

476-655 Consultation in Educational Settings

Credit Points:	6.250
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: 12 hours plus 48 hours of non-contact commitment time 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>
Subject Overview:	<p>The unit deals with the role of the educational psychologist as a consultant in helping to maximise to develop an organizational policy and intervention programs on a topics such as discipline, bullying, dealing with trauma, or integration. The program addresses the issues relating to negotiation and consultation, gaining entry into an organisation and the role of the consultant as a collaborative problem solver who works in some circumstances directly and in others indirectly in providing services to an educational community. There is an emphasis on developing the skills that enable an educational psychologist negotiate a consultation in an educational setting; consult with parents and teachers to increase their effectiveness in resolving the psychological and learning problems of children and adolescents; to become a change agent in an organisation (in particular a school); and to deliver a consultation in a team.</p>
Assessment:	A consultation package to an organisation in the form of a program that addresses contemporary issues of concern to the educational system (100 per cent).
Prescribed Texts:	None
Recommended Texts:	Erchul, W. P. & Martens, B. K. (1997). School Consultation: Conceptual and empirical bases of practice. New York: Plenum.
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>On completion of the subjects students should be able to:</p> <ul style="list-style-type: none"> # offer a consultation to an organisation (a particular exemplar of which will be the school); # negotiate a consultation in an educational setting; # consult with parents and teachers to increase their effectiveness in resolving the psychological and learning problems of children and adolescents; # become a change agent in an organisation (in particular a school); # deliver a consultation in a team. <p>Generic Skills</p>

	On completion of this subject, students should be able to: # Develop skills to consult with organizations and develop the capacity to become a change agent.
Links to further information:	www.edfac.unimelb.edu.au
Related Course(s):	Doctor of Educational Psychology Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy