PAED90024 Rural Paediatric Theory and Context

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2010, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. Semester 2, Parkville - Taught on campus. Face to Face
Time Commitment:	Contact Hours: 48 hours of lectures Total Time Commitment: Estimated total time commitment of 120 hours.
Prerequisites:	Nil
Corequisites:	Nil
Recommended Background Knowledge:	Nil
Non Allowed Subjects:	Nil
Core Participation Requirements:	For the purposes of considering requests for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the Disability Liaison Unit website: http://www.services.unimelb.edu.au/disability/
Coordinator:	Ms Liz Williams
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Subject Overview:	The theory and context of rural paediatrics will examine the key concepts underpinning rural health practice; rec ognise multidisciplinary rural health services in primary care; and understand and apply theories of child development. The context in rural paediatrics comprises understanding rural paediatric health services, the principles of family centred practice and improving cultural literacy, including indigenous, under-resourced or culturally diverse child populations. The three topics in child development in a family centred context are: understanding the infant (introduction to foetal and system development, infant development and developmental delay, communication and behaviour); understanding the child (children at school and in sport, and variations in child development); and communicating with the adolescent (growth, puberty, compliance and mental health). The subject will extend the student's clinical reasoning, learning and understanding of challenges of environmental issues and disability. Specific conditions are case based. Students will present on one of the topics as part of the course.
Objectives:	By the end of this subject, students will have had the opportunity to • Develop a conceptual understanding of rural health practice • Gain insight into multidisciplinary approaches to health in assessment of infants, children and adolescents using principles of family centred practice • Appreciate the context and improve cultural literacy in rural paediatrics including in indigenous health and child populations where there is cultural diversity • Establish a deeper understanding and knowledge of the typically developing infant, child and adolescent and some variations

	• Demonstrate communication, assessment and presentation skills in relation to infants, children, adolescents, families and multidisciplinary health professionals
Assessment:	One 30 minute class presentation (40%) during the intensive teaching period, and one (1) written assignment – 4000 words (60%) due at the end of semester
Prescribed Texts:	Nil
Recommended Texts:	NA
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:	The generic skills obtained by successfully completing this subject include: • a capacity for self-directed learning and the motivation for life-long independent learning. • an advanced level of oral and written communication. • an ability to critically evaluate and synthesise research literature. • a capacity to manage competing demands on time. • an appreciation of the team approach to learning in complex areas.
Links to further information:	www.mccp.unimelb.edu.au
Related Course(s):	Specialist Certificate in Rural Paediatric Practice