

312AA Master of Educational Psychology

Year and Campus:	2013 - Parkville								
CRICOS Code:	009699J								
Fees Information:	Subject EFTSL, Level, Discipline & Census Date, http://enrolment.unimelb.edu.au/fees								
Level:	Graduate/Postgraduate								
Duration & Credit Points:	200 credit points taken over 24 months full time. This course is available as full or part time.								
Coordinator:	Associate Professor Esther CarePhone: +61 3 8344 0975 Email: e.care@unimelb.edu.au								
Contact:	Education Student Centre 234 Queensberry Street Phone: +61 3 8344 8285								
Course Overview:	<p>This program is a professional qualification for psychologists who wish to work in educational settings (including schools, TAFE colleges, universities, or those associated with hospitals, or business and industrial organizations, either as staff members or as private practitioners). Academic and professional studies are integrated to allow for maximum flexibility in their application.</p> <p>For International applicants:</p> <p>Please note applicants who wish to be considered for this course and have international qualifications, must provide confirmation from the Australian Psychological Society (APS) confirming eligibility for Associate Membership.</p> <p>More information about your eligibility can be located via the Australian Psychological Society (APS) website www.psychology.org.au (http://www.psychology.org.au)</p>								
Objectives:	<p>Students completing the Master of Educational Psychology should be able to:</p> <ul style="list-style-type: none"> # demonstrate an understanding of contemporary issues in human development theory, particularly differential development, learning processes and social processes in development; # understand exceptional development and approaches to providing for children and adolescents with exceptional needs; # use assessment and observation procedures and interpret findings to gain accurate information on the cognitive, social, emotional and personality development of children and adolescents; use professional approaches to interact with others with regard to interviewing, counselling and assessment; # compose reports to other professionals, parents, and organizations; # apply knowledge of approaches to intervention, development, interactive processes, and assessment to the treatment of children and adolescents with identified problems, and where necessary to make appropriate referrals; # contribute in multidisciplinary professional teams and co-ordinate programs for meeting developmental needs; # evaluate critically and interpret research and theory in this field, and carry out research and program evaluation of their own; # understand and apply ethical principles and procedures; # develop a wide range of practical professional skills in appropriate educational settings. 								
Course Structure & Available Subjects:	<p>Students are required to complete a total of 200 points of study:</p> <ul style="list-style-type: none"> # nine compulsory subjects (totalling 100 points) # four field practica (totalling 50 points) # a research project of 10,000 to 12,000 words (50 points) 								
Subject Options:	<p>Year 1: Full time</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td> </td> <td> </td> <td> </td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:			
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EDUC90227 Working with Groups	Not offered 2013	12.50
EDUC90226 Learning Processes and Problems	July	6.25
EDUC90225 Psychological Tests	Not offered 2013	12.50
EDUC90224 Counselling Skills for Ed. Psychologists	Not offered 2013	12.50
EDUC90223 Exceptionality:Assessment & Intervention	Not offered 2013	12.50
EDUC90220 Research Methods	Not offered 2013	12.50
EDUC90229 Ed Psych Practicum 1	Not offered 2013	12.50
EDUC90218 Ed Psych Practicum 2	Not offered 2013	12.50
EDUC90221 Consultation in Educational Settings	September	6.25

Year 2: Full time

Subject	Study Period Commencement:	Credit Points:
EDUC90228 Development and Differences	Not offered 2013	12.50
EDUC90222 Intervention in Problems of Young People	Not offered 2013	12.50
EDUC90217 Ed Psych Practicum 3	Not offered 2013	12.50
EDUC90216 Ed Psych Practicum 4	Not offered 2013	12.50
EDUC90219 Research Project	Not offered 2013	50

