

# Unit Outline (Higher Education)

<b>Institute / School:</b>	Institute of Health and Wellbeing
<b>Unit Title:</b>	CHILD AND FAMILY HEALTH ASSESSMENT 1
<b>Unit ID:</b>	HEALM6301
<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>	060303

## Description of the Unit:

This unit is designed to provide students with the foundational theoretical and practical knowledge and skills to support entry into supervised clinical experience in the Maternal and Child Health (MCH) community settings. It builds on and enhances knowledge and practical skills students have gained from their previous professional nursing and midwifery practice. The focus of this unit is engaging with families and working together to promote child health and family wellbeing. This will be facilitated by assessment and intervention for child health and developmental issues as well as assessment of maternal and family wellbeing, including support and referral for early parenting concerns

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

## Work Experience:

Not wholly work experience: Student is not undertaking work experience in industry or student is undertaking work experience in industry where learning and performance is directed by the provider.

**Placement Component:** Yes

**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	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
Intermediate	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Advanced	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

### Learning Outcomes:

#### Knowledge:

- K1.** Analyse and synthesise knowledge related to contemporary maternal and child health conceptual frameworks as they relate to the structure and methods of child health and developments assessments and interventions
- K2.** Critically evaluate contemporary research findings and integrate these to provide comprehensive, safe and effective evidence-based health care for children, families and the community

#### Skills:

- S1.** Conduct physical assessment on infants, toddlers and pre-schoolers, using a variety of assessment techniques that appropriately reflect a child's developmental stage, cognitive level, cultural background, and purpose of the assessment
- S2.** Discuss assessment findings with the parent/carer, clarify any parental concerns and plan ongoing care

#### Application of knowledge and skills:

- A1.** Synthesise the assessment findings to identify any areas of concern, discuss interim management with families and consult or refer to medical or allied health practitioners for review and ongoing management plan as appropriate
- A2.** Apply reflective thinking and critical analysis to maternal and child health nursing and demonstrate a sound understanding of the legislation, ethical codes and professional guidelines that govern professional practice

#### Unit Content:

The ANMAC National Accreditation Standards for the Midwife (2014); NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018), Code of Ethics for the Midwife (2014), NMBA Registered Nurse Standards for Practice (2016); NMBA Code of Conduct for nurses (2018, Code of Ethics for nurses (2012) and Maternal and Child Health Service Standards (2010) have substantially informed the syllabus/content of this unit.

- Maternal and child health conceptual frameworks as they relate to the structure and methods of child health and developments assessments and interventions
- Assessment of normal child developmental and maternal and family wellbeing.
- Identification and intervention for childhood developmental issues and concerns affecting maternal and family wellbeing
- Developmental stages.
- Monitoring and managing growth of children between birth and 6 years of age.
- Indication for and use of primary and secondary screening tools, for example
  - Brigance Screening
  - PEDs screening
- Legal, professional and ethical codes, frameworks and guidelines.
- Communicating effectively with families and with other health professionals.
- Developmental and family centred practice.

- Key parenting concerns and management
  - Sleep, Safe sleep and settling,
  - Age-appropriate play and behaviour
  - Childhood safety in the home, on the roads and in vehicles, around pets
  - Allergies and eczema.
- Mertil training.

### Learning Task and Assessment:

Learning Outcomes Assessed	Assessment Tasks	Assessment Type	Weighting
K1, K2, S1, S2	Application of theoretical concepts to provision of care for children and families in the community setting using current literature	Written assessment	40-60%
K1, K2, S1, S2, A1, A2	Demonstration and application of theoretical concepts, knowledge and skills in caring for children and families in the community setting	Examination Part A: Simulated health assessment Part B: Written exam	40-60%
K1, K2, S1, S2, A1, A2	Assessment of MCH practice	Clinical practice portfolio. Completion of 120 hours of clinical placement and satisfactory completion of clinical appraisal	S/U

### Alignment to the Minimum Co-Operative Standards (MiCS)

The Minimum Co-Operative Standards (MiCS) are an integral part of the Co-Operative University Model. Seven criteria inform the MiCS alignment at a Course level. Although Units must undertake MiCS mapping, there is NO expectation that Units will meet all seven criteria. The criteria are as follows:

1. Co-design with industry and students
2. Co-develop with industry and students
3. Co-deliver with industry
4. FedTASK alignment
5. Workplace learning and career preparation
6. Authentic assessment
7. Industry-link/Industry facing experience

MiCS Course level reporting highlights how each Course embraces the principles and practices associated with the Co-Operative Model. Evidence of Course alignment with the MiCS, can be captured in the Course Modification Form.

**MICS Mapping has been undertaken for this Unit**                      No

Date:

### Adopted Reference Style:

APA

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

Fed Cite - [referencing tool](#)

