



# EDSE12023 *Individuals, Families & Communities*

## Term 1 - 2017

Profile information current as at 28/04/2024 07:12 am

All details in this unit profile for EDSE12023 have been officially approved by CQU University and represent a learning partnership between the University and you (our student). The information will not be changed unless absolutely necessary and any change will be clearly indicated by an approved correction included in the profile.

## General Information

### Overview

The influences of contemporary society and their impact on the wellbeing of individuals, families and communities are integral to the teaching of Home Economics and its related subjects in secondary schools. This unit provides knowledge of these issues through critically informed investigations and design challenges that engage a range of social, cultural, historical, political, environmental, ethical, economic and technological perspectives on individuals and families taking action to enhance their relationships with living and built environments, and implement changes in their lives to positively impact well being. This area of study aligns with the Home Economics syllabi and provides opportunities to develop strategies for designing activities that will challenge and engage students in the classroom and beyond.

### Details

Career Level: *Undergraduate*

Unit Level: *Level 2*

Credit Points: 6

Student Contribution Band: 7

Fraction of Full-Time Student Load: 0.125

### Pre-requisites or Co-requisites

Students must be enrolled in one of the following courses to be eligible to enrol in this unit: CC12, CC13, CC14, CU78, CU79 or CQ11.

Important note: Students enrolled in a subsequent unit who failed their pre-requisite unit, should drop the subsequent unit before the census date or within 10 working days of Fail grade notification. Students who do not drop the unit in this timeframe cannot later drop the unit without academic and financial liability. See details in the [Assessment Policy and Procedure \(Higher Education Coursework\)](#).

### Offerings For Term 1 - 2017

- Distance

### Attendance Requirements

All on-campus students are expected to attend scheduled classes - in some units, these classes are identified as a mandatory (pass/fail) component and attendance is compulsory. International students, on a student visa, must maintain a full time study load and meet both attendance and academic progress requirements in each study period (satisfactory attendance for International students is defined as maintaining at least an 80% attendance record).

### Website

[This unit has a website, within the Moodle system, which is available two weeks before the start of term. It is important that you visit your Moodle site throughout the term. Please visit Moodle for more information.](#)

## Class and Assessment Overview

### Recommended Student Time Commitment

Each 6-credit Undergraduate unit at CQUniversity requires an overall time commitment of an average of 12.5 hours of study per week, making a total of 150 hours for the unit.

### Class Timetable

#### [Regional Campuses](#)

Bundaberg, Cairns, Emerald, Gladstone, Mackay, Rockhampton, Townsville

#### [Metropolitan Campuses](#)

Adelaide, Brisbane, Melbourne, Perth, Sydney

### Assessment Overview

#### 1. **Written Assessment**

Weighting: 50%

#### 2. **Portfolio**

Weighting: 50%

### Assessment Grading

This is a graded unit: your overall grade will be calculated from the marks or grades for each assessment task, based on the relative weightings shown in the table above. You must obtain an overall mark for the unit of at least 50%, or an overall grade of 'pass' in order to pass the unit. If any 'pass/fail' tasks are shown in the table above they must also be completed successfully ('pass' grade). You must also meet any minimum mark requirements specified for a particular assessment task, as detailed in the 'assessment task' section (note that in some instances, the minimum mark for a task may be greater than 50%). Consult the [University's Grades and Results Policy](#) for more details of interim results and final grades.

## CQUniversity Policies

**All University policies are available on the [CQUniversity Policy site](#).**

You may wish to view these policies:

- Grades and Results Policy
- Assessment Policy and Procedure (Higher Education Coursework)
- Review of Grade Procedure
- Student Academic Integrity Policy and Procedure
- Monitoring Academic Progress (MAP) Policy and Procedure – Domestic Students
- Monitoring Academic Progress (MAP) Policy and Procedure – International Students
- Student Refund and Credit Balance Policy and Procedure
- Student Feedback – Compliments and Complaints Policy and Procedure
- Information and Communications Technology Acceptable Use Policy and Procedure

This list is not an exhaustive list of all University policies. The full list of University policies are available on the [CQUniversity Policy site](#).

