

472-648 Student Wellbeing Context and Frameworks

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2009, This subject commences in the following study period/s: Semester 1, - Taught on campus.
Time Commitment:	Contact Hours: 18 hours plus 90 non-contact hours of private study Total Time Commitment: Not available
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	None
Non Allowed Subjects:	None
Core Participation Requirements:	<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>
Coordinator:	Ms Elizabeth Freeman
Subject Overview:	A study of the place of student wellbeing and social emotional learning in education definitions, contemporary frameworks, research and debates; the political context of student wellbeing values, ideology, inequalities in education and social policy; the social context of wellbeing the impact of changes in Australian society and the experience of childhood and adolescence on education and student wellbeing.
Objectives:	On completion of this subject students, should be able to: <ul style="list-style-type: none"> # critically analyse the political and social context of student wellbeing in education; # critically analyse the history and impact of social policy on education and student wellbeing; # demonstrate a critical awareness of changes in Australian Society and the experience of childhood and adolescence which impact on education; # articulate an understanding of contemporary frameworks, issues and debates in the field of student wellbeing.
Assessment:	Two assignments of 2,000 words or equivalent projects (each worth 50%).
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:	On completion of this subject students, should be able to: <ul style="list-style-type: none"> # demonstrate an advanced understanding of the changing knowledge base in the field of student wellbeing; # provide leadership in the field on the basis of advanced knowledge of the field; # evaluate and synthesize the research and professional literature in the field.

Links to further information:	www.edfac.unimelb.edu.au/
Notes:	This subject cannot be undertaken by students who have completed the PGDES(SW)
Related Course(s):	Master of Education (Student Wellbeing) Master of Youth Health and Education Management