course.

6.3. Assessment tasks

DELIVERY MODE	TASK NO.	ASSESSMENT PRODUCT	INDIVIDUAL OR GROUP	WEIGHTING %	WHAT IS THE DURATION / LENGTH?	WHEN SHOULD I SUBMIT?	WHERE SHOULD I SUBMIT IT?
All	1	Quiz/zes	Individual	25%	1 hour	Week 4	Online Test (Quiz)
All	2	Written Piece	Individual	35%	1500 words	Week 8	Online Assignment Submission with plagiarism check
All	3	Artefact - Creative, and Written Piece	Individual	40%	1000 word written piece and 5 minute recorded presentation.	Week 13	Online Assignment Submission with plagiarism check

All - Assessment Task 1: Quiz

GOAL:	This task requires you to reflect on the course content and 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:	<table border="1"> <thead> <tr> <th>No.</th> <th></th> <th>Learning Outcome assessed</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>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.</td> <td>1</td> </tr> </tbody> </table>	No.		Learning Outcome assessed	1	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.	1	
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All - Assessment Task 2: Written Critical Review

GOAL:	To critically review and appraise practices that contribute to the health and wellbeing of children, young people and their families.
PRODUCT:	Written Piece
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"> Review and reflect on the national framework for protecting Australia's children. 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:	No.	Learning Outcome assessed
	1	Describe the aim of the national framework for protecting Australia's children. 1
	2	Recognise and apply principles of equity, rights and access as these explain health inequalities for Aboriginal and Torres Strait Islander families. 3
	3	Application of health promotion principles, primary health care and advocacy for children young people and their families to health professional. 2
	4	Written communication through quality of writing and use of template.
	5	Use and cite current reference material to support ideas and concepts, referencing style conforms to APA referencing style used at USC.

All - Assessment Task 3: Health Promotion PowerPoint presentation (with audio) and Written Piece

GOAL:	To apply principles of health promotion, research, develop and present a health promotion PowerPoint presentation.	
PRODUCT:	Artefact - Creative, and Written Piece	
FORMAT:	<p>The requirement for this activity is to design and present a health promotion PowerPoint presentation aimed at the target audience on a nominated topic provided to you. The content focus will be specific to the child, youth, and family health context</p> <p>Your PowerPoint presentation will deliver a key health promotion message to this audience. Your presentation will include an audio narration on the PowerPoint with a maximum length of 5 minutes for the presentation.</p> <p>The PowerPoint presentation will consist of 4 slides (1 introduction slide + 2 content slides + 1 reference list slide).</p> <p>A 1000 word (+/-10%) written piece in template format will accompany the PowerPoint presentation.</p> <p>You will be provided with a template for the written piece.</p>	
CRITERIA:	No.	Learning Outcome assessed
	1	Apply principles of health promotion, primary health care and advocacy to the review of an issue and health care practice. 4
	2	Recognise and apply principles of equity, self-determination, rights and access as these explain health inequalities for Aboriginal and Torres Strait Islander families 3
	3	Develop a PowerPoint Presentation which succinctly outlines and promotes your proposed program 2
	4	Quality of written communication and use of template.
	5	Use and cite current reference material to support ideas and concepts, referencing style conforms to APA referencing style used at USC.

7. Directed study hours

A 12-unit course will have 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.

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

Please note: 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) or course reader

Please note that you need to have regular access to the resource(s) listed below. Resources may be required or recommended.

REQUIRED?	AUTHOR	YEAR	TITLE	PUBLISHER
Required	Fraser, J, Waters, D, Forster, E & Brown, N J.	2017	Paediatric Nursing in Australia: Principles for Practice	Cambridge

8.2. Specific requirements

Not applicable

9. How are risks managed in this course?

Health and safety risks for this course have been assessed as low. It is your responsibility 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 and to familiarise yourself with the University's general health and safety principles by reviewing the [online induction training 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

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

The final mark is in the percentage range 47% to 49.4%

The course is graded using the Standard Grading scale

You have not failed an assessment task in the course due to academic misconduct

10.3. Assessment: Submission penalties

Late submission of assessment tasks may 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 to negotiate an outcome.

10.4. Study help

For help with course-specific advice, for example what information to include in your assessment, you should first contact your tutor, then your course coordinator, if needed.

If you require additional assistance, the Learning Advisers are trained professionals who are ready to help you develop a wide range of academic skills. Visit the [Learning Advisers](#) web page for more information, or contact Student Central for further assistance: +61 7 5430 2890 or studentcentral@usc.edu.au.

10.5. Wellbeing Services

Student Wellbeing provide free and confidential counselling on a wide range of personal, academic, social and psychological matters, to foster positive mental health and wellbeing for your academic success.

To book a confidential appointment go to [Student Hub](#), email studentwellbeing@usc.edu.au or call 07 5430 1226.

10.6. AccessAbility Services

Ability Advisers ensure equal access to all aspects of university life. If your studies are affected by a disability, learning disorder mental health issue, , injury or illness, or you are a primary carer for someone with a disability or who is considered frail and aged, [AccessAbility Services](#) can provide access to appropriate reasonable adjustments and practical advice about the support and facilities available to you throughout the University.

To book a confidential appointment go to [Student Hub](#), email AccessAbility@usc.edu.au or call 07 5430 2890.

10.7. 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>

10.8. 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 SouthBank** - 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