

## 554-844 Assessment and Young People

<b>Credit Points:</b>	12.50
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Dates &amp; Locations:</b>	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus. Semester 2, - Taught on campus.
<b>Time Commitment:</b>	Contact Hours: 24 contact hours Total Time Commitment: Not available
<b>Prerequisites:</b>	Nil.
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt;         &lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p>
<b>Coordinator:</b>	Dr Anna Sidis, Mr Steve Halperin
<b>Subject Overview:</b>	<p>Course content includes:</p> <ul style="list-style-type: none"> <li># Engaging young people in a formal assessment process;</li> <li># Psychosocial history-taking with young people and their families;</li> <li># Mental state assessment of young people;</li> <li># Assessing the needs of families and primary carers;</li> <li># An overview of biological assessment in first presentations;</li> <li># Developing diagnostic formulations; and</li> <li># Orientating young people and their families to the treatment context.</li> </ul>
<b>Assessment:</b>	<p>There are three types of assessment proposed for this subject: 1. Weekly tutorial questions (25%) 2. Audio/video case presentation (25%) 3. Major written assignment – Case study (50%) Please note that the assessment tasks for this subject require two distinct case studies. The audio/video case presentation will describe the assessment of a specific young person and the written case study will be a report of the assessment of a different young person.</p> <p>1. Weekly tutorial questions A set of five, multiple-choice questions will be posted each week by the subject coordinator. Each quiz is worth 5 marks, with the last quiz being worth in the sixth week being worth 6 marks. Responses to all quizzes are due in the seventh week.</p> <p>2. Audio/video case presentation The student is required to record him or herself presenting a formal case presentation of an assessment report. The presentation must be recorded in a digital audio or video format and can be up to 15-minutes in length. This assignment is worth 25% of the final grade and must be submitted via the assignment button within the LMS. This assignment is due in Week 7.</p> <p>3. Major written assignment – Case study Students are required to write a formal case study assessment report of 1,500 - 2,000 words from the biopsychosocial perspective and according to set criteria for an intake report (provided by the subject coordinator on LMS). The major assignment is due in Week 7.</p>
<b>Prescribed Texts:</b>	None

<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>	By the end of this subject students should be able to: <ul style="list-style-type: none"><li># Optimise engagement with young people and their families in the assessment process;</li><li># Perform psychosocial assessment of the young person and their family, integrating developmental and cultural perspectives;</li><li># Develop a framework for the assessment of the needs of families of young people experiencing serious mental illness;</li><li># Conduct mental state assessments within the context of an assessment process which facilitates collaborative relationship with young people with putative mental illness.</li></ul>
<b>Related Course(s):</b>	Graduate Diploma in Mental Health Science (Young People's Mental Health)