



The University of Southern Queensland

## Course specification

<b>Description: Child, Youth and Family Health</b>						
Subject	Cat-nbr	Class	Term	Mode	Units	Campus
NUR	3075	41079	1, 2005	ONC	1.00	Wide Bay

<b>Academic group:</b>	FOSCI
<b>Academic org:</b>	FOS004
<b>Student contribution band:</b>	National Priority Nursing
<b>ASCED code:</b>	060301

### STAFFING

Moderator: Janet Rankin

### OTHER-REQUISITES

Recommended prior study: 12 BNUR courses

### RATIONALE

A complex and multi-faceted relationship exists between the health of the individual and that of the family. Family health standards strongly influence individual health practice, hence the family, rather than the individual becomes a prime focus for nursing care. This course, with its wellness perspective, is designed to prepare students for the broader application of nursing to the family as a client, so as to promote family health and integrity. More specific areas of family health as they pertain to children and youth, and reproductive function will be examined.

### SYNOPSIS

This Course examines contemporary forms of the family through a variety of theoretical perspectives. Students are encouraged to use knowledge of family theory to reflect on their own experiences of family and nursing. Students relate clinical decision making to families and develop nursing skills promoting wellness for healthy and high-risk family systems. Students will explore the special health needs of children and youth and of families during their reproductive years.

### OBJECTIVES

On completion of this course students will be able to:

1. demonstrate appropriate knowledge and skills so as to promote family health through the unique nursing, collaborative nursing and primary health provider roles;
2. apply understanding of human-health-environment interactions to promote health at individual and family levels;
3. document plans for family members to be active participants in the process of care;
4. demonstrate the ability to apply family theory and nursing care principles to health as it pertains to children and youth;

5. demonstrate the ability to apply family theory and nursing care principles to a family with a specific health problem eg reproductive functions;
6. relate family wellness activities and levels of health promotion to the role of the nurse;
7. examine multicultural families from a sociological perspective;
8. attain Clinical objectives: assess individual and family systems; identify family strengths and problems; plan nursing care of families; support families as clients toward appropriate family centred goals; identify and plan care for children and youth within a family context; identify and plan care for families with problems with reproductive function; identify health service resources available to families; document family nursing care; maintain accurate medication calculations for safe practice in relation to family nursing practice.

## TOPICS

	Description	Weighting (%)
1.	Introduction to Nursing and Family Health	5.00
2.	What is Family?	5.00
3.	Family Structure/Functions	10.00
4.	Family Developmental Process	10.00
5.	Family Health - What is Family Health?	15.00
6.	Children's Health	20.00
7.	Youth Health	20.00
8.	Reproductive Health	15.00

## TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Instructional Guide 2005, *Child, youth & family health*, USQ Publication, Toowoomba.  
(Course NUR3075)

Wright, LM & Leahy, M 2000, *Nurses and family*, 3rd edn, FA Davis, Philadelphia.

## REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Bomar, PJ (Ed) 1996, *Nurses and family health promotion*, 2nd edn, WB Saunders, Philadelphia.

Danielson, C, Hamel-Bissell, B & Winstead-Fry, P 1993, *Families, health and illness: perspectives on coping and intervention*, Mosby, St Louis.

Grbich, C (ed) 1999, *Health in Australia: sociological concepts and issues*, 2nd edn, Prentice Hall, Sydney.

- Hanson, SMH & Boyd, ST 1995, *Family health care nursing: theory, practice and research*, FA Davis, Philadelphia.
- Hartley, R (ed) 1995, *Families and cultural diversity in Australia*, AIFS & Allen & Unwin, Sydney.
- Inglis, J & Rogan, L 1994, *Flexible families: new directions in Australian communities*, Pluto Press, Sydney.
- Jamrozik, A & Sweeney, T 1996, *Children and society: the family, the state and social parenthood*, MacMillan Education Australia, Melbourne.
- McDonald, P 1995, *Families in Australia: a sociodemographic perspective*, AIFS, Melbourne.
- National Health and Medical Research Council 1996, *Infection control in the health care setting, Guidelines for the prevention of transmission of infectious diseases*, Australian Government Publishing Service, Canberra.
- O'Connor, ML & Parker, E 2001, *Health promotion: principles and practice in the Australian context*, 2nd edn, Allen and Unwin, Sydney.
- Sarantakos, S 1996, *Modern families: an Australian text*, MacMillan, South Melbourne.
- Weeks, W & Quinn, M (eds) 2000, *Issues facing Australian families: human services respond*, 3rd edn, Longman Cheshire, Melbourne.

## STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Private Study	142.00
Tutorials	28.00

## ASSESSMENT DETAILS

Description	Marks out of	Wtg(%)	Due date
ASSIGNMENT	80.00	40.00	30 May 2005
3HR RESTRICTED EXAMINATION	150.00	60.00	END S1 (see note 1)

### NOTES

1. Examination dates will be available during the semester. Please refer to the examination timetable when published.

## IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:  
It is the students' responsibility to attend and participate appropriately in all activities (such as lectures, tutorials, laboratories and practical work) scheduled for them, and to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:  
To complete an assessment item satisfactorily, students must obtain at least 50% of the marks available for that assessment item.
- 3 Penalties for late submission of required work:

If students submit assignments after the due date without prior approval then a penalty of 20% of the total marks gained by the student for the assignment will apply for each working day late.

- 4 Requirements for student to be awarded a passing grade in the course:  
To be assured of a passing grade, students must demonstrate, via the summative assessment items, that they have achieved the required minimum standards in relation to the objectives of the course by satisfactorily completing the examination and assignments
- 5 Method used to combine assessment results to attain final grade:  
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:  
The only materials that candidates may use in the restricted examination for this course are: writing materials (non-electronic and free from material which could give the student an unfair advantage in the examination); calculators which cannot hold textual information (students must indicate on their examination paper the make and model of any calculator(s) they use during the examination. Students whose first language is not English, may, with the Examiner's approval, take an appropriate non- electronic translation dictionary into the examination. Students who wish to use a translation dictionary MUST request and receive written approval from the Examiner at least one week before the examination date. Translation dictionaries will be subject to perusal and may be removed from the candidate's possession until appropriate disciplinary action is completed if found to contain material that could give the candidate an unfair advantage.
- 7 Examination period when Deferred/Supplementary examinations will be held:  
Any Deferred or Supplementary examinations for this course will be held during the next examination period.
- 8 University Regulations:  
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

## **ASSESSMENT NOTES**

- 9 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the Examiner.
- 10 The examiner may grant an extension of the due date of an assignment in extenuating circumstances.
- 11 Students can expect that questions in assessment items in this course may draw upon knowledge and skills that they can reasonably be expected to have acquired before enrolling in the course. This includes knowledge contained in pre-requisite courses and appropriate communication, information literacy, analytical, critical thinking, problem solving or numeracy skills. Students who do not possess such knowledge and skills should not expect to achieve the same grades as those students who do possess them.