



# EDSE12023 *Individuals, Families & Communities*

## Term 1 - 2018

Profile information current as at 09/05/2024 02:08 pm

All details in this unit profile for EDSE12023 have been officially approved by CQUniversity 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

In this unit, you will engage in authentic learning experiences that introduce you to the policies, ideologies and practices that underpin the Home Economics discipline. Internationally, the profession focuses on achieving optimal and sustainable health and wellbeing for individuals, families and communities in their everyday living environments. To understand this professional aim, you will explore policy texts and social trends that impact on the health and wellbeing of individuals, families and communities and develop the skills to interact with service organisations that support people in challenging times. You will have the option to select either a local or international community-based experience to examine social innovation in action. Through guided self-reflective practice, you will explore how to develop meaningful relationships with self and others, and how to take action and implement positive change in people's lives in professional, ethical and culturally appropriate ways.

### 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

There are no requisites for this unit.

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 - 2018

- 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. **Report**

Weighting: 25%

#### 2. **Project (applied)**

Weighting: 25%

#### 3. **Reflective Practice Assignment**

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 Unit evaluation survey

##### Feedback

Some of the courseware, while informative, was perhaps a little too straightforward and could have benefited from a deeper insight into the issues presented.

##### Recommendation

Provide opportunities for students to investigate health and wellbeing issues in greater depth.

#### Feedback from Unit evaluation survey

##### Feedback

Clearer instruction for assessment task two would be helpful. There are no clear guidelines explaining what needs to be included in our portfolio.

##### Recommendation

Re-develop assessment and marking rubrics to provide clearer instruction and scaffolding.

#### Feedback from Unit evaluation survey

##### Feedback

Whilst liking the idea of going out to the community and volunteering I think it could have been arranged better.

##### Recommendation

Develop more structured opportunities for students to participate in community-based activities.

## Unit Learning Outcomes

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

1. Critically evaluate a range of policy texts and social trends pertaining to individuals, families and communities
2. Critically analyse complex factors that impact health and wellbeing for individuals, families and communities
3. Identify and communicate with service organisations that support individuals, families and communities in a changing society
4. Interact with individuals and service organisations in professional, ethical and culturally appropriate ways
5. Reflect on relevant points of view (perspectives) and on how alternative perspectives impact the health and wellbeing of individuals, families and 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 - Report - 25%	•	•	•		
2 - Project (applied) - 25%		•	•	•	

Assessment Tasks	Learning Outcomes				
	1	2	3	4	5
3 - Reflective Practice Assignment - 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 - Report - 25%	•		•	•		•	•			
2 - Project (applied) - 25%	•	•	•	•	•		•	•	•	
3 - Reflective Practice Assignment - 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 - 05 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 1 - Individuals – Personal Needs	All activities are available on the unit Moodle site.	Introduction to the ideology, philosophy and Social Innovation principles that underpin this unit's focus.

### Week 2 - 12 Mar 2018

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

### Week 3 - 19 Mar 2018

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 into health issue.

### Week 4 - 26 Mar 2018

Module/Topic	Chapter	Events and Submissions/Topic
Topic 4: Individuals - Mental Health & Wellbeing	All activities are available on the unit Moodle site.	Local Option: Background research and prepare to approach selected organisation about service opportunities. Nepal Option: Tour and Cultural Briefing by Hands-On-Development.

### Week 5 - 02 Apr 2018

Module/Topic	Chapter	Events and Submissions/Topic
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Topic 5: Families – Diversity	All activities are available on the unit Moodle site.	Local Option: Approach and negotiate with selected organisation about availability and expectations for service work. Nepal Option: Proposed departure week (dates to be advised) commence project (applied).
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#### **Vacation Week - 09 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
		Nepal

#### **Week 6 - 16 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 6: Families – conflict resolution; values; communication; roles	All activities are available on the unit Moodle site.	Local Option: Submit written report - background investigation for community-based activity.