## Previous Student Feedback

### Feedback, Recommendations and Responses

Every unit is reviewed for enhancement each year. At the most recent review, the following staff and student feedback items were identified and recommendations were made.

#### Feedback from Student Survey

##### Feedback

The feedback given in my assessment contradicted between the criteria sheet feedback and the feedback given on the submitted assessment task itself.

##### Recommendation

Course coordinator to modify assessment tasks, criteria sheets and Moodle content to provide clearer instruction and ensure consistency between content, expected outcomes, assessment and feedback.

##### Action

Assessment, criteria sheets and Moodle content were adjusted. Students were provided feedback in a timely manner. Assessment tasks was supported via Zoom tutorials, emails, discussion forums and recorded assessment briefings.

## Unit Learning Outcomes

### On successful completion of this unit, you will be able to:

1. Identify ways in which different family types and relationships function in our ever changing society and understand that the wellbeing of individuals, families and communities are interdependent, supported or challenged by social structures and change, resources available, communication and conflict resolution strategies.
2. Critically evaluate influences such as government and non-government agencies, education and technological advances on social trends and structures in our society and their impact on wellbeing.
3. Identify the relevant points of view (perspectives) relating to a specific issue and how they impact the wellbeing of individuals, families and communities.
4. Outline the many factors related to the built environment that affect individuals and families such as housing designs, forms and types, population trends, history and cultural background, building materials, needs of families, work, lifestyle choices and government policies.
5. Design pedagogies and assessment instruments encompassing relevant curriculum frameworks in secondary schools.

### **Australian Institute of School Leadership (AITSL, 2013), Professional Standards for Teachers (Graduate Level):**

Standard 2: Know the content and how to teach it

2.1 Content and teaching strategies of the teaching area; 2.2 Content selection and organisation

Standard 4: Create and maintain supportive and safe learning environments

4.4 Maintain student safety

Standard 6: Engage in professional learning

6.2 Engage in professional learning and improve practice; 6.3 Engage with colleagues to improve practice

Standard 7: Engage professionally with colleagues, parents/carers and the community

7.2 Comply with legislative, administrative and organisational requirements; 7.4 Engage with professional teaching networks and broader communities

## Alignment of Learning Outcomes, Assessment and Graduate Attributes



### Alignment of Assessment Tasks to Learning Outcomes

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
1 - Written Assessment - 50%	•	•	•	•	•
2 - Portfolio - 50%	•	•	•	•	•

### Alignment of Graduate Attributes to Learning Outcomes

Graduate Attributes	Learning Outcomes				
	1	2	3	4	5
1 - Communication	•	•	•	•	•
2 - Problem Solving	•	•	•	•	•
3 - Critical Thinking	•	•		•	•
4 - Information Literacy	•	•	•	•	•
5 - Team Work					
6 - Information Technology Competence	•	•	•	•	•
7 - Cross Cultural Competence	•	•		•	•
8 - Ethical practice			•		•
9 - Social Innovation					
10 - Aboriginal and Torres Strait Islander Cultures					

### Alignment of Assessment Tasks to Graduate Attributes

Assessment Tasks	Graduate Attributes									
	1	2	3	4	5	6	7	8	9	10
1 - Written Assessment - 50%	•	•	•	•		•	•	•		
2 - Portfolio - 50%	•	•	•	•		•	•			

## Textbooks and Resources

### Textbooks

**There are no required textbooks.**

### IT Resources

**You will need access to the following IT resources:**

- CQUniversity Student Email
- Internet
- Unit Website (Moodle)

## Referencing Style

All submissions for this unit must use the referencing style: [American Psychological Association 6th Edition \(APA 6th edition\)](#)

For further information, see the Assessment Tasks.

