

PSYT90036 Theories of Adolescent Development

Credit Points:	12.5
Level:	9 (Graduate/Postgraduate)
Dates & Locations:	2016, Parkville This subject commences in the following study period/s: February, Parkville - Taught online/distance.
Time Commitment:	Contact Hours: NIL (online only) Total Time Commitment: 170 hours
Prerequisites:	None
Corequisites:	None
Recommended Background Knowledge:	Undergraduate qualification in a health-related discipline
Non Allowed Subjects:	None
Core Participation Requirements:	For the purposes of considering requests 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 Overview, Objectives, Assessment and Generic Skills sections of this entry. 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/
Coordinator:	Dr Paul Badcock
Contact:	To Be Advised Administrative Contact Val Popovska popovska@unimelb.edu.au (mailto:popovska@unimelb.edu.au)
Subject Overview:	The content includes: <ul style="list-style-type: none"> # Theories of developmental processes within the family context # Psychodynamic theories of development in late adolescence # Interpersonal theories of identity formation in late adolescence # Developmental disorders first evident during childhood and adolescence # Ecological perspectives on developmental processes in late adolescence # Mapping the developmental trajectory in late adolescence and early adulthood.
Learning Outcomes:	By the end of this subject students should be able to: <ul style="list-style-type: none"> # Outline the predominant theories relating to the development of identity and independence during the transition from adolescence to adulthood; # Discuss the relationship between the developmental process and serious mental illness in young people; and # Assess the relevant mediating factors in the identity formation process in young people presenting to mental health services.
Assessment:	25% weekly quizzes on lecture content (4 multiple choice questions per week for 5 weeks and 5 multiple choice questions in the last week = 25 questions in all) 25% graded contribution to discussion board (weekly contributions to the graded discussion board constituting one original

	post and at least one follow up post, totally a minimum of 12 posts in all. Forum receives an overall grade according to marking criteria) 50% 3,000 word essay, due Week 6
Prescribed Texts:	None
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:	<p>By the end of this subject students should be able to:</p> <ul style="list-style-type: none"> # Outline models of health promotion; # Discuss the evidence and rationale for early detection and intervention in the treatment of serious mental illness in young people; # Design community focussed strategies for primary and secondary prevention of serious mental illness in young people; and # Design psychosocial treatment strategies in the prevention of secondary morbidity.
Related Course(s):	<p>Graduate Certificate in Youth Mental Health Graduate Diploma in Youth Mental Health Master of Youth Mental Health</p>