#### **Week 7 - 23 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 7: Families – Social Issues eg. cyber bullying, social media, technology	All activities are available on the unit Moodle site.	Local Option: Commence community-based activity for project (applied). Nepal Option: Submit reflective practice assessment.

#### **Week 8 - 30 Apr 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 8: Families - Housing (sustainability; inter-generational families; disability)	All activities are available on the unit Moodle site.	Local Option: Continue community-based activity. Nepal Option: Commence written report.

#### **Week 9 - 07 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 9: Communities – organisations to support individuals and families	All activities are available on the unit Moodle site.	Local Option: Continue community-based activity.

#### **Week 10 - 14 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 10: Communities – individuals sense of meaning and purpose in society	All activities are available on the unit Moodle site.	Local Option: Community-based activity should be completed this week. Thank the organisation for their support and the opportunity they provided.

#### **Week 11 - 21 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Topic 11: Service in Community	All activities are available on the unit Moodle site.	Local Option: edit, revise and finalise reflective practice assessment. Nepal Option: edit, revise and finalise written report.

#### **Week 12 - 28 May 2018**

Module/Topic	Chapter	Events and Submissions/Topic
Reflection and Revision	All activities are available on the unit Moodle site.	Local Option: Submit reflective practice assessment. Nepal Option: Submit written report.

#### **Review/Exam Week - 04 Jun 2018**

Module/Topic	Chapter	Events and Submissions/Topic
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## Term Specific Information

### WORK-INTEGRATED LEARNING (WIL) AND SOCIAL INNOVATION

CQUniversity defines social innovation as "engaging with our communities to address entrenched social issues". WIL activities integrate academic learning with its application in the workplace. In this unit, exploring social innovation and WIL consists of options for community-based activity or a CQUGlobal [short-term outbound program](#). Both options are embedded into this unit and have associated assessment tasks.

**Local Option:** An important skill for educators and health professionals is learning to identify, communicate and "reach-out" to a potential partner organisation. In this Local Option, students will do background research about services that support individuals, families and communities in their local area and then approach a non-partisan organisation to negotiate and complete a minimum of 2 days community-service work. This learning has two important purposes: 1) interacting with humans in challenging circumstances; and 2) provide students with strategies to confidently approach and communicate with a potential community partner. This experience will give students an invaluable insight into social innovation principles and the challenges of engaging with community.

**Nepal Option:** 12 day Cultural Tour of Nepal including an extended stay with Seven Women NGO as an intermediate level Social Innovation case study. Approximate departure is in Week 5 (early April 2018). Student numbers for the Nepal Option are limited and preparations are already underway. Applications closed on 5 January 2018. Please contact Dr Jay Deagon (j.deagon@cqu.edu.au) before Week 1 starts if you would like to make a late application to travel to Nepal. Your application may be considered but acceptance and travel is not guaranteed. For more information see Assessment Information and the unit's Moodle site.

## Assessment Tasks

### 1 Exploration of a health issue

#### Assessment Type

Report

#### Task Description

1500 word report that addresses each of the following:

1. Identify various community services available in a target area that support individuals, families or communities.
2. Select one (1) focus issue and an appropriate organisation in a target community that addresses that issue.
3. Collate and analyse information about the organisation and issue.

Local Option: Students doing a community-service activity in their local area will complete this report **before** your community-service project. This report will provide vital background information about your organisation and health issue.

Nepal Option: Students who are going to Nepal will complete this report **after you return** and do a retrospective issue health report.

Detailed assessment instructions and support available on Moodle site.

#### Assessment Due Date

Local Option: Friday, 20 April 2018. Nepal Option: Friday, 1 May 2018.

#### Return Date to Students

Feedback will be provided to students 2 weeks after submission.

#### Weighting

25%

#### Assessment Criteria

1. Critically evaluate a range of policy texts and social trends pertaining to individuals, families and communities.
2. Critically analyse complex factors that impact health and wellbeing for individuals, families and communities.
3. Identify service organisations that support individuals, families and communities in a changing society.

