



EDSE12023 *Individuals, Families & Communities*

Term 1 - 2020

Profile information current as at 28/04/2024 04:33 am

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 - 2020

- Mixed Mode

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 Student Evaluation Survey

Feedback

Content needs to be more focused on the Home Economics curriculum.

Recommendation

Make clearer the explicit links between unit content, Home Economics curriculum, philosophy, and classroom practice.

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% | | • | • | • | |
| 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 | | • | | | • |

| Graduate Attributes | Learning Outcomes | | | | |
|---|-------------------|---|---|---|---|
| | 1 | 2 | 3 | 4 | 5 |
| 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

Schedule

Week 1 - 09 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Topic 1 - Individuals – Personal Needs | | Introduction to the ideology, philosophy and Social Innovation principles that underpin this unit's focus. |

Week 2 - 16 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| Topic 2 - Individuals – Resilience and respectful relationships | | Identify health and wellbeing service providers. |

Week 3 - 23 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Topic 3: Individuals – Body image, sense of belonging/self-worth | | Conduct background investigations into a health issue. |

Week 4 - 30 Mar 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Topic 4: Individuals - Mental Health & Wellbeing | | Background research and prepare to approach selected organisation about service opportunities. |

Week 5 - 06 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|-------------------------------|---------|---|
| Topic 5: Families – Diversity | | Approach and negotiate with selected organisation about availability and expectations for service work. |

Vacation Week - 13 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--------------|---------|------------------------------|
|--------------|---------|------------------------------|

Week 6 - 20 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|--|
| Topic 6: Families – conflict resolution; values; communication; roles | | Exploration of a health and wellbeing issue Due: Week 6 Friday (24 Apr 2020) 6:00 pm AEST |

Week 7 - 27 Apr 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|--|---------|--|
| Topic 7: Families – Social Issues eg. cyber bullying, social media, technology | | Commence community-based activity for project (applied). |

Week 8 - 04 May 2020

| Module/Topic | Chapter | Events and Submissions/Topic |
|---|---------|------------------------------------|
| Topic 8: Families - Housing (sustainability; inter-generational families; disability) | | Continue community-based activity. |

| Week 9 - 11 May 2020 | | |
|---|---------|--|
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 9: Communities – organisations to support individuals and families | | Continue community-based activity. |
| Week 10 - 18 May 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 10: Communities – individuals sense of meaning and purpose in society | | The community-based activity to be completed this week. Thank the organisation for their support and the opportunity they provided. |
| Week 11 - 25 May 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Topic 11: Service in Community | | Edit, revise and finalise reflective practice assessment. Community-based activity Due: Week 11 Friday (29 May 2020) 11:45 pm AEST |
| Week 12 - 01 Jun 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| Reflection and Revision | | Reflection on Learning Experiences Due: Week 12 Friday (5 June 2020) 11:45 pm AEST |
| Review/Exam Week - 08 Jun 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | |
| Exam Week - 15 Jun 2020 | | |
| Module/Topic | Chapter | Events and Submissions/Topic |
| | | |

Term Specific Information

International (Nepal) study experience no longer available.

Assessment Tasks

1 Exploration of a health and wellbeing issue

Assessment Type

Report

Task Description

Purpose of Assessment

As an educator, you will become a valuable member of the community within which you live and work. Educators need to be able to identify and research issues that impact their students, families and communities. Importantly, teachers also need the skills to engage and collaborate with local families, community members and organisations. The three assessment items for this unit are interrelated and a little different from "the usual". Assessment has been designed to facilitate and encourage learning using a "deep approach" to pedagogy. The **learning goal** is to immerse you in a health and wellbeing issue relevant *to your local area* then support you as you "reach out" into your community to organise a community engagement activity. This

assessment will assist you to develop communication skills, critical thinking, disciplinary knowledge, cultural sensitivity, leadership skills and reflective practice.

Item 1: Exploration of a health and wellbeing issue

Written Report – 1500 words

The written report needs to be completed so that you have the necessary background information to engage in your community-based activity. You may choose to show your report to your selected community organisation and receive feedback or guidance, so make sure that your report is professionally presented.

Your written report needs to address all of the following:

1. Identify various community services available **in your local area** (within approximately 5 kilometres of your geographic location) 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:
 - Locate relevant statistics about the issue - use Australian Bureau of Statistics and/or World Health Organisation statistics;
 - Investigate background information about your selected organisation (philosophy, mission statement, clients or target audience, services provided, key personnel, structure, funding, general information, history)
 - Compare and contrast of different approaches that have been used to address the issue - what works, what hasn't worked (benefits and barriers);
 - Use academic research journal articles (minimum of 3) that support or refute 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 "Studiosity" for advice on a report format. Use appropriate headings and sub-headings to "signpost" your report and to indicate 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 words), conclusion (approximately 250 words), and reference list.
3. The word count is considered from the first word of the introduction to the last word of the conclusion. It excludes the cover page, abstract, contents page, reference page and appendices. It includes in-text references and direct quotations.
4. You may include pictures and diagram but only if they enhance your report.
5. Dot points or a table is 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 (use the Studiosity service provided).

Remember that you are becoming an education professional and your own levels of literacy need to be of a high standard.

6. Use [APA 6th Edition Style of referencing](#) (in-text) and reference list.

For more information - watch **Assessment Briefing 1** in Moodle.

Assessment Due Date

Week 6 Friday (24 Apr 2020) 6:00 pm AEST

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-based activity

Assessment Type

Project (applied)

Task Description

Assessment Rationale

An important skill for educators and health professionals is learning how to identify, communicate and "reach-out" to a partner organisation. This assessment item and learning experience have two important purposes:

- 1) interacting with humans in challenging circumstances; and
- 2) provide you with strategies to confidently approach and communicate with a potential community partner.

This community-service experience will give you an invaluable insight into the challenges of engaging with community and strategies to overcome these challenges.

Local Project

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:

- you already have a relationship or solid connection to the organisation; and
- 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 lecturer.

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.

How is work structured?

The ideal of community-based engagement is that your project builds knowledge in ways that simultaneously benefit your learning and benefits 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 Assessment Section in the Weekly Moodle Content.

You will determine the actual activities, timelines and products in dialogue with the organisation.

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

What to submit?

Single A4 page (template provided) that outlines organisation/s contacted, dates you visited organisation, activities undertaken, challenges.

Why are you submitting this template?

Record keeping is an essential educator skill. The depth of response and accuracy of record-keeping will be taken into consideration when marking.

Assessment Due Date

Week 11 Friday (29 May 2020) 11:45 pm AEST
At the conclusion of community based-activity

Return Date to Students

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

Complete the template with details of community-activity done and/or attempted

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 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-centred / 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

Week 12 Friday (5 June 2020) 11:45 pm AEST

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

Use template provided. Upload as single Word document 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