

# Course Outline (Higher Education)

**School:** School of Science, Psychology and Sport

**Course Title:** YOUTH HEALTH ISSUES IN SOCIETY

**Course ID:** HEALT2003

**Credit Points:** 15.00

**Prerequisite(s):** HEALT1104 (Health & Lifestyle)

**Co-requisite(s):** Nil

**Exclusion(s):** Nil

**ASCED:** 61399

**Description of the Course :**

This course enables students to gain an understanding of issues that affect Australia's youth. It focuses in particular on drugs and sexuality in society, relationships and mental health. It examines the historical perspectives, socio-cultural and economic influences of these topics and how they impact on Australia's community and in particular Australia's youth. It explores definitions and factors related to these topics while addressing how they impact on the youth of Australia and the associated contemporary harm reduction and minimisation strategies and promotions. There is a strong emphasis on the dimensions of health and positive psychology in building personal identity, resilience, relationships and how this impacts on youth's choices about drugs and sexuality.

**Grade Scheme:** Graded (HD, D, C, etc.)

**Work Experience:**

No work experience: Student is not undertaking work experience in industry.

**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	■	■	✓	■	■	■
Intermediate	■	■	■	■	■	■
Advanced	■	■	■	■	■	■

### Learning Outcomes:

#### Knowledge:

- K1.** Explore and analyse notions of youth, including notions of identity, gender, sexuality, mental health and social diversity
- K2.** Explore the dimensions of health and how they impact on youth health and the ability to develop protective factors (resilience, interpersonal skills relationships, family)
- K3.** Identify and describe factors, including socio-cultural, impacting on youth health issues
- K4.** Compare and analyse national and international strategies and policies related to youth health
- K5.** Identify and appraise health promotion strategies and initiatives that focus on youth health and well-being

#### Skills:

- S1.** Compare and contrast youth health in context
- S2.** Access and retrieve information on the relationships between health and well being and issues related to drug use, identity formation, gender, sexuality, mental health and social diversity
- S3.** Analyse and reflect on the importance of the dimensions of health and how they impact on the health of youth

#### Application of knowledge and skills:

- A1.** Write and present researched material in a logical, concise manner
- A2.** Communicate personal views and perceptions relating to youth health issues

#### Course Content:

Topics may include:

- What are health issues for today's youth?
- Drug issues
  - Historical perspectives of drug health issues
  - Definitions, terminology and pharmacology
  - Consumer issues
  - Theoretical perspectives of drug use and addiction
  - Socio-cultural and economic influences
  - Harm reduction and harm minimisation
  - Strength based approaches
- Meanings of identity, gender and sexuality
  - Communicating about sex/ sexual behaviour
  - Historical influences - cultural/ religious/ family influences
  - Love intimacy / relationships
  - Sexual morality and ethics

- Mandatory reporting
- Construction of gender and sexuality, roles, stereotyping, sexual orientation
- Biological aspects of sexuality
- Identity and mental health
  - Personal identity / community networks / family
  - Dimensions of health
  - Interpersonal skills
  - Youth health and positive psychologies
  - Anti-bullying policies, strategies, research
  - Body image

### Values:

- V1.** Appreciate context and diversity relating to notions of youth and youth health
- V2.** Clarify personal values, attitudes and identity in regard to notions of youth and youth health
- V3.** Appreciate a range of perspectives related to youth behaviour

### Graduate Attributes

The Federation University FedUni 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**

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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, K4, K5, S1, S3	A, A, A, A, A, A	AT 1, AT3, AT4	A, A, A
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.	A2	A	AT 1, AT4	A, A
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.	K1-5, S1, S3	B, B, B, B, B, A, A	AT1, AT3, AT4	A, B, B

Graduate attribute and descriptor		Development and acquisition of GAs in the course			
		Learning Outcomes (KSA)	Code A. Direct B. Indirect N/A Not addressed	Assessment task (AT#)	Code A. Certain B. Likely C. Possible N/A Not likely
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.	K3, K5, A1, A2	A, A, A, A,	AT1, AT3, AT4	A, A, A
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.	K4, K5, S3,	B, A, B	AT1, AT3	A,C

**Learning Task and Assessment:**

Learning Outcomes Assessed	Learning Tasks	Assessment Type	Weighting
K1-5, S1-3, A1-2	Submission of forum responses	Forum responses	15% - 25%
K1-5, S1, S3	Self-directed study of online seminar content and readings	Test	30% - 40%
K1-5, S3, A1, A2	Presentation outlining a contemporary Australian youth health issue	Presentation	15% - 25%
K1-5, S3, A1, A2	Research and write an essay on a topic related to a contemporary youth health issue	Essay	30% - 40%

**Adopted Reference Style:**