

312AA Master of Educational Psychology

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| Year and Campus: | 2016 - 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: | Dr Vicki Mckenzie |
| Contact: | <p>Contact (http://education.unimelb.edu.au/contact_us/enquiry-forms/general-enquiry)</p> <p>Melbourne Graduate School of Education</p> <p>Currently enrolled students:</p> <ul style="list-style-type: none"> # General information: https://ask.unimelb.edu.au (https://ask.unimelb.edu.au) # Email: Contact Stop 1 (http://students.unimelb.edu.au/stop1) <p>Future students:</p> <ul style="list-style-type: none"> # Further information (http://education.unimelb.edu.au/study_with_us/professional_development/course_list/educational_psychology) |
| 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. 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> |
| Learning Outcomes: | <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) | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| Subject Options: | <p>Full time - year 1</p> <table border="1" data-bbox="389 371 1485 976"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90225 Psychological Tests</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90220 Research Methods</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90229 Ed Psych Practicum 1</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC90218 Ed Psych Practicum 2</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC90227 Working with Groups</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90223 Exceptionality:Assessment & Intervention</td> <td>July</td> <td>12.5</td> </tr> <tr> <td>EDUC90224 Counselling Skills for Ed. Psychologists</td> <td>Semester 1</td> <td>12.5</td> </tr> <tr> <td>EDUC90221 Consultation in Educational Settings</td> <td>September</td> <td>6.25</td> </tr> <tr> <td>EDUC90226 Learning Processes and Problems</td> <td>July</td> <td>6.25</td> </tr> </tbody> </table> <p>Full time - year 2</p> <table border="1" data-bbox="389 1005 1485 1379"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90217 Ed Psych Practicum 3</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC90216 Ed Psych Practicum 4</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC90219 Research Project</td> <td>Year Long</td> <td>50</td> </tr> <tr> <td>EDUC90228 Development and Differences</td> <td>Semester 2</td> <td>12.50</td> </tr> <tr> <td>EDUC90222 Intervention in Problems of Young People</td> <td>March</td> <td>12.5</td> </tr> </tbody> </table> <p>Part time - year 1</p> <table border="1" data-bbox="389 1408 1485 1783"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90229 Ed Psych Practicum 1</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC90225 Psychological Tests</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90226 Learning Processes and Problems</td> <td>July</td> <td>6.25</td> </tr> <tr> <td>EDUC90224 Counselling Skills for Ed. Psychologists</td> <td>Semester 1</td> <td>12.5</td> </tr> <tr> <td>EDUC90221 Consultation in Educational Settings</td> <td>September</td> <td>6.25</td> </tr> </tbody> </table> <p>Part time - year 2</p> <table border="1" data-bbox="389 1812 1485 2067"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90220 Research Methods</td> <td>Semester 1</td> <td>12.50</td> </tr> <tr> <td>EDUC90218 Ed Psych Practicum 2</td> <td>Year Long</td> <td>12.50</td> </tr> <tr> <td>EDUC90227 Working with Groups</td> <td>Semester 2</td> <td>12.50</td> </tr> </tbody> </table> | | | Subject | Study Period Commencement: | Credit Points: | EDUC90225 Psychological Tests | Semester 1 | 12.50 | EDUC90220 Research Methods | Semester 1 | 12.50 | EDUC90229 Ed Psych Practicum 1 | Year Long | 12.50 | EDUC90218 Ed Psych Practicum 2 | Year Long | 12.50 | EDUC90227 Working with Groups | Semester 2 | 12.50 | EDUC90223 Exceptionality:Assessment & Intervention | July | 12.5 | EDUC90224 Counselling Skills for Ed. Psychologists | Semester 1 | 12.5 | EDUC90221 Consultation in Educational Settings | September | 6.25 | EDUC90226 Learning Processes and Problems | July | 6.25 | Subject | Study Period Commencement: | Credit Points: | EDUC90217 Ed Psych Practicum 3 | Year Long | 12.50 | EDUC90216 Ed Psych Practicum 4 | Year Long | 12.50 | EDUC90219 Research Project | Year Long | 50 | EDUC90228 Development and Differences | Semester 2 | 12.50 | EDUC90222 Intervention in Problems of Young People | March | 12.5 | Subject | Study Period Commencement: | Credit Points: | EDUC90229 Ed Psych Practicum 1 | Year Long | 12.50 | EDUC90225 Psychological Tests | Semester 1 | 12.50 | EDUC90226 Learning Processes and Problems | July | 6.25 | EDUC90224 Counselling Skills for Ed. Psychologists | Semester 1 | 12.5 | EDUC90221 Consultation in Educational Settings | September | 6.25 | Subject | Study Period Commencement: | Credit Points: | EDUC90220 Research Methods | Semester 1 | 12.50 | EDUC90218 Ed Psych Practicum 2 | Year Long | 12.50 | EDUC90227 Working with Groups | Semester 2 | 12.50 |
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| EDUC90227 Working with Groups | Semester 2 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90223 Exceptionality:Assessment & Intervention | July | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90224 Counselling Skills for Ed. Psychologists | Semester 1 | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90221 Consultation in Educational Settings | September | 6.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90226 Learning Processes and Problems | July | 6.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EDUC90217 Ed Psych Practicum 3 | Year Long | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90216 Ed Psych Practicum 4 | Year Long | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90219 Research Project | Year Long | 50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90228 Development and Differences | Semester 2 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90222 Intervention in Problems of Young People | March | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EDUC90229 Ed Psych Practicum 1 | Year Long | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90225 Psychological Tests | Semester 1 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90226 Learning Processes and Problems | July | 6.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90224 Counselling Skills for Ed. Psychologists | Semester 1 | 12.5 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90221 Consultation in Educational Settings | September | 6.25 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
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| EDUC90220 Research Methods | Semester 1 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90218 Ed Psych Practicum 2 | Year Long | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| EDUC90227 Working with Groups | Semester 2 | 12.50 | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | | |

