

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Education, Arts & Community
<b>Unit Title:</b>	Relationships, Sexuality & Communication
<b>Unit ID:</b>	EDHPE2001
<b>Credit Points:</b>	15.00
<b>Prerequisite(s):</b>	Nil
<b>Co-requisite(s):</b>	Nil
<b>Exclusion(s):</b>	Nil
<b>ASCED:</b>	070199

## Description of the Unit:

Students will be able to investigate various types and benefits of relationships, along with the role empathy and ethical decision-making has on respectful relationships. The unit is designed to encourage confidence in exploring and discussing issues related to relationships and sexuality, and to promote skill and creativity in approaches to sexuality education. Biological, behavioural and socio-cultural perspectives will be used to explore sexuality. Also throughout the unit, students will be required to identify, develop and evaluate the skills required to communicate effectively with others. Students will be provided with the opportunity to teach, practise and reflect on the role communication skills have in personal experiences, and when applied within education and health settings.

**Grade Scheme:** Graded (HD, D, C, P, MF, F, XF)

## Work Experience:

No work experience

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the Unit but gained a final mark of 45 per cent or above, has completed all major assessment tasks (including all sub-components where a task has multiple parts) as specified in the Unit Description and is not eligible for any other form of supplementary assessment.

**Course Level:**

Level of Unit in Course	AQF Level of Course					
	5	6	7	8	9	10
Introductory	■	■	■	■	■	■
Intermediate	■	■	✓	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Describe key characteristics of healthy and respectful relationships and the impact on health and well-being, and development
- K2.** Investigate various types and benefits of relationships including intimate and sexual relationships, along with the role of empathy, consent and ethical decision-making on respectful relationships.
- K3.** Identify effective communication strategies, as well as enablers and barriers across various contexts.
- K4.** Explore elements of and factors that impact on sexual health and sexual behaviour, particularly amongst young people.

#### Skills:

- S1.** Develop skills necessary for effective communication with others across diverse groups and settings.
- S2.** Plan for effective and age-appropriate learning across sexuality and relationships topics, including the establishment of a safe and supportive environment.
- S3.** Critically analyse current literature in relation to contemporary sexuality and relationships issues.
- S4.** Analyse key aspects of effective interpersonal communication in various contexts including; intercultural and inclusive communication and the safe, responsible and ethical use of ICT.

#### Application of knowledge and skills:

- A1.** Demonstrate knowledge and critical reflection of key topics and issues related to sexuality and relationships for young people.
- A2.** Use effective communication techniques and conflict resolution skills to work in diverse groups and manage complex situations across teaching, professional and health contexts.
- A3.** Research, design and facilitate participation in learning activities related to sexuality or/and interpersonal communication.

#### Unit Content:

Communication including:

- Communication models; Communication strategies and techniques; Enablers and barriers to effective communication; Language in context; Communication technology etiquette and social media; Intercultural communication & cultural safety; Inclusive communication

Interpersonal Communication

- Self-awareness and impact of our interactions with others; Verbal and non-verbal communication; Active listening and questioning skills; Therapeutic and helping skills; Empathy vs Sympathy; Ethical decision making in communication; Assertive, passive and aggressive communication and its impacts; Interviewing skills

Working with others and inter-professional skills

- Group processes and dynamics; Effective group membership and leadership; Teamwork; Conflict resolution skills; Negotiation & Persuasion; Networking and advocacy; Maintaining professional relationships

Sexuality across the lifespan, with a focus on adolescence:

- Developmental aspects of Sexuality

- o construction of sexuality and gender; sexual orientation; sexual development through the lifespan
  - Biological aspects of sexuality
- o sexual anatomy and physiology; human reproduction; sexual health
  - Socio-cultural aspects of sexuality
- o historical, cultural and religious influences; love, intimacy and relationships
  - Behavioural aspects of sexuality
- o sexual behaviour
- o commercialisation of sex

## FEDTASKS

Federation University Federation recognises that students require key transferable employability skills to prepare them for their future workplace and society. FEDTASKS (**T**ransferable **A**tttributes **S**kills and **K**nowledge) provide a targeted focus on five key transferable Attributes, Skills, and Knowledge that are embedded within curriculum, developed gradually towards successful measures and interlinked with cross-discipline and Co-operative Learning opportunities. *One or more FEDTASK, transferable Attributes, Skills or Knowledge must be evident in the specified learning outcomes and assessment for each FedUni Unit, and all must be directly assessed in each Course.*

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 1 Interpersonal	Students will demonstrate the ability to effectively communicate, inter-act and work with others both individually and in groups. Students will be required to display skills in-person and/or online in: <ul style="list-style-type: none"> <li>• Using effective verbal and non-verbal communication</li> <li>• Listening for meaning and influencing via active listening</li> <li>• Showing empathy for others</li> <li>• Negotiating and demonstrating conflict resolution skills</li> <li>• Working respectfully in cross-cultural and diverse teams.</li> </ul>	Not applicable	Not applicable
FEDTASK 2 Leadership	Students will demonstrate the ability to apply professional skills and behaviours in leading others. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Creating a collegial environment</li> <li>• Showing self-awareness and the ability to self-reflect</li> <li>• Inspiring and convincing others</li> <li>• Making informed decisions</li> <li>• Displaying initiative</li> </ul>	Not applicable	Not applicable
FEDTASK 3 Critical Thinking and Creativity	Students will demonstrate an ability to work in complexity and ambiguity using the imagination to create new ideas. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Reflecting critically</li> <li>• Evaluating ideas, concepts and information</li> <li>• Considering alternative perspectives to refine ideas</li> <li>• Challenging conventional thinking to clarify concepts</li> <li>• Forming creative solutions in problem solving.</li> </ul>	Not applicable	Not applicable

FEDTASK attribute and descriptor		Development and acquisition of FEDTASKS in the Unit	
		Learning Outcomes (KSA)	Assessment task (AT#)
FEDTASK 4 Digital Literacy	Students will demonstrate the ability to work fluently across a range of tools, platforms and applications to achieve a range of tasks. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Finding, evaluating, managing, curating, organising and sharing digital information</li> <li>• Collating, managing, accessing and using digital data securely</li> <li>• Receiving and responding to messages in a range of digital media</li> <li>• Contributing actively to digital teams and working groups</li> <li>• Participating in and benefiting from digital learning opportunities.</li> </ul>	Not applicable	Not applicable
FEDTASK 5 Sustainable and Ethical Mindset	Students will demonstrate the ability to consider and assess the consequences and impact of ideas and actions in enacting ethical and sustainable decisions. Students will be required to display skills in: <ul style="list-style-type: none"> <li>• Making informed judgments that consider the impact of devising solutions in global economic environmental and societal contexts</li> <li>• Committing to social responsibility as a professional and a citizen</li> <li>• Evaluating ethical, socially responsible and/or sustainable challenges and generating and articulating responses</li> <li>• Embracing lifelong, life-wide and life-deep learning to be open to diverse others</li> <li>• Implementing required actions to foster sustainability in their professional and personal life.</li> </ul>	Not applicable	Not applicable

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, K3, K4, S1, S2, S4, A1, A2, A3	Research, plan and create a resource and facilitate a seminar/workshop	Resource and presentation	30-50%
K1, K2, K4, S3, A1	Identify, research and write an academic paper	Essay	20-30%
K1, K2, K3, K4, S1, S2, S3	Revision of lectures, tutorial material, and weekly readings	Examination	20-40%

### Adopted Reference Style:

APA ()

Refer to the [library website](#) for more information

Fed Cite - [referencing tool](#)