



# Course Outline (Higher Education)

**:** School of Health  
**Course Title:** FAMILY AND COMMUNITY STUDIES  
**Course ID:** HEALM6302  
**Credit Points:** 15.00  
**Prerequisite(s):** Nil  
**Co-requisite(s):** Nil  
**Exclusion(s):** Nil  
**ASCED:** 060303

**Description of the Course:**

In this course students will investigate the socio-ecological model of health and how it gives context to support families. The concept of contemporary families and their diverse structure, function, strengths and resilience will be explored. Critical appraisal of parenting tasks and lifetime challenges will occur through transition to parenting and key developmental stages of the family. This course will also specifically focus on how healthcare professionals can help support and work with vulnerable families and communities, including those experiencing family violence, cultural and linguistic diversity, mental health issues, substance abuse, intellectual and physical disability, and child abuse

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

**Placement Component:** No

**Supplementary Assessment:** Yes

Where supplementary assessment is available a student must have failed overall in the course but gained a final mark of 45 per cent or above and submitted all major assessment tasks.

**Program Level:**

Level of course in Program	AQF Level of Program					
	5	6	7	8	9	10
Introductory	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Intermediate	<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.** Critically appraise the sociological model of health and the application of this to families and communities in the assessment of child and family health
- K2.** Critically evaluate the principles of primary health care to plan, implement and evaluate health promotion activities within child, family and community health practice
- K3.** Critically examine current models of the contemporary family and the raising of children

**Skills:**

- S1.** Apply strategies grounded in knowledge of risk and protective factors that impact children, parents and families
- S2.** Discuss assessment findings with the parent/carer, clarify any parental concerns working in partnership to plan ongoing care

**Application of knowledge and skills:**

- A1.** Critically analyse the concept of vulnerability and ways of working in partnership with and alongside vulnerable families
- A2.** Critically appraise contemporary issues impacting on families and provide support and appropriate referral

**Course Content:**

ANMAC Midwife Accreditation Standards (2021) NMBA Midwife Standards for Practice (2018); NMBA Code of Conduct for the Midwife (2018); Code of Ethics for the Midwife (2018), 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 - currently under review) have substantially informed the syllabus/content of this course

- Socio-ecological model of health
- Contemporary families and their diversity of structure, function, strength and resilience
- Family assessment
- Parenting tasks and life span challenges
- Role of fathers
- Transition to parenting and key developmental stages - establishing boundaries and routines
- Vulnerable families
  - Family violence
  - Substance abuse
  - Physical and intellectual disability
  - Cultural diversity
  - Aboriginal and Torres Strait Islander Peoples, rural and remote
- Child abuse
  - Working with child protection
  - Orange Door
- Concept of health promotion, primary healthcare and health education

**Values:**

- V1.** Appreciate the role of the maternal and child health nurse and other interdisciplinary healthcare professionals in providing holistic, family centred, culturally appropriate care to infant, child, and family within the community

### Graduate Attributes

The Federation University graduate attributes (GA) are entrenched in the [Higher Education Graduate Attributes Policy](#) (LT1228). FedUni graduates develop these graduate attributes through their engagement in explicit learning and teaching and assessment tasks that are embedded in all FedUni programs. Graduate attribute attainment typically follows an incremental development process mapped through program progression. **One or more graduate attributes must be evident in the specified learning outcomes and assessment for each FedUni course, and all attributes must be directly assessed in each program**

Students will be equipped with advanced level knowledge of the determinants of health, health determinants and the skills, motivation and confidence to engage in continuous learning to meet the personal, professional and vocational challenges of an ever changing world;

Graduate attribute and descriptor		Development and acquisition of GAs in the course	
		Learning outcomes (KSA)	Assessment task (AT#)
GA 1 Thinkers	Our graduates are curious, reflective and critical. Able to analyse the world in a way that generates valued insights, they are change makers seeking and creating new solutions.	K1, K2, K3, A1, A2	AT1, AT2
GA 2 Innovators	Our graduates have ideas and are able to realise their dreams. They think and act creatively to achieve and inspire positive change.	K1, A1, A2	AT2
GA 3 Citizens	Our graduates engage in socially and culturally appropriate ways to advance individual, community and global well-being. They are socially and environmentally aware, acting ethically, equitably and compassionately.	K2, S1, S2	AT1, AT2
GA 4 Communicators	Our graduates create, exchange, impart and convey information, ideas, and concepts effectively. They are respectful, inclusive and empathetic towards their audience, and express thoughts, feelings and information in ways that help others to understand.	K1, K2, S1, A1, A2	AT2
GA 5 Leaders	Our graduates display and promote positive behaviours, and aspire to make a difference. They act with integrity, are receptive to alternatives and foster sustainable and resilient practices.	K3, S1, S2	AT1, AT2

### Learning Task and Assessment:

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, A1, A2	Application of evidenced based practice to provision of care for children and families in the community setting using current literature.	Journal Article Critique	40-60%

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1, K2, K3, S1, S2, A1, A2	Application of theoretical concepts to provision of care for children and families in the community setting using current literature.	Essay	40-60%

**Adopted Reference Style:**

APA

Refer to the [library website](#) for more informationFed Cite - [referencing tool](#)