Year 1 - part time

Subject	Study Period Commencement:	Credit Points:
EDUC90226 Learning Processes and Problems	July	6.25
EDUC90225 Psychological Tests	Not offered 2013	12.50
EDUC90224 Counselling Skills for Ed. Psychologists	Not offered 2013	12.50
EDUC90221 Consultation in Educational Settings	September	6.25
EDUC90220 Research Methods	Not offered 2013	12.50
EDUC90229 Ed Psych Practicum 1	Not offered 2013	12.50

Year 2 - part time

Subject	Study Period Commencement:	Credit Points:
EDUC90227 Working with Groups	Not offered 2013	12.50
EDUC90223 Exceptionality:Assessment & Intervention	Not offered 2013	12.50
EDUC90218 Ed Psych Practicum 2	Not offered 2013	12.50

Year 3 - part time

Subject	Study Period Commencement:	Credit Points:
EDUC90228 Development and Differences	Not offered 2013	12.50
EDUC90222 Intervention in Problems of Young People	Not offered 2013	12.50
EDUC90217 Ed Psych Practicum 3	Not offered 2013	12.50

Year 4 - part time		
Subject	Study Period Commencement:	Credit Points:
EDUC90219 Research Project	Not offered 2013	50
EDUC90216 Ed Psych Practicum 4	Not offered 2013	12.50
Entry Requirements:	<p>An applicant may be eligible for selection into the Master of Educational Psychology if the applicant has:</p> <ul style="list-style-type: none"> # completed an approved degree with an upper second class Honours (2A); or # completed an approved equivalent qualification at equivalent overall mark in psychology and is eligible for Associate Membership of the Australian Psychological Society (an exception to this Standard may be made for currently registered psychologists who can demonstrate current compliance with Registration Board CPD requirements seeking to gain a professional postgraduate qualification). <p>Selection into the course will be based on the applicant fulfilling the entry requirements and demonstrating personal suitability for professional training through referees' reports and personal interview.</p> <p>An applicant may enrol in the Master of Educational Psychology only if the applicant has applied for Provisional Registration with the Psychology Board of Australia, and a Working with Children Card, prior to beginning of first semester of enrolment</p>	
Core Participation Requirements:	<p>The Melbourne Graduate School of Education welcomes applications from students with disabilities. It is University and Graduate School policy to take reasonable steps to enable the participation of students with disabilities, and reasonable adjustments will be made to enhance a student's participation in the Graduate School's programs. The core participation requirements for study in the Melbourne Graduate School of Education are: 1. The ability to comprehend complex information related to educational psychology. 2. The ability to communicate clearly and independently in assessment tasks and knowledge of the content, principles and practices relating to educational psychology. 3. Behavioural and social attributes that enable a student to participate in a complex learning environment. Students are required to take responsibility for their own participation and learning. They also contribute to the learning of other students in collaborative learning environments, demonstrating interpersonal skills and an understanding of the needs of other students. Assessment may include the outcomes of tasks completed in collaboration with other students. In courses requiring students to undertake practicum placements 4. The ability to undertake professional practice placements independently, including: a. the ability based on personal maturity to establish a professional relationship with client groups and interact with them appropriately; b. the ability to create, monitor and maintain a safe physical environment, and a stable and supportive psychological environment; c. the ability to establish effective relationships with all members of the client and caregiver groups; d. the ability based on mental and physical health to exercise sound judgment and respond promptly to the demands of client groups, and the personal resilience to cope and maintain their wellbeing under stress. Students who feel a disability will prevent them from meeting the above academic requirements are encouraged to contact the Disability Liaison Unit.</p>	
Further Study:	<p>Graduates from this program are eligible to apply for entry to the Doctor of Education program or a PhD provided they meet the entry requirements and subject to achievement of an H2A GPA. Please note also that graduates of an undergraduate Honours degree may already be eligible for doctoral studies, subject to the same entry and achievement requirements.</p>	
Graduate Attributes:	<p>The University's general graduate attributes are located on the Office of the Provost's website: http://www.unimelb.edu.au/about/attributes.html</p>	
Links to further information:	<p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list/educational_psychology</p>	