123AH Graduate Diploma in Adolescent Health and Welfare

Year and Campus:	2015
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees
Level:	Graduate/Postgraduate
Duration & Credit Points:	100 credit points taken over 12 months
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Course Overview:	The Graduate Diploma in Adolescent Health and Welfare course is designed to enable students to: # articulate and critically examine their own understandings of professional practice in working with young people in a variety of contexts; # further develop and apply critically reflective, evidence informed approaches to adolescent health and welfare practice, program development and policy analysis; # identify and analyse the broader social, cultural and environmental factors which impact on and influence practitioners and young people; # 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; # 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; # critically examine life-course or life-stage approaches to adolescent health recognising causal pathways; # 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; # analyse, evaluate and apply ecological models of resiliency, risk and protection in adolescent health; # engage young people, families and other professionals in the development and implementation of strategies to promote adolescent health and wellbeing; # review current practice against established legal, ethical, confidentiality and professional principles / codes of practice and recommend strategies to enhance professional judgment; # identify the professional settings and services which interact with young people and explore potential strategies to enhance inter-agency collaboration, communication and referral; # develop strategies for engaging culturally diverse communities to enhance youth participation, active engagement, inclusivity and capacity building.
Learning Outcomes:	It is expected that on completion of this course students will be able to: *Communication and Advocacy Skills* # 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); # 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; # apply interview, conflict resolution and feedback strategies that reflect sensitivity to the needs of individuals and groups; *Capacity Building Skills* # work effectively, in a non-judgmental way with young people, different sectors and families from diverse cultural backgrounds and community contexts; # 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;

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);

Research and Evaluation Skills

use a range of information and communication technologies to effectively locate, select, represent, communicate and manage information;
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;
apply a range of program evaluation approaches, including selection of appropriate evaluation methods, monitoring of the impact/outcomes of program developments and needs assessment;

Critical Reflection and Cognition Skills

evaluate and apply different frameworks of thinking, theory and approach to inform decision making and professional practice;
actively participate in collaborative, critical enquiry processes as a means of enhancing own learning and developing evidence-informed approaches to practice;
identify, analyse and critically reflect on the relationship between context and health that impact on a young person, family, community or professional.

Legal and Ethical Skills

recognise and apply the policy, legislative and organisational rules and guidelines within which professions practice:
develop strategies for dealing with ethical issues in adolescent health care.

Course Structure & Available Subjects:

Students must satisfactorily complete eight (four core and four elective) subjects to qualify for the Graduate Diploma of Adolescent Health and Welfare.

Subject Options:

Core Subjects

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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

Elective Subjects

Choose 4 elective subjects (50 credit points) from the following list:

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

Entry Requirements:	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.
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 course are articulated in the Course Overview, Objectives 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 course are encouraged to discuss this matter with a Faculty Student Adviser and the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Graduate Attributes:	In addition to the objectives and capabilities outlined above, the Graduate Diploma in Adolescent Health and Welfare is designed to enable students to: • demonstrate a commitment to critical enquiry and evidence-based practice so as to maintain currency with contemporary debates and continuously inform practice;• analyse and reflect on national and international adolescent health issues and trends as they relate to particular communities and professional practice settings;• further develop and apply principles associated with micro and macro approaches to practice in adolescent health and welfare;• plan, implement and evaluate effective prevention, early intervention and intervention strategies relevant to work with young people• further develop collaborative ways of working within/across the different agencies, sectors and professions which work with young people;• implement change processes within and beyond their own organisation to enhance youth participation, engagement and inclusivity;• implement and evaluate evidence-based practice strategies to as they relate to particular communities and professional practice settings.
Links to further information:	http://www.rch.org.au/cah/education