

EDUC90223 Exceptionality:Assessment & Intervention

Credit Points:	12.50								
Level:	9 (Graduate/Postgraduate)								
Dates & Locations:	This subject is not offered in 2014.								
Time Commitment:	Contact Hours: 24 hours 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:	This subject may be taken by 312AA Master of Educational Psychology and G02AA Master of Educational Psychology/Doctor of Philosophy students only.								
	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90225 Psychological Tests</td> <td>March</td> <td>12.50</td> </tr> </tbody> </table>			Subject	Study Period Commencement:	Credit Points:	EDUC90225 Psychological Tests	March	12.50
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EDUC90225 Psychological Tests	March	12.50							
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 234 Queensberry Street Call: 13 MELB (13 6352)								
Subject Overview:	<p>This subject provides relevant information to enable educational psychologists to work with children and adolescents with exceptional needs in regard to identification of exceptionality and appropriate assistance. This includes current policies and practices in regard to assessment, interventions, and recommendations to parents and other professionals working with these individuals. The subject is concerned with the full range of exceptionality, which includes a comprehensive range of disabilities and the related genetic origins, psychopathology and psychopharmacology as appropriate. An examination of key concepts for those with exceptionality is undertaken which includes definitions, characteristics, symptoms, and likely developmental consequences. Psychological aspects and issues arising from the identification of such individuals are considered in the context of current government policies of inclusion and research-based educational theories. Particular emphasis is placed on assessment, program implications, service delivery, and support in meeting the developmental needs of these individuals. The role of the educational psychologist when working with exceptional individuals, their parents, and multidisciplinary teams is explored.</p>								
Learning Outcomes:	<p>It is anticipated that trainee psychologists who complete this subject would be able to apply their knowledge of individuals with exceptional needs in their professional practice as educational psychologists.</p> <p>The content of the subject has a practical focus on the diagnosis of the most commonly encountered types of exceptionality found in individuals undertaking education.</p> <p>At the completion of this subject it would be expected that the trainee psychologists would be able to provide evidence based recommendations to teachers and parents of the students with exceptional needs and be aware of government polices applicable to these individuals.</p>								

	It is expected that the trainee psychologist would have a full understanding of the funding criteria to enable them to source and complete applications.
Assessment:	Written assignments of not more than 5,000 words (100 per cent). Written assignment 1 is due mid-semester (50%) Written assignment 2 is due end of semester (50%) A minimum pass grade is required in both assignment tasks.
Prescribed Texts:	Flanagan, D.P., & Alfonso, V.C. (2011). Essentials of Specific Learning Disability identification. New Jersey: Wiley. ISBN: 978-0-470-58760-7 Pennington, B.F. (2009). Diagnosing Learning Disorders (Second Edition). New York: Guilford. ISBN: 978-1-59385-714-1 Wendling, B.J., & Mather, N. (2009). Essentials of Evidence-Based Academic Interventions. New Jersey: Wiley. ISBN: 978-0-470-20632-4
Recommended Texts:	American Psychiatric Association (2000). Diagnostic and Statistical Manual of Mental Disorders (Fourth Edition, Text Revisions: DSM-IV-TR). Arlington, VA:APA. ISBN: 978-0-89042-025-6 Frick, P.J., Barry, C.T., & Kamphaus, R.W. (2010). Clinical Assessment of Child and Adolescent Personality and Behaviour (Third Edition). New York: Springer. ISBN: 978-0-387-89642-7
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
Links to further information:	www.education.unimelb.edu.au
Related Course(s):	Master of Educational Psychology Master of Educational Psychology/Doctor of Philosophy