## Referencing Style

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

## Submission

Online

## Learning Outcomes Assessed

- Critically evaluate a range of policy texts and social trends pertaining to individuals, families and communities
- Critically analyse complex factors that impact health and wellbeing for individuals, families and communities
- Identify and communicate with service organisations that support individuals, families and communities in a changing society

## Graduate Attributes

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

## 2 Community-service activity (Local or Nepal)

### Assessment Type

Project (applied)

### Task Description

### Rationale

An important skill for educators and health professionals is learning to identify, communicate and "reach-out" to partner organisations. This learning experience has two important purposes: 1) interacting with humans in challenging circumstances; and 2) provide students with strategies to confidently approach and communicate with a potential community partner. This community-service experience will give students a invaluable insight into the challenges of engaging with community and strategies to overcome these challenges.

### Local Option

#### Direct or indirect?

There are two potential types of projects: direct service and indirect service. If you choose a direct service project, you will spend most of your time actively working with an 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 target 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 type of organisation 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 religiously based (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 unit coordinator.

#### How many hours are required?

Because each project is unique, there is no specific hour requirement. However, for planning purposes, a good range is 15-25 hours outside of allocated university study time, with a minimum of 2 contact days at the organisation, completed during the suggested Schedule timing. You must clearly communicate and negotiate your availability and limitations with the community organisation. The ratio of time spent between direct contact and 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).



## Nepal Option

12 day Cultural Tour of Nepal including an extended stay with Seven Women NGO as an intermediate level Social Innovation case study. Approximate departure is in Week 5 (early April 2018). Student numbers for the Nepal Option are limited and preparations are already underway. Applications closed on 5 January 2018. Please contact Dr Jay Deagon (j.deagon@cqu.edu.au) before Week 1 starts if you would like to make a late application to travel to Nepal. Your application may be considered but acceptance and travel is not guaranteed.

### Assessment Due Date

At the conclusion of community based-activity (Local or Nepal)

### Return Date to Students

Feedback provided to students via Zoom tutorials and discussions forums

### Weighting

25%

### Assessment Criteria

1. Experience complex factors that impact health and wellbeing for individuals, families and communities.
2. Communicate with service organisations that support individuals, families and communities in a changing society.
3. Interact with individuals and service organisations in professional, ethical and culturally appropriate ways.

### Referencing Style

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

### Submission

Online

### Submission Instructions

1 page form with details of community-activity completed or attempted (template available in Moodle)

### Learning Outcomes Assessed

- Critically analyse complex factors that impact health and wellbeing for individuals, families and communities
- Identify and communicate with service organisations that support individuals, families and communities in a changing society
- Interact with individuals and service organisations in professional, ethical and culturally appropriate ways

### Graduate Attributes

- Communication
- Problem Solving
- Critical Thinking
- Information Literacy
- Team Work
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 3 Personal and Professional Reflection on Learning Experiences

### Assessment Type

Reflective Practice Assignment

### Task Description

Complete a suite of reflective practice questions including:

1. Unit topics and social innovation
2. Health and wellbeing issues
3. Human centered / client focus
4. Self-focus / personal development
5. Future professional practice

Template and further information about Reflective Practice Questions available in Moodle.

**Assessment Due Date**

Nepal Option: Friday, 27 April 2018. Local Option: Friday, 1 May 2018.

**Return Date to Students****Weighting**

50%

**Assessment Criteria**

1. Reflect on relevant points of view (perspectives) and on how alternative perspectives impact the health and wellbeing of individuals, families and communities.

**Referencing Style**

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

**Submission**

Online

**Submission Instructions**

Single Word document uploaded to Moodle.

**Learning Outcomes Assessed**

- Reflect on relevant points of view (perspectives) and on how alternative perspectives impact the health and wellbeing of individuals, families and communities.

**Graduate Attributes**

- Communication
- Problem Solving
- Cross Cultural Competence
- Ethical practice
- Social Innovation

## 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