## Teaching Contacts

**Jay Deagon** Unit Coordinator  
[j.deagon@cqu.edu.au](mailto:j.deagon@cqu.edu.au)

## Schedule

### Week 1 - 06 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Individuals – Meeting personal needs, problem solving & decision making	All activities are available on the unit Moodle site.	Introduction to Social Innovation.

### Week 2 - 13 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 2 - Individuals – Resilience and respectful relationships	All activities are available on the unit Moodle site.	Identify all health and wellbeing public service providers in your local area.

### Week 3 - 20 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 3: Individuals – Body image, sense of belonging/self-worth	All activities are available on the unit Moodle site.	Conduct background investigations about one health issue in your local area.

### Week 4 - 27 Mar 2017

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Individuals - Mental Health, Self-Reflection, Wellbeing (goal setting)	All activities are available on the unit Moodle site.	Do background research, think about approaching and/or approach your selected organisation to inquire about direct or indirect volunteer opportunities.

### Week 5 - 03 Apr 2017

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 5: Families – Diversity of families and other cultures	All activities are available on the unit Moodle site.	Approach and negotiate with your selected organisation about your availability and expectations for direct or indirect volunteer work.
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**Vacation Week - 10 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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**Week 6 - 17 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 6: Families – conflict resolution; values; communication; roles	All activities are available on the unit Moodle site.	<p>Submit background written report Assessment Task 1. Negotiate curriculum with tutor or course coordinator about an appropriate Folio Assessment Task 2.</p> <p><b>Written Report - Background investigation for community-based activity (50%)</b> Due: Week 6 Monday (17 Apr 2017) 11:00 pm AEST</p>
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**Week 7 - 24 Apr 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 7: Families – Family issues eg. cyber bullying, social media, technology	All activities are available on the unit Moodle site.	Commence community-based activity and start constructing Folio Assessment Task 2.
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**Week 8 - 01 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 8: Families - Housing (sustainability; inter-generational families; disability)	All activities are available on the unit Moodle site.	Continue with community-based activity and constructing Folio Assessment Task 2.
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**Week 9 - 08 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 9: Communities – organisations to support individuals and families	All activities are available on the unit Moodle site.	Continue construction of Folio Assessment Task 2.
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**Week 10 - 15 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 10: Communities – individuals sense of meaning and purpose in society (spiritual health)	All activities are available on the unit Moodle site.	Community-based activity should be completed. Thank the organisation for their support and the opportunity they provided. Continue construction of Folio Assessment Task 2.
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**Week 11 - 22 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 11: Sense of service, adoption of positive role models / mentors	All activities are available on the unit Moodle site.	Edit, revise and finalise Folio Assessment Task 2.
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**Week 12 - 29 May 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Reflection and Revision	All activities are available on the unit Moodle site.	<p>Submit Folio Assessment Task 2.</p> <p><b>Community-based activity (50%)</b> Due: Week 12 Monday (29 May 2017) 11:00 pm AEST</p>
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**Review/Exam Week - 05 Jun 2017**

Module/Topic	Chapter	Events and Submissions/Topic
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Module/Topic	Chapter	Events and Submissions/Topic
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## Assessment Tasks

### 1 Written Report - Background investigation for community-based activity (50%)

#### Assessment Type

Written Assessment

#### Task Description

### Focus Statement

According to the International Federation for Home Economics (IFHE, 2008) *Position Statement: Home Economics in the 21st Century*, Home Economics professionals are advocates for individuals, families and communities. Home Economists are concerned with the empowerment and wellbeing of individuals, families and communities. Achieving optimal and sustainable health and wellbeing for individuals, families and communities are the primary driving concerns that underpin all Home Economics philosophy and practice.

