

EDUC90222 Intervention in Problems of Young People

Credit Points:	12.50									
Level:	9 (Graduate/Postgraduate)									
Dates & Locations:	This subject is not offered in 2013.									
Time Commitment:	Contact Hours: 24 hours plus 96 hours of non-contact commitment time Total Time Commitment: 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:	<p>This subject may be taken by 312AA Master of Educational Psychology and G02AA Master of Educational Psychology/Doctor of Philosophy students only.</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90224 Counselling Skills for Ed. Psychologists</td> <td>Not offered 2013</td> <td>12.50</td> </tr> <tr> <td>EDUC90225 Psychological Tests</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90224 Counselling Skills for Ed. Psychologists	Not offered 2013	12.50	EDUC90225 Psychological Tests	Not offered 2013	12.50
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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									
Contact:	Education Student Centre									
Subject Overview:	<p>This unit builds on the assessment, counselling and social context units and has the twin aims of focusing on theory and research as they relate to the treatment of problems of childhood and adolescence. The underlying consideration is prevention rather than cure. For that reason there is an emphasis on developing resilience and psychosocial competence in young people.</p> <p>The content of the unit deals with an introduction to major approaches such as: Adlerian Psychotherapy, Cognitive Behaviour Therapy, Gestalt Therapy, Systems Theory and Humanistic Psychotherapy. A limited number of approaches to intervention from early childhood (e. g. Play Therapy), through to adulthood (e.g. Cognitive Behaviour Therapy), are considered in greater detail. These approaches are examined as they contribute to the treatment of the major developmental problems of childhood and adolescence and their manifestations in an educational setting, such as, for example, depression, mood disorders, anxiety, PTSD, substance abuse and sleep disorders. Assessment of the problem involves a systemic approach using DSM IV diagnostic criteria, complemented by an understanding of psychopathology and psychopharmacology. An understanding of the genesis and maintenance of problems, taking into account the social context, is the basis for selecting the most appropriate tools for intervention. The focus is on the development of resilience and psychosocial competence.</p>									
Objectives:	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> • understand the major psychological theories of intervention; • review the major psychological theories of intervention, consider their applications in dealing with particular problems of childhood and adolescence; 									

	<ul style="list-style-type: none"> • determine the appropriateness of a particular intervention approach to the assessment and treatment of common problems of childhood such as depression, developmental delays, under achievement, and allied concerns; • become conversant with one particular approach to intervention; • apply an intervention in a systematic manner to a major problem of childhood and adolescence; • be able to promote the healthy development of young people.
Assessment:	A report of 4,000 5,000 words (100 per cent). An interim report is due mid semester, the final submission is at the end of semester.
Prescribed Texts:	Thompson Prout, H. and Brown, D.T., (2007). <i>Counseling and Psychotherapy with Children and Adolescents: Theory and Practice for School and Clinical Settings</i> , Fourth Edition, John Wiley & Sons. Wilmshurst, L. (2005). <i>Child Psychopathology</i> . New Jersey: Wiley and Sons. Kelsey, J.E., Newport, D., Nemeroff, C. (2006). <i>Psychopharmacology for Mental Health Professionals</i> . New Jersey: Wiley and Sons.
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:	<ul style="list-style-type: none"> • Assessment skills • Counselling skills • Analysis of context and application of contextual understanding • Application of theory to treatment and practice • Analysis of context to select and implement appropriate intervention
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy