

## 512-924 Child Assessment and Treatment

<b>Credit Points:</b>	6.25
<b>Level:</b>	9 (Graduate/Postgraduate)
<b>Time Commitment:</b>	Total Time Commitment: Not available
<b>Prerequisites:</b>	PSYC00023 Child Psychopathology PSYC00006 Basic Interventions
<b>Corequisites:</b>	None
<b>Recommended Background Knowledge:</b>	None
<b>Non Allowed Subjects:</b>	None
<b>Core Participation Requirements:</b>	<p>&lt;p&gt;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.&lt;/p&gt; <p>&lt;p&gt;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: &lt;a href="http://services.unimelb.edu.au/disability"&gt;http://services.unimelb.edu.au/disability&lt;/a&gt;&lt;/p&gt;</p> </p>
<b>Contact:</b>	Associate Professor Lis Northam
<b>Subject Overview:</b>	This component covers the selection and administration of appropriate tests for specific individuals and problems; the conduct of developmental socio-emotional and family assessments; the development of formulations and interpretations from the assessment process and their application to treatment planning; the theory and practice of therapeutic methods relevant to childhood and adolescent behavioural and emotional problems including individual cognitive behavioural therapy. Behavioural family systems approaches applied in an individual family unit or a group setting will also be covered.
<b>Objectives:</b>	Students will be given the opportunity to acquire advanced level knowledge and skills in the clinical assessment of children, adolescents and families presenting with a range of developmental, learning, emotional and behaviour problems as well as parenting difficulties and family dysfunction. Students will also be provided with introductory level skills in the treatment of children, adolescents and families.
<b>Assessment:</b>	Prior to the mid-semester break, students must submit a de-identified report of a cognitive assessment of a child undertaken while on placement. This is a hurdle requirement worth 10% of assessment. A written case formulation of 2000 words, based on a number of case studies which will be distributed in class mid-semester. Students are asked to identify the predisposing, precipitating and perpetuating factors associated with one of the case studies and to develop a case formulation and treatment plan. Students are required to link their analysis of the clinical material to current knowledge about aetiology, prognosis and treatment efficacy for the specific disorder/s identified (90% of assessment).
<b>Prescribed Texts:</b>	None
<b>Recommended Texts:</b>	Herbert, M. <i>Clinical Child Psychology, Social Learning and Behaviour</i> (2nd edition). Wiley Sanders, M. & Dadds, M. (1993) <i>Behavioural Family Intervention</i> . Allyn & Bacon
<b>Breadth Options:</b>	This subject is not available as a breadth subject.
<b>Fees Information:</b>	Subject EFTSL, Level, Discipline & Census Date, <a href="http://enrolment.unimelb.edu.au/fees">http://enrolment.unimelb.edu.au/fees</a>
<b>Generic Skills:</b>	Written, oral and interpersonal communication skills

	Analytical, information intergration and synthesizing skills
<b>Related Course(s):</b>	Master of Psychology (Clinical Child) Master of Psychology/PhD (Clinical Child)