#### Purpose of this assessment

This assignment is designed to facilitate and encourage student learning using a “deep approach” to pedagogy. Considering the above focus statement, as an educator, you will become a valuable member of the community within which you live and work. Educators need to be able to research issues that affect their students, families and communities, and also have the skills to engage and collaborate with local families, community members and organisations. This assignment is a little different from the “usual” university assignment. The learning goals for this assignment will immerse you in an individual, family or community health and wellbeing issue relevant in your local area (**Task 1 - written report**), accompanied by community engagement activity (**Task 2 - community-based activity**) that will help you develop communication skills, critical thinking, disciplinary knowledge, cultural sensitivity, leadership, and self-reflection.

#### Written Report – 1500-2000 words

This written report needs to be completed so that you have the necessary background information to engage in your community-based activity (Task 2). You may choose to show your report to your selected community organisation and used for feedback or guidance, so make sure that it is professionally presented.

Your written report needs to address all of the following:

1. **Identify** various community services available in **your local area** that support individuals, families or communities.
2. **Select one (1) focus issue and an appropriate organisation in your local community** that addresses that issue.
3. **Collect and analyse** information about the issue and include in your report:
  - Investigate **background information** about your selected organisation (philosophy, mission statement, clients or target audience, services provided, key personal, structure, funding, general information, history)
  - Locate relevant **statistics** about the issue - use Australian Bureau of Statistics and/or World Health Organisation statistics;
  - **Differentiate approaches** that have been used to address the issue - what works, what hasn't worked;
  - Use academic research **journal articles** (minimum of 3) that support the approaches taken to the issue;
  - Clarify recommendations for “**best practice**” or how to tackle the issue, how to engage or communicate with clients (individuals, families, communities, the environment); and
  - Reflect on what else needs to be considered about the issue (**complexity**) - for example, cultural sensitivity, geographic location, funding, education, and so forth.

## Guidelines for completing your report:

1. Use CQUniversity Library Resources to locate academic journal articles. Ensure that you critically analyse all information for credibility, accuracy, and reliability. Do not use inappropriate internet sources.
2. Use a report structure. Use appropriate headings and sub-headings to "signpost" your report and to indicate to your reader that you have addressed each section. To guide you, your report should have a **title page**, an **introduction (approximately 250 words)** that states the issue you are researching, **body (approximately 1000-1500 words)**, **conclusion (approximately 250 words)**, and **reference list** (not included in word count).
3. You may include pictures and diagram but only if they enhance your report.
4. Dot points are acceptable when listing local services; however, the bulk of the report is to be written in full sentences, use appropriate paragraph structures, spelling and grammar. Edit your work before submission. Remember that you are becoming an education professional and your own levels of literacy need to be of a high standard.
5. Use APA style of referencing (in-text) and reference list. Support for using APA is available in Moodle.

**Further information about this assessment task is found in Moodle. You need to read both Assignment Task 1 and Assessment Task 2 in-conjunction. Weekly briefing and scaffolding in Moodle will assist you to complete these tasks.**

### Assessment Due Date

Week 6 Monday (17 Apr 2017) 11:00 pm AEST

### Return Date to Students

Week 8 Friday (5 May 2017)

In time for feedback to assist in the completion of the second assessment task

### Weighting

50%

### Assessment Criteria

1. Identify ways in which different family types and relationships function in our ever changing society
2. Understand that the wellbeing of individuals, families and communities are interdependent, supported or challenged by social structures and change, resources available, communication and conflict resolution strategies.
3. Critically evaluate influences such as government and non-government agencies, education and technological advances on social trends and structures in our society and their impact on wellbeing.

