COURSE OUTLINE

NUR212 Contexts of practice: child, youth and family

School: School of Nursing, Midwifery and Paramedicine

2026 | Semester 2

UniSC Sunshine Coast | 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 unisc.edu.au 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			
Learning materials – Asynchronous learning and teaching materials	1hr	Week 1	12 times
Tutorial/Workshop 1 – On campus tutorial	2hrs	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 On successful completion of this course, you should be able to...	GRADUATE QUALITIES MAPPING Completing these tasks successfully will contribute to you becoming...	PROFESSIONAL STANDARD MAPPING * Nursing and Midwifery Board of Australia
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	2.1, 2.2, 2.6
2 Identify key health priorities and health promotion principles and use these to develop evidence based health promotion practices	Creative and critical thinker	1.3, 1.6, 4.1
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	1.1, 1.5, 2.5, 2.6
4 Apply principles of health promotion, primary health care and advocacy to planning care for children, young people and their families	Ethical Sustainability-focussed	1.7, 4.1

* Competencies by Professional Body

CODE	COMPETENCY
NURSING AND MIDWIFERY BOARD OF AUSTRALIA	
1.1	The midwife identifies what is important to women as the foundation for using evidence to promote informed decision-making, participation in care, and self-determination
1.3	The midwife uses health assessment and health education to support birth and reproductive health, and minimise the potential for complications
1.5	The midwife supports access to maternity care for the woman
1.6	The midwife supports the development, implementation and evaluation of evidenced-based health initiatives and programs
1.7	The midwife identifies and promotes the role of midwifery practice and the midwifery profession in influencing better health outcomes for women
2.1	The midwife supports the choices of the woman, with respect for families and communities in relation to maternity care
2.2	The midwife partners with women to strengthen women's capabilities and confidence to care for themselves and their families
2.5	The midwife practises cultural safety that is holistic, free of bias and exposes racism
2.6	The midwife practises in a way that respects that family and community underpin the health of Aboriginal and/or Torres Strait Islander Peoples

CODE	COMPETENCY
4.1	The midwife works in partnership to determine factors that affect, or potentially affect, the health and wellbeing of women, communities and populations

5. Am I eligible to enrol in this course?

Refer to the UniSC Glossary of terms for definitions of “pre-requisites, co-requisites and anti-requisites”.

5.1. Pre-requisites

Enrolled in Program SC393

5.2. Co-requisites

Not applicable

5.3. Anti-requisites

Not applicable

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

Not applicable

5.5. Microcredential Information

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 words	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:	

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

GENERIC SKILLS:	Problem solving

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:	You will be provided with 2 topics. Choose one topic. For your chosen topic, you will: 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. Further information will be provided in the course Canvas under Task 2.
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

GENERIC SKILLS:	Communication, Problem solving, Organisation

All - Assessment Task 3: Health Promotion Poster

GOAL:	To apply principles of health promotion, research, develop and present a health promotion poster.
PRODUCT:	Artefact - Creative, and Written Piece
FORMAT:	The requirement for this activity is to design and present a health promotion poster aimed at the target audience on a nominated topic chosen by you. The content focus will be specific to the child, youth, and family health context. Your poster will deliver a key health promotion message to this audience.
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

GENERIC SKILLS:	Communication, Applying technologies

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. 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 Canvas site– Please log in as soon as possible.

8.1. Prescribed text(s) or course reader

You need regular access to the resource(s) below. Many texts are available as ebooks through the Library at no additional cost.

REQUIRED?	AUTHOR	YEAR	TITLE	EDITION	PUBLISHER
Required	Jennifer Fraser,Donna Waters,Elizabeth Forster,Nicola Brown	2017	Paediatric Nursing in Australia	2nd Edition	Cambridge University Press

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 Canvas, are electronically checked through Turnitin. This software allows for text comparisons to be made between your submitted assessment item and all other work to which Turnitin has access.

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. 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
- Central Examinations
- Deferred Examinations
- Student Conduct
- Students with a Disability

For more information, visit https://www.usc.edu.au/explore/policies-and-procedures#academic-learning-and-teaching

10.5. Student Charter

UniSC is committed to excellence in teaching, research and engagement in an environment that is inclusive, inspiring, safe and respectful. The Student Charter sets out what students can expect from the University, and what in turn is expected of students, to achieve these outcomes.

10.6. General Enquiries

In person:

- **UniSC Sunshine Coast** - Student Central, Ground Floor, Building C, 90 Sippy Downs Drive, Sippy Downs
- **UniSC Moreton Bay** - Service Centre, Ground Floor, Foundation Building, Gympie Road, Petrie
- **UniSC SouthBank** - Student Central, Building A4 (SW1), 52 Merivale Street, South Brisbane
- **UniSC Gympie** - Student Central, 71 Cartwright Road, Gympie
- **UniSC Fraser Coast** - Student Central, Student Central, Building A, 161 Old Maryborough Rd, Hervey Bay
- **UniSC Caboolture** - Student Central, Level 1 Building J, Cnr Manley and Tallon Street, Caboolture

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Email: studentcentral@usc.edu.au