

PSYT90036 Theories of Adolescent Development

Credit Points:	12.50
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	This subject is not offered in 2011.
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: Not available
Prerequisites:	Nil.
Corequisites:	.
Recommended Background Knowledge:	.
Non Allowed Subjects:	.
Core Participation Requirements:	For the purposes of considering requests 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 Overview, Objectives, Assessment and Generic Skills sections of this entry. 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 the Disability Liaison Unit: http://www.services.unimelb.edu.au/disability/
Contact:	Louise Hayes Email: louiseh@unimelb.edu.au (mailto:louiseh@unimelb.edu.au)
Subject Overview:	The subject covers: <ul style="list-style-type: none"> # Vulnerability to serious mental illness; # Understanding the transition from vulnerability to prodrome and the onset of serious mental illness in young people; # Models of primary and secondary prevention as applied to serious mental illness in young people; # Community development strategies to enhance "case finding"; and # Opportunities and strategies for prevention of secondary morbidity.
Objectives:	.
Assessment:	100% : One written assignment (3000 words max).
Prescribed Texts:	.
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:	By the end of this subject students should be able to: <ul style="list-style-type: none"> # Outline models of health promotion; # Discuss the evidence and rationale for early detection and intervention in the treatment of serious mental illness in young people; # Design community focussed strategies for primary and secondary prevention of serious mental illness in young people; and # Design psychosocial treatment strategies in the prevention of secondary morbidity.
Related Course(s):	Graduate Diploma in Mental Health Sciences(Young People's Mental Health)