

## EDUC90630 Relationship Skills for Educators 2

<b>Credit Points:</b>	12.50						
<b>Level:</b>	9 (Graduate/Postgraduate)						
<b>Dates &amp; Locations:</b>	This subject is not offered in 2013.						
<b>Time Commitment:</b>	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.						
<b>Prerequisites:</b>	<p>You must have taken the following subjects prior to enrolling in this subject</p> <table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90628 Relationship Skills for Educators 1</td> <td>Not offered 2013</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90628 Relationship Skills for Educators 1	Not offered 2013	12.50
Subject	Study Period Commencement:	Credit Points:					
EDUC90628 Relationship Skills for Educators 1	Not offered 2013	12.50					
<b>Corequisites:</b>	None						
<b>Recommended Background Knowledge:</b>	None						
<b>Non Allowed Subjects:</b>	None						
<b>Core Participation Requirements:</b>	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						
<b>Contact:</b>	Education Student Centre						
<b>Subject Overview:</b>	The application of the advanced skills, of a psycho-educational model of helping, to goal-setting, strategy development and implementation in a range of educational contexts and interactions; a study of the educational applications of cognitive rational emotive and solution focused counselling approaches; applying the process of critical reflection to the educators' practice in the promotion of wellbeing.						
<b>Objectives:</b>	<p>On completion of this subject, students should be able to:</p> <ul style="list-style-type: none"> <li># demonstrate the effective use of advanced helping skills related to goal-setting and strategy development and implementation in a range of educational interactions;</li> <li># critically evaluate the relevance and efficacy of selected models of helping for educational practice;</li> <li># demonstrate a commitment to ethical professional practice and critical reflection on the effectiveness of interventions and relationships with students, parents and colleagues.</li> </ul>						
<b>Assessment:</b>	One 5,000 word assignment (100 per cent) due end of semester.						
<b>Prescribed Texts:</b>	None						
<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>Related Course(s):</b>	Master of Education (Student Wellbeing)						