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| | EDUC90223 Exceptionality:Assessment & Intervention | July | 12.5 |
| | Part time - year 3 | | |
| | Subject | Study Period Commencement: | Credit Points: |
| | EDUC90217 Ed Psych Practicum 3 | Year Long | 12.50 |
| | EDUC90228 Development and Differences | Semester 2 | 12.50 |
| | EDUC90222 Intervention in Problems of Young People | March | 12.5 |
| | Part time - year 4 | | |
| | Subject | Study Period Commencement: | Credit Points: |
| | EDUC90219 Research Project | Year Long | 50 |
| | EDUC90216 Ed Psych Practicum 4 | Year Long | 12.50 |
| Entry Requirements: | <p>1. In order to be considered for entry, applicants must have completed:</p> <ul style="list-style-type: none"> • either <ul style="list-style-type: none"> – an honours degree in psychology with a weighted average mark of at least H2A (75%) in the final year, or – an equivalent qualification in psychology with a weighted average mark of at least H2A (75%) in the final year which renders the applicant eligible for Associate Membership of the Australian Psychological Society; or – current registration as a psychologist and demonstrated current compliance with Registration Board continuing professional development requirements. <p>Applicants must also nominate referees from whom reports may be sought and must attend an interview. Meeting these requirements does not guarantee selection.</p> <p>2. In ranking applications, the Selection Committee will consider:</p> <ul style="list-style-type: none"> • prior academic performance; and • professional registration and compliance; and • the referee reports; and • the interview. <p>3. The Selection Committee may seek further information to clarify any aspect of an application in accordance with the Academic Board rules (http://about.unimelb.edu.au/academicboard/resolutions) on the use of selection instruments.</p> <p>4. Applicants are required to satisfy the university's English language requirements for postgraduate courses. For those applicants seeking to meet these requirements by one of the standard tests approved by the Academic Board, performance band 7 (http://about.unimelb.edu.au/academicboard/resolutions) is required.</p> <p>Note: To be validly enrolled, applicants not currently registered with the Psychology Board of Australia must apply for Provisional Registration with the Psychology Board of Australia before the start of the first semester of enrolment, and applicants without a Working with Children Card must apply for one before the start of the 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:</p> <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 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 | | |

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| | <p>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> |
| Professional Accreditation: | <p>This course is accredited by the Australian Psychology Accreditation Council, and recognised by the Australian Health Practitioner Regulation Agency. Graduates of this course will be qualified to practice as a registered psychologist, become a member of the Australian Psychological Society, and an Associate Member of the College of Educational and Developmental Psychologists.</p> |
| Links to further information: | <p>http://education.unimelb.edu.au/study_with_us/professional_development/course_list/educational_psychology</p> |