

EDUC90579 Interpersonal and Group Processes

Credit Points:	12.5						
Level:	9 (Graduate/Postgraduate)						
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught on campus.						
Time Commitment:	Contact Hours: 24 hours Total Time Commitment: 170 hours						
Prerequisites:	<table border="1"> <thead> <tr> <th>Subject</th> <th>Study Period Commencement:</th> <th>Credit Points:</th> </tr> </thead> <tbody> <tr> <td>EDUC90630 Relationship Skills for Educators 2</td> <td>July</td> <td>12.50</td> </tr> </tbody> </table>	Subject	Study Period Commencement:	Credit Points:	EDUC90630 Relationship Skills for Educators 2	July	12.50
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EDUC90630 Relationship Skills for Educators 2	July	12.50					
Corequisites:	None						
Recommended Background Knowledge:	None						
Non Allowed Subjects:	None						
Core Participation Requirements:	<p><p>For the purposes of considering request for Reasonable Adjustments under the Disability Standards for Education (Cwth 2005), and Student Support and Engagement Policy, academic requirements for this subject are articulated in the Subject Overview, Learning Outcomes, Assessment and Generic Skills sections of this entry.</p> <p>It is University policy to take all reasonable steps to minimise the impact of disability upon academic study, and reasonable adjustments will be made to enhance a student's participation in the University's programs. Students who feel their disability may impact on meeting the requirements of this subject are encouraged to discuss this matter with a Faculty Student Adviser and Student Equity and Disability Support: http://services.unimelb.edu.au/disability</p></p>						
Coordinator:	Ms Elizabeth Freeman						
Contact:	l.freeman@unimelb.edu.au (mailto:l.freeman@unimelb.edu.au)						
Subject Overview:	A study of theory and skills relevant to managing complex and challenging interactions in educational settings; research on effective conflict management models and skills and applications to formal and informal negotiation and problem solving; a study of group dynamics and group processes applicable to leading participatory approaches to curriculum development and education tasks. Applied exercises are used to enhance skills in leading collaborative and inclusive approaches to wellbeing.						
Learning Outcomes:	<p>On completion of this subject students should be able to:</p> <ul style="list-style-type: none"> # demonstrate a critical awareness of the theory and practice of constructive conflict management and selectively apply a range of assertion and conflict management skills to negotiation and collaboration in a variety of student wellbeing contexts; # demonstrate a critical awareness of the theory and practice of group dynamics and plan strategies to ensure the effective functioning of groups. 						
Assessment:	One 3000 word assignment (or equivalent projects) due mid-semester, 60% One 2000 word assignment (or equivalent projects) due at the end of semester, 40% This subject has a minimum hurdle requirement of 80% attendance at all tutorials, seminars and workshops.						
Prescribed Texts:	No prescribed text						
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"># Draw upon theoretical knowledge to analyse and critically reflect on their educational practice;# Demonstrate advanced competencies in educational practices related to student wellbeing.
Related Course(s):	Master of Education (Student Wellbeing)