

POPH90170 Adolescent Health Project

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught online/distance. Semester 2, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: A total of 170 hours: includes all phases of the critical inquiry project, meetings with supervisor and completion of negotiated assessment tasks. Total Time Commitment: Not available
Prerequisites:	None
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:	Ms Andrea Krelle
Contact:	Andrea Krelle andrea.krelle@unimelb.edu.au (mailto:andrea.krelle@unimelb.edu.au) Administrative Helen D'Cruz hdcruz@unimelb.edu.au (mailto:hdcruz@unimelb.edu.au)
Subject Overview:	In this subject, participants will draw on ideas from research, along with theoretical frameworks and strategies explored during the course to develop and review a critical inquiry project relevant to their professional practice workplace / setting that influences outcomes for young people. Participants will be supervised through each stage of the project and will be required to present their findings, perspectives and reflections to different audiences using appropriate media.
Learning Outcomes:	This subject is designed to enable students to: <ul style="list-style-type: none"> # develop and review a critical inquiry initiative relevant to their professional practice setting that influences outcomes for young people; # adopt a critical perspective when considering how different kinds of evidence can be used to inform own practice in working with young people and other practitioners; # apply ethical approaches to practice decision-making in working with young people; # take responsibility for evaluating own professional learning and for identifying areas for further exploration and development.

Assessment:	Hurdle: Reflective Journal documenting project experience (Max 500 words) 30%: Project proposal (Max 1,500 words) (alternate available due with final assessment) - Due mid semester 70% : Negotiated Project Report (Max 3,000 words) - Due week 12
Prescribed Texts:	N/A
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:	<p>This subject is designed to enable students to:</p> <ul style="list-style-type: none"> # develop and review a critical inquiry initiative relevant to their professional practice setting that influences outcomes for young people; # adopt a critical perspective when considering how different kinds of evidence can be used to inform own practice in working with young people and other practitioners; # apply ethical approaches to practice decision-making in working with young people; # take responsibility for evaluating own professional learning and for identifying areas for further exploration and development. <p>On completion of this subject it is expected that students will be able to:</p> <ul style="list-style-type: none"> # operate more reflectively when making choices about ways of working and interacting with young people, their families and other practitioners; # demonstrate a commitment to evidence-based practice so as to maintain currency with contemporary issues / trends in adolescent health and continuously inform practice; # use a range of information technologies to effectively locate, select, and manage information; # present findings, perspectives and reflections to different audiences using appropriate media.
Notes:	<ul style="list-style-type: none"> # This subject requires access to the internet. # Distance education students will receive a printed Learner's Guide. A range of project resources, templates and collaborative learning tools can be accessed via the subject website.
Related Course(s):	Graduate Diploma in Adolescent Health and Welfare Graduate Diploma in Adolescent Health and Wellbeing Master of Adolescent Health & Welfare Master of Adolescent Health & Wellbeing