

465-324 CDS32P Developmental Differences (FT)

Credit Points:	12.500
Level:	Undergraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus. External.
Time Commitment:	Contact Hours: This subject is offered in external mode and there will be no regular class contact Total Time Commitment: Not available
Prerequisites:	CDS22P and CDS23P, or equivalent
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><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> </p>
Coordinator:	Sharne Rolfe
Subject Overview:	<p>A study of the effects of a range of developmental differences commonly found in young children. A major focus will be on how children's behaviour relates to brain structure and function; the organisation of the brain and principles of neural development. Anomalies of development will be considered through examination of current research on links between brain and behaviour in, for example, attention deficit hyperactivity disorder, autism, Tourette's syndrome, learning disabilities, dyslexia, aphasia, epilepsy, and cerebral palsy; congenital anomalies, including spina bifida and heart malformations; causes and consequences of intellectual disability. Behavioural disorders including fears, phobia and anxiety, eating and sleeping disorders, stress and aggression; sensory impairment, especially hearing and visual impairment; and genetic disorders such as Down syndrome, cystic fibrosis and thalassaemia. For research skill development, where appropriate, students will identify a research question and design a simple project to answer that question.</p>
Assessment:	Assignment(s) totalling 2000 words, and a 2-hour written examination.
Prescribed Texts:	Prescribed Texts:Typical and Atypical Development in Early Childhood (A Talay-Ongan), Memo, 2000
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:	Information Not Available
Related Course(s):	Bachelor of Early Childhood Studies(Pathways Program)