

571-820 Young People at Risk

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus. Distance
Time Commitment:	Contact Hours: A total of 120 hours: includes participation in on-campus sessions, reading course materials, independant study and completion of all learning activities and assessment. Total Time Commitment: Not available
Prerequisites:	Nil
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>
Coordinator:	Karen Field/Elly Robinson
Subject Overview:	This subject begins with an exploration of the concept of 'at risk' as it applies to young people, and the use and purpose of such a categorisation by relevant services and through policy. A life-course approach is used to examine the impact of risk factors and behaviours in earlier years on adolescent health and wellbeing including, for example, grief and loss, trauma, abuse and mental illness. Students will examine contemporary innovative services and intervention approaches to working with young people "at risk", and explore how different agencies and sectors have developed effective approaches to working collaboratively. Key management, supervision, legal and self-care issues will be considered, and how these can be effectively incorporated into professional practice.
Assessment:	20%: Group Presentation during on-campus session; 20%: Service Visit / Interview and Written Report (Max: 1,000 words) - Due mid semester; 60%: Major Assignment (Max: 2,000 words) - Due end of semester.
Prescribed Texts:	None
Breadth Options:	This subject is not available as a breadth subject.
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Generic Skills:	This subject is designed to enable students to: <ul style="list-style-type: none"> # critique the use of the concept 'at risk' in relation to young people, including the different definitions and applications of the term; # examine life-course theories to explain social and behavioural outcomes for young people; # analyse the impact of a range of risk factors and behaviours, such as grief, loss and abuse, on the adolescent development trajectory and how these may manifest themselves in adolescence;

- # critique the efficacy of the current service system that responds to the needs of young people 'at risk';
- # examine and critique a range of innovative service models that respond to the needs of young people 'at risk' (including the evidence of effective intervention approaches);
- # identify a range of practice, management and supervision issues that need to be considered when working with young people 'at risk' particularly professional role boundaries;
- # consider ways and develop methods for incorporating appropriate principles and practice strategies into students' own professional work;
- # recognise the policy, legislative and organisational rules and guidelines within which professionals working with young people 'at risk' practice.

On completion of this subject it is expected that students will be able to:

- # recognise one's own and other professionals' role in the care of young people 'at risk', taking into account legal and ethical issues;
- # develop a repertoire of strategies to approach and talk with a young person, family and/or carers and other professionals;
- # formulate an initial management plan with consideration for secondary consultation and shared care;
- # clarify and practice referral, shared care and networking skills;
- # articulate decision-making processes for crisis intervention;
- # present an argument for introducing an effective intervention with young people 'at risk'.

Related Course(s):

Graduate Diploma in Adolescent Health and Welfare
Master of Adolescent Health & Welfare