

554-825 Theories of Adolescent Development

Credit Points:	12.500
Level:	Graduate/Postgraduate
Dates & Locations:	2008, This subject commences in the following study period/s: Semester 1, - Taught on campus. Semester 2, - Taught on campus.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: Not available
Prerequisites:	Nil.
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>
Subject Overview:	<p>The subject covers:</p> <ul style="list-style-type: none"> # theories of developmental processes within the family context; # psychodynamic theories of development on late adolescence; # interpersonal theories of identity formation on late adolescence; # developmental disorders first evident during childhood and adolescence; # ecological perspectives on developmental processes in late adolescence; and # mapping the developmental trajectory in late adolescence early adulthood.
Assessment:	100%: One written assignment (3000 words max).
Prescribed Texts:	None
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>By the end of this subject students should be able to:</p> <ul style="list-style-type: none"> # Outline the predominant theories relating to the development of identity and independence during the transition from adolescence to adulthood; # Discuss the relationship between the developmental process and serious mental illness in young people; and # Assess the relevant mediating factors in the identity formation process in young people presenting to mental health services.
Related Course(s):	Graduate Diploma in Mental Health Science (Young People's Mental Health)