

## POPH90167 Young People in Context

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2012, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught online/distance. Semester 1, Parkville - Taught on campus. *Available by Distance Education only.
<b>Time Commitment:</b>	Contact Hours: A total of 120 hours: includes participation in online learning activities, reading course materials, independent study and completion of learning tasks and assessment. Total Time Commitment: Not available
<b>Prerequisites:</b>	None
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	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 Overview, Objectives, Assessment and Generic Skills sections of this entry. 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 the Disability Liaison Unit: <a href="http://www.services.unimelb.edu.au/disability/">http://www.services.unimelb.edu.au/disability/</a>
<b>Coordinator:</b>	Ms Merran Guest
<b>Contact:</b>	Andrea Krelle Email: <a href="mailto:andrea.krelle@mcri.edu.au">andrea.krelle@mcri.edu.au</a> ( <a href="mailto:andrea.krelle@mcri.edu.au">mailto:andrea.krelle@mcri.edu.au</a> )
<b>Subject Overview:</b>	This subject begins by examining the underlying assumptions, values, experiences, skills, forms of knowledge and broader contexts that impact on and inform students' professional practice approach in working with young people. Using critical incidents and case studies as a starting point, students will explore some of the key frameworks and interventions for working with young people to improve health outcomes. These include: <ul style="list-style-type: none"> <li># risk and resiliency frameworks;</li> <li># effective practice strategies;</li> <li># approaches to crisis intervention;</li> <li># issues related to professional role boundaries, ethical practice and cross-sectoral networking.</li> </ul> <p>Students will be required to draw on theoretical perspectives and ideas from contemporary research as well as insights generated through critical reflection, online discussions and collaborative problem-solving. Through this critical enquiry process, it is expected that students will further develop their understandings of their own practice and change and develop aspects of that practice.</p>
<b>Objectives:</b>	This subject is designed to enable students to: <ul style="list-style-type: none"> <li># articulate and critically examine their own understandings of professional practice in working with young people in a variety of contexts;</li> <li># identify and critically reflect on the factors which impact on and influence practitioners and young people;</li> </ul>

	<ul style="list-style-type: none"> <li># compare the professional settings and services which interact with young people and explore potential strategies to enhance inter-agency collaboration, communication and referral;</li> <li># review current practice against established ethical, legal and confidentiality principles / criteria and suggest appropriate strategies to improve aspects of practice;</li> <li># evaluate and apply different theoretical frameworks, research perspectives and professional practice strategies to inform decision making in working with young people in a range of contexts;</li> <li># analyse and apply resiliency, risk and protective frameworks;</li> <li># critically examine methods of conducting a cooperative strengths-based assessment with a young person.</li> </ul>
<b>Assessment:</b>	Hurdle Requirement(Satisfactory/Unsatisfactory) : Introductory learning activity: Two pieces of reflective writing (Max: 400 words each) - Submitted to Online Discussion Topic; 60% : Risk and Resiliency Case Study Investigation and Written Report (Max: 1,800 - 2,000 words) - Due mid semester; 40% : Intervention Case Study Investigation and Written Report (Max: 1,100 - 1,300 words) - Due end of semester.
<b>Prescribed Texts:</b>	N/A
<b>Recommended Texts:</b>	Fuller, A. (1998). <i>From Surviving To Thriving: Promoting Mental Health In Young People</i> . ACER: Melbourne.
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	<p>This subject is designed to enable students to:</p> <ul style="list-style-type: none"> <li># articulate and critically examine their own understandings of professional practice in working with young people in a variety of contexts;</li> <li># identify and critically reflect on the factors which impact on and influence practitioners and young people;</li> <li># compare the professional settings and services which interact with young people and explore potential strategies to enhance inter-agency collaboration, communication and referral;</li> <li># review current practice against established ethical, legal and confidentiality principles / criteria and suggest appropriate strategies to improve aspects of practice;</li> <li># evaluate and apply different theoretical frameworks, research perspectives and professional practice strategies to inform decision making in working with young people in a range of contexts;</li> <li># analyse and apply resiliency, risk and protective frameworks;</li> <li># critically examine methods of conducting a cooperative strengths-based assessment with a young person.</li> </ul> <p>On completion of this subject, it is expected that students will be able to:</p> <ul style="list-style-type: none"> <li># work in a respectful way with: young people from diverse cultural backgrounds; workers from different sectors; and communities to enhance engagement, active participation, inclusivity and capacity building;</li> <li># locate, critically evaluate and use contemporary research literature and professional information to develop own practice;</li> <li># communicate effectively with young people, families, agencies, and other professionals across a range of contexts;</li> <li># further develop collaborative ways of working and learning aimed at building partnerships in a multi-disciplinary environment.</li> </ul>
<b>Notes:</b>	This subject requires access to the internet. Participants will received a printed Learner's Guide and key subject readings. A range of online resources, templates and collaborative learning tools are available via the Subject website.
<b>Related Course(s):</b>	Graduate Certificate in Adolescent Health and Welfare Graduate Diploma in Adolescent Health and Welfare Master of Adolescent Health & Welfare