

# GD-ADOLHW Graduate Diploma in Adolescent Health and Wellbeing

<b>Year and Campus:</b>	2014 - Parkville
<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>Level:</b>	Graduate/Postgraduate
<b>Duration &amp; Credit Points:</b>	100 credit points taken over 12 months full time. This course is available as full or part time.
<b>Coordinator:</b>	Andrea Krelle
<b>Contact:</b>	Ph: 03 9345 6676   E: <a href="mailto:andrea.krelle@unimelb.edu.au">andrea.krelle@unimelb.edu.au</a>
<b>Course Overview:</b>	<p>The Graduate Diploma in Adolescent Health and Wellbeing course 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># further develop and apply critically reflective, evidence informed approaches to adolescent health and welfare practice, program development and policy analysis;</li> <li># identify and analyse the broader social, cultural and environmental factors which impact on and influence practitioners and young people;</li> <li># analyse and critically evaluate contemporary theories of adolescence and adolescent development (including historical and cultural contexts), to enhance own practice in working with young people, families, communities and agencies;</li> <li># identify national and international adolescent health issues and trends and relate these to the broader socio-environmental contexts impacting on the health and wellbeing of young people;</li> <li># critically examine life-course or life-stage approaches to adolescent health recognising causal pathways;</li> <li># identify the principles associated with micro and macro approaches to practice and use these to develop enhanced prevention and intervention strategies when working with young people, families, communities and agencies;</li> <li># analyse, evaluate and apply ecological models of resiliency, risk and protection in adolescent health;</li> <li># engage young people, families and other professionals in the development and implementation of strategies to promote adolescent health and wellbeing;</li> <li># review current practice against established legal, ethical, confidentiality and professional principles / codes of practice and recommend strategies to enhance professional judgment;</li> <li># identify the professional settings and services which interact with young people and explore potential strategies to enhance inter-agency collaboration, communication and referral;</li> <li># develop strategies for engaging culturally diverse communities to enhance youth participation, active engagement, inclusivity and capacity building.</li> </ul>
<b>Learning Outcomes:</b>	<p>It is expected that on completion of this course students will be able to:</p> <p><i>Communication and Advocacy Skills</i></p> <ul style="list-style-type: none"> <li># communicate effectively both orally, and in writing with a diverse range of audiences in a range of professional contexts (eg: when working with young people, families, agencies, other professionals and the Media);</li> <li># analyse and present arguments for change and inform these using relevant evidence from contemporary research and policies impacting on young people, their families and workers in professional practice settings;</li> <li># apply interview, conflict resolution and feedback strategies that reflect sensitivity to the needs of individuals and groups;</li> </ul> <p><i>Capacity Building Skills</i></p> <ul style="list-style-type: none"> <li># work effectively, in a non-judgmental way with young people, different sectors and families from diverse cultural backgrounds and community contexts;</li> <li># develop collaborative ways of working and learning by contributing to cross-disciplinary networks and partnerships within/across the different agencies, sectors and professions which work with young people;</li> <li># develop approaches to initiate change (eg: in own organisation; when working with young people; in contributing to policy development; and, in continuing to develop and reflect on own practice);</li> </ul>