### Referencing Style

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### Submission

Online

### Submission Instructions

Through Moodle in a Zip File

### Learning Outcomes Assessed

- Identify ways in which different family types and relationships function in our ever changing society and understand that the wellbeing of individuals, families and communities are interdependent, supported or challenged by social structures and change, resources available, communication and conflict resolution strategies.
- Critically evaluate influences such as government and non-government agencies, education and technological advances on social trends and structures in our society and their impact on wellbeing.
- Identify the relevant points of view (perspectives) relating to a specific issue and how they impact the wellbeing of individuals, families and communities.
- Outline the many factors related to the built environment that affect individuals and families such as housing designs, forms and types, population trends, history and cultural background, building materials, needs of families, work, lifestyle choices and government policies.
- Design pedagogies and assessment instruments encompassing relevant curriculum frameworks in secondary schools.

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking



- Information Literacy
- Information Technology Competence
- Cross Cultural Competence
- Ethical practice

## 2 Community-based activity (50%)

### Assessment Type

Portfolio

### Task Description

#### Task 2: Community-based activity (50%)

There are two potential types of projects: direct service and indirect research. If you choose a **direct service project**, you will spend most of your time actively working with a local organisation in its day-to-day functions. An example of a direct service project could be volunteering at a soup kitchen or an aged care facility. An **indirect service project**, you will spend most of your time doing some “behind the scenes” research and communicating your findings to an organisation in your local community. An example of an indirect service project would be gathering data that assesses the impact of a social service provider on their clients or doing some office work as directed by the organisation.

#### What types of organisations are you allowed to choose?

The two most important criteria are that:

1. you already have a relationship or solid connection to the organisation; and
2. that the organisation is oriented toward the provision of “public service”, broadly defined.

Organisations should be non-partisan which means that the organisation is not biased or partisan, towards any particular political or religious group. If they are a faith or religious based organisation (for example, the Salvation Army), they should offer a social or community service in addition to spiritual guidance.

Not-for-Profit or Non-Government Organisations (NGOs) are most likely to meet these criteria. If you are interested in working with an organisation that does not have this status (such as a social business venture, a specific religious institution, or an organisation that is working to achieve NGO status), please contact your tutor or course coordinator.

#### How many hours are required?

Because each project is unique, there is no specific hour requirement. However, for planning purposes, a good range to complete the whole project is 15-25 hours outside of allocated university study time, completed over the course of the academic term. You are expected to visit the organisation at least twice during this time. You must clearly communicate and negotiate your availability and limitations with the community organisation. The ratio of time spent between direct contact and/or behind the scenes research will vary depending on your project and the structure of the organisation. (This time also includes things like transportation, emails, background research, talking with people, and “hanging out” in the organisation).

#### How is the work structured?

The ideal of community-based engagement is that student projects build knowledge in ways that simultaneously benefit student learning and the community partner. This focus on the collaborative process of knowledge building is cultivated through a series of briefs. Specific instructions and guidelines for each brief are found in the Weekly Moodle Content.

The student will determine the actual activities, time lines and products in dialogue with the organisation.

To achieve this dialog it will be important for students to quickly identify a contact person within the organisation who is both willing and able to discuss the student projects. Part of the planning process will include a discussion with the contact person about his/her schedule and expectations.

#### What to submit?

1. Self-reflection questionnaire; and
2. Folio unique to your experience.

#### What will the folio look like?

Your final folio assessment will take many different shapes depending on the interests of the students and the needs of your selected the partner organisation. All students must complete and submit a **self-reflection questionnaire** - template provided - see Moodle for further details **and** additional **folio** material unique to your experience. You are welcome to negotiate content for your folio product with your tutor or course coordinator. Some examples may include:

- A concise narrative of your direct service and what you learned about the organisation and its impact
- A documented facilitation of a conversation within an organisation or of partnerships between organisations
- A video journal

- A written journal
- Documents that help the organisation measure its impact or keep track of its achievements
- A report on the results of a survey
- Media that communicates the organisation's work to a new audience

Be creative! While you are constructing your folio, you are encouraged to share your work in the Yarning Up Space in Moodle and your peers will offer suggestions for clarification and improvement. In Week 12 you will then submit your self-reflection questionnaire and folio in electronic format for marking via Moodle. After it has been marked, you are encouraged to submit your folio to the partner organisation for their review and feedback.

