

EDUC90628 Relationship Skills for Educators 1

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| Credit Points: | 12.50 |
| Level: | 9 (Graduate/Postgraduate) |
| Dates & Locations: | 2011, Parkville This subject commences in the following study period/s: Semester 1, Parkville - Taught on campus. |
| Time Commitment: | Contact Hours: 24 hours. Total Time Commitment: 125 hours. Attendance at all classes (tutorial/seminars/practical classes/lectures/labs) is obligatory. Failure to attend 80% of classes will normally result in failure in the subject. |
| Prerequisites: | None |
| Corequisites: | None |
| Recommended Background Knowledge: | None |
| Non Allowed Subjects: | None |
| Core Participation Requirements: | For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Students Experiencing Academic Disadvantage Policy, academic requirements for this subject are articulated in the Subject Description, Subject Objectives, Generic Skills and Assessment Requirements of this entry. The University is dedicated to provide support to those with special requirements. Further details on the disability support scheme can be found at the HDisability Liaison Unit websiteH: Hhttp://www.services.unimelb.edu.au/disability/H |
| Coordinator: | Ms Desma Strong |
| Contact: | Education Student Centre |
| Subject Overview: | A study of the educator's role in the promotion of student wellbeing; and student support issues, controversies and role boundaries; research on effective helping; a psycho-educational model of helping for educators; interpersonal communication and counselling - goals, assumptions and critique; personal values and professional accountability in helping in educational settings; selected psychological theories relevant to helping in educational settings. |
| Objectives: | On completion of this subject students, should be able to: <ul style="list-style-type: none"> # participate in an informed way in debate about the educator's role in the promotion of student wellbeing; # demonstrate understanding of the theories, research and values underlying helping models used in education; # demonstrate increased intentionality and effectiveness in the use of interpersonal and counselling skills appropriate for educational settings; # demonstrate competence in a specific psycho-educational model of helping with a critical awareness of appropriate ethical practice and role boundaries for educators. |
| Assessment: | One reflective task of 1,000 words (20 per cent) and one 4000 word assignment (80 per cent), due mid semester and end of semester. |
| 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 |
| Related Course(s): | Master of Education (Student Wellbeing) |