	<p><b>Research and Evaluation Skills</b></p> <ul style="list-style-type: none"> <li># use a range of information and communication technologies to effectively locate, select, represent, communicate and manage information;</li> <li># analyse, critically evaluate and use contemporary research literature and professional information to inform development of evidence-based approaches to practice, program design, treatment approaches and policy analysis;</li> <li># apply a range of program evaluation approaches, including selection of appropriate evaluation methods, monitoring of the impact/outcomes of program developments and needs assessment;</li> </ul> <p><b>Critical Reflection and Cognition Skills</b></p> <ul style="list-style-type: none"> <li># evaluate and apply different frameworks of thinking, theory and approach to inform decision making and professional practice;</li> <li># actively participate in collaborative, critical enquiry processes as a means of enhancing own learning and developing evidence-informed approaches to practice;</li> <li># identify, analyse and critically reflect on the relationship between context and health that impact on a young person, family, community or professional.</li> </ul> <p><b>Legal and Ethical Skills</b></p> <ul style="list-style-type: none"> <li># recognise and apply the policy, legislative and organisational rules and guidelines within which professions practice:</li> <li># develop strategies for dealing with ethical issues in adolescent health care.</li> </ul>																																							
<b>Course Structure &amp; Available Subjects:</b>	Students must satisfactorily complete eight (four core and four elective) subjects to qualify for the Graduate Diploma of Adolescent Health and Welfare.																																							
<b>Subject Options:</b>	<p><b>Core Subjects</b></p> <table border="1" data-bbox="391 974 1484 1288"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>POPH90167 Young People in Context</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>PAED90007 Professional Practice in Context</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>POPH90172 SocioEnvironmentalContext of Adolescents</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>POPH90173 Health Promotion and Young People</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table> <p><b>Elective Subjects</b></p> <p>Choose 4 elective subjects (50 credit points) from the following list:</p> <table border="1" data-bbox="391 1377 1484 1859"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>PSYC90062 Mental Health and Young People</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>POPH90168 Young People at Risk</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>POPH90169 Adolescent Sexuality and Sexual Health</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>POPH90170 Adolescent Health Project</td> <td>Semester 1, Semester 2</td> <td>12.50</td> </tr> <tr> <td>POPH90171 Drug Issues</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>POPH90087 International Adolescent Health</td> <td>February</td> <td>12.50</td> </tr> <tr> <td>PAED90026 Cancer Care in Young People</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	POPH90167 Young People in Context	Semester 1	12.50	PAED90007 Professional Practice in Context	Semester 1	12.50	POPH90172 SocioEnvironmentalContext of Adolescents	Semester 2	12.50	POPH90173 Health Promotion and Young People	Semester 2	12.50	Subject	Study Period Commencement:	Credit Points:	PSYC90062 Mental Health and Young People	Semester 2	12.50	POPH90168 Young People at Risk	Semester 1	12.50	POPH90169 Adolescent Sexuality and Sexual Health	February	12.50	POPH90170 Adolescent Health Project	Semester 1, Semester 2	12.50	POPH90171 Drug Issues	Semester 2	12.50	POPH90087 International Adolescent Health	February	12.50	PAED90026 Cancer Care in Young People	Semester 2	12.50
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<b>Entry Requirements:</b>	The course is available to graduates with degrees in teaching, youth work, a health-related discipline or applicants with other approved qualifications or limited places for those without tertiary qualifications but with significant relevant work experience.																																							
<b>Core Participation Requirements:</b>	<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																																							

	<p>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: <a href="http://services.unimelb.edu.au/disability">http://services.unimelb.edu.au/disability</a></p>
<b>Graduate Attributes:</b>	<p>In addition to the objectives and capabilities outlined above, the Graduate Diploma in Adolescent Health and Welfare is designed to enable students to:</p> <ul style="list-style-type: none"> <li>• demonstrate a commitment to critical enquiry and evidence-based practice so as to maintain currency with contemporary debates and continuously inform practice;</li> <li>• analyse and reflect on national and international adolescent health issues and trends as they relate to particular communities and professional practice settings;</li> <li>• further develop and apply principles associated with micro and macro approaches to practice in adolescent health and welfare;</li> <li>• plan, implement and evaluate effective prevention, early intervention and intervention strategies relevant to work with young people</li> <li>• further develop collaborative ways of working within/across the different agencies, sectors and professions which work with young people;</li> <li>• implement change processes within and beyond their own organisation to enhance youth participation, engagement and inclusivity;</li> <li>• implement and evaluate evidence-based practice strategies to as they relate to particular communities and professional practice settings.</li> </ul>