### **Assessment Due Date**

Week 12 Monday (29 May 2017) 11:00 pm AEST

### **Return Date to Students**

Monday (12 June 2017)

Results will be available to students after moderation and certification of grades

### **Weighting**

50%

### **Assessment Criteria**

1. Engage professionally in a community-based activity.
2. Reflect on the relevant points of view (perspectives) relating to a focus issue and on how alternative perspectives impact the wellbeing of individuals, families and communities.
3. Analyse the many factors (complexity) related to a focus health and wellbeing issue.
4. Evaluate creative solutions to pedagogies (community engagement) and assessment (authentic) encompassing relevant curriculum frameworks in secondary schools.

### **Referencing Style**

- [American Psychological Association 6th Edition \(APA 6th edition\)](#)

### **Submission**

Online

### **Submission Instructions**

Online submission through Moodle in Word or zip file

### **Learning Outcomes Assessed**

- Identify ways in which different family types and relationships function in our ever changing society and understand that the wellbeing of individuals, families and communities are interdependent, supported or challenged by social structures and change, resources available, communication and conflict resolution strategies.
- Critically evaluate influences such as government and non-government agencies, education and technological advances on social trends and structures in our society and their impact on wellbeing.
- Identify the relevant points of view (perspectives) relating to a specific issue and how they impact the wellbeing of individuals, families and communities.
- Outline the many factors related to the built environment that affect individuals and families such as housing designs, forms and types, population trends, history and cultural background, building materials, needs of families, work, lifestyle choices and government policies.
- Design pedagogies and assessment instruments encompassing relevant curriculum frameworks in secondary schools.

### **Graduate Attributes**

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Information Technology Competence
- Cross Cultural Competence

## Academic Integrity Statement

As a CQUniversity student you are expected to act honestly in all aspects of your academic work.

Any assessable work undertaken or submitted for review or assessment must be your own work. Assessable work is any type of work you do to meet the assessment requirements in the unit, including draft work submitted for review and feedback and final work to be assessed.

When you use the ideas, words or data of others in your assessment, you must thoroughly and clearly acknowledge the source of this information by using the correct referencing style for your unit. Using others' work without proper acknowledgement may be considered a form of intellectual dishonesty.

Participating honestly, respectfully, responsibly, and fairly in your university study ensures the CQUniversity qualification you earn will be valued as a true indication of your individual academic achievement and will continue to receive the respect and recognition it deserves.

As a student, you are responsible for reading and following CQUniversity's policies, including the [Student Academic Integrity Policy and Procedure](#). This policy sets out CQUniversity's expectations of you to act with integrity, examples of academic integrity breaches to avoid, the processes used to address alleged breaches of academic integrity, and potential penalties.

### What is a breach of academic integrity?

A breach of academic integrity includes but is not limited to plagiarism, self-plagiarism, collusion, cheating, contract cheating, and academic misconduct. The Student Academic Integrity Policy and Procedure defines what these terms mean and gives examples.

### Why is academic integrity important?

A breach of academic integrity may result in one or more penalties, including suspension or even expulsion from the University. It can also have negative implications for student visas and future enrolment at CQUniversity or elsewhere. Students who engage in contract cheating also risk being blackmailed by contract cheating services.

### Where can I get assistance?

For academic advice and guidance, the [Academic Learning Centre \(ALC\)](#) can support you in becoming confident in completing assessments with integrity and of high standard.

### What can you do to act with integrity?



#### Be Honest

If your assessment task is done by someone else, it would be dishonest of you to claim it as your own



#### Seek Help

If you are not sure about how to cite or reference in essays, reports etc, then seek help from your lecturer, the library or the Academic Learning Centre (ALC)



#### Produce Original Work

Originality comes from your ability to read widely, think critically, and apply your gained knowledge to address a question or problem