

316AA Doctor of Educational Psychology

Year and Campus:	2011 - Parkville																				
CRICOS Code:	037944B																				
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees																				
Level:	Graduate/Postgraduate																				
Duration & Credit Points:	300 credit points taken over 36 months full time. This course is available as full or part time.																				
Coordinator:	Associate Professor Erica Frydenberg																				
Contact:	Education Student Centre Alice Hoy Building																				
Course Overview:	<p>The Doctor of Educational Psychology course trains students in professional areas of the discipline of educational psychology. The program has three broad emphases: training, through classroom teaching, in the theoretical, conceptual and empirical knowledge relevant to the practice of educational psychology and in the skills relevant to various areas of professional practice; supervised practical experience in the application of knowledge and skills; and research training, including the conduct of a thesis. A major objective of the course is to train educational psychologists to have a strong academic and research orientation in their professional activities.</p> <p>Graduates of the Master of Educational Psychology are not eligible for entry to the course.</p> <p>For International applicants:</p> <p>Please note applicants who wish to be considered for this course and have international qualifications, must provide confirmation from the Australian Psychological Society (APS) confirming eligibility for Associate Membership.</p> <p>More information about your eligibility can be located via their website www.psychology.org.au (http://www.psychology.org.au/)</p>																				
Objectives:	<p>Students who have completed the Doctor of Educational Psychology should be able to:</p> <ul style="list-style-type: none"># demonstrate a strong grounding in the theoretical and empirical basis of educational psychology;# demonstrate highly developed skills in professional practice;# participate at a high level in the systematic analysis of practical problems in educational psychology;# undertake a substantial piece of original research in educational psychology that is informed by knowledge of educational psychology practice and by a high level of professional skill in educational psychology.																				
Course Structure & Available Subjects:	Students are required to complete a total of 300 points, comprising ten compulsory subjects (totalling 112.5 points) together with five field practica (totalling 87.5 points) and a research thesis of 45,000 words (100 points).																				
Subject Options:	<p>Full-time Progression in the Course</p> <p>Year 1:</p> <table><tr><th>Subject</th><th>Study Period Commencement:</th><th>Credit Points:</th></tr><tr><td>EDUC90227 Working with Groups</td><td>Semester 1</td><td>12.50</td></tr><tr><td>EDUC90226 Learning Processes and Problems</td><td>July</td><td>6.25</td></tr><tr><td>EDUC90225 Psychological Tests</td><td>Semester 1</td><td>12.50</td></tr><tr><td>EDUC90224 Counselling Skills for Ed. Psychologists</td><td>Semester 1</td><td>12.50</td></tr><tr><td>EDUC90220 Research Methods</td><td>Semester 1</td><td>12.50</td></tr></table>			Subject	Study Period Commencement:	Credit Points:	EDUC90227 Working with Groups	Semester 1	12.50	EDUC90226 Learning Processes and Problems	July	6.25	EDUC90225 Psychological Tests	Semester 1	12.50	EDUC90224 Counselling Skills for Ed. Psychologists	Semester 1	12.50	EDUC90220 Research Methods	Semester 1	12.50
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EDUC90229 Ed Psych Practicum 1	Year Long	12.50
EDUC90218 Ed Psych Practicum 2	Year Long	12.50
EDUC90223 Exceptionality:Assessment & Intervention	Semester 2	12.50
EDUC90221 Consultation in Educational Settings	Semester 2	6.25

Year 2:

Subject	Study Period Commencement:	Credit Points:
EDUC90228 Development and Differences	Semester 2	12.50
EDUC90222 Intervention in Problems of Young People	Semester 1	12.50
EDUC90217 Ed Psych Practicum 3	Year Long	12.50
EDUC90216 Ed Psych Practicum 4	Year Long	12.50
EDUC90314 Doctor of Ed Psych Research Thesis	Semester 1, Semester 2	50

Year 3:

Subject	Study Period Commencement:	Credit Points:
EDUC90244 Advanced Seminar in Psycho-Ed Practice	Semester 1	12.50
EDUC90245 Ed Psych Practicum 5	Year Long	37.50
EDUC90314 Doctor of Ed Psych Research Thesis	Semester 1, Semester 2	50

Part time progression in course - Year 1

Subject	Study Period Commencement:	Credit Points:
EDUC90226 Learning Processes and Problems	July	6.25
EDUC90225 Psychological Tests	Semester 1	12.50
EDUC90224 Counselling Skills for Ed. Psychologists	Semester 1	12.50
EDUC90220 Research Methods	Semester 1	12.50
EDUC90229 Ed Psych Practicum 1	Year Long	12.50

Year 2

Subject	Study Period Commencement:	Credit Points:
EDUC90227 Working with Groups	Semester 1	12.50
EDUC90223 Exceptionality:Assessment & Intervention	Semester 2	12.50
EDUC90218 Ed Psych Practicum 2	Year Long	12.50

Year 3

Subject	Study Period Commencement:	Credit Points:
EDUC90228 Development and Differences	Semester 2	12.50
EDUC90222 Intervention in Problems of Young People	Semester 1	12.50
EDUC90221 Consultation in Educational Settings	Semester 2	6.25
EDUC90312 Doctor of Ed Psych Research Thesis	Semester 1	25

Year 4

Subject	Study Period Commencement:	Credit Points:
EDUC90217 Ed Psych Practicum 3	Year Long	12.50
EDUC90216 Ed Psych Practicum 4	Year Long	12.50
EDUC90312 Doctor of Ed Psych Research Thesis	Semester 1	25

Year 5

Subject	Study Period Commencement:	Credit Points:
EDUC90245 Ed Psych Practicum 5	Year Long	37.50
EDUC90312 Doctor of Ed Psych Research Thesis	Semester 1	25

Year 6

Subject	Study Period Commencement:	Credit Points:
EDUC90244 Advanced Seminar in Psycho-Ed Practice	Semester 1	12.50
EDUC90312 Doctor of Ed Psych Research Thesis	Semester 1	25

Entry Requirements:

An applicant may be eligible for entry into the Doctor of Educational Psychology if the applicant:

- # has completed an approved degree with honours at H2A level or above in psychology, or an approved equivalent; or
- # is currently enrolled in the Master of Educational Psychology degree and has successfully completed the following three subjects at H2A level or above: 476656 Research Methods; 476652 Counselling Skills for Educational Psychologists; and 476649 Working with Groups: The Individual in the Social Context.

Entry is also subject to supervision and resource availability.

Core Participation Requirements:

The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: In all courses The ability to comprehend complex information related to education and the disciplines in which the student is teaching. The ability to communicate clearly and independently in assessment tasks a knowledge of the content, principles and practices relating to education and other relevant disciplines. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with students and interact with them appropriately; b. the ability to communicate to students the subject matter being taught with clarity and in a way that is age-sensitive; c. the ability to model literacy and numeracy skills independently for students and in all their interactions meet community expectations of the literacy and numeracy skills teachers should have; d. the ability to demonstrate skilfully and safely activities required in particular discipline areas being taught (e.g. physical education activities, science laboratory techniques); e. the ability to create, monitor and maintain a safe physical environment, a stable and supportive psychological environment, and a productive learning environment in their classroom; f. the ability to establish effective relationships with all members of the school community, including colleagues, students, and caregivers; g. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of classroom situations, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.

Graduate Attributes:	The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html
Links to further information:	www.education.unimelb.edu.au