PSY 339

Applied Child Psychology

S1 Day 2014

Psychology

Contents

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General Information

Unit convenor and teaching staff
Unit Convenor
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Credit points
3

Prerequisites
6cp at 200 level including PSY235(P)

Corequisites
PSY222 or PSY248

Co-badged status

Unit description
This unit aims to provide information about children's development in applied contexts. There is a particular emphasis on theories and processes relevant to children's psychological development, and the applied significance of children's social cognitive development for public policy. The lectures are devoted to a critical appraisal of contemporary research findings and the application of these findings to children's everyday life. The unit comprises both a lecture series and a tutorial strand.

Important Academic Dates

Information about important academic dates including deadlines for withdrawing from units are available at https://www.mq.edu.au/study/calendar-of-dates

Learning Outcomes

On successful completion of this unit, you will be able to:

knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.

ability to critically evaluate the research methods used in empirical research.

ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.

ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).

competence in using technological resources to obtain information on child development.

ability to communicate effectively in a variety of modes (e.g. written and oral).

recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

skills to use child development research to formulate policy.

skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.

skills that enable the design of future research that could be conducted on topics covered in the course.

Assessment Tasks

Name	Weighting	Due
Essay	45%	Week 7
Exam	45%	Exam Period
Tutorial	10%	Week 7 - Week 12

Essay

Due: **Week 7**
Weighting: **45%**

The assessment criteria for the Essay (and all other written work) are attached as the last page of this Unit Outline.

On successful completion you will be able to:

- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
- ability to critically evaluate the research methods used in empirical research.
- ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.
- ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
- competence in using technological resources to obtain information on child development.
- ability to communicate effectively in a variety of modes (e.g. written and oral).
- recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
- skills that enable the design of future research that could be conducted on topics covered in the course.

Exam

Due: **Exam Period**
Weighting: **45%**

The exam is of 2 hours duration and counts for 45% of the total marks for the unit. It comprises 45 multiple choice questions (35%) and two short answer questions (selected from 6 question options) worth 5% each. The multiple choice questions are based on the lectures and the short answer questions are based on the tutorials.

On successful completion you will be able to:
- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
- ability to critically evaluate the research methods used in empirical research.
- ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.
- ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
- competence in using technological resources to obtain information on child development.
- ability to communicate effectively in a variety of modes (e.g. written and oral).
- recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).
- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
- skills that enable the design of future research that could be conducted on topics covered in the course.

Tutorial

Due: **Week 7 - Week 12**
Weighting: **10%**

The tutorial assessment tasks are worth 10% of the total marks for the unit: 5% for an oral presentation and 5% for a written report of 500 words (maximum) covering the oral presentation.

On successful completion you will be able to:
- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
- ability to critically evaluate the research methods used in empirical research.
- ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.
- ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
- competence in using technological resources to obtain information on child development.
- ability to communicate effectively in a variety of modes (e.g. written and oral).
- recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).
- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
- skills that enable the design of future research that could be conducted on topics covered in the course.

Delivery and Resources

Technology used and required.

Computer with Internet Access. (Available at the Campus Library).

All Lectures are recorded and available via iLearn.

Changes since the unit was last offered.

The content of the material has been updated.

The 500 word summary for the tutorial can be presented in power point form.

References have been updated.

Other material.

There is no text for the unit.

The reading list is provided on ilearn.

Policies and Procedures

Macquarie University policies and procedures are accessible from Policy Central. Students should be aware of the following policies in particular with regard to Learning and Teaching:

Academic Honesty Policy http://mq.edu.au/policy/docs/academic_honesty/policy.html

Assessment Policy http://mq.edu.au/policy/docs/assessment/policy.html

Grading Policy http://mq.edu.au/policy/docs/grading/policy.html

Grade Appeal Policy http://mq.edu.au/policy/docs/gradeappeal/policy.html

Grievance Management Policy http://mq.edu.au/policy/docs/grievance_management/policy.html

Disruption to Studies Policy http://www.mq.edu.au/policy/docs/disruption_studies/policy.html *The Disruption to Studies Policy is effective from March 3 2014 and replaces the Special Consideration Policy.*

In addition, a number of other policies can be found in the Learning and Teaching Category of Policy Central.

Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: https://students.mq.edu.au/support/student_conduct/

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at: http://www.mq.edu.au/policy/docs/academic_honesty/policy.html

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas".

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.

- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at: http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

University Policy on Grading

Academic Senate has a set of guidelines for the achievement of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

For more information please refer to the Macquarie University Handbook.

Student Support

Macquarie University provides a range of support services for students. For details, visit http://students.mq.edu.au/support/

Learning Skills

Learning Skills (mq.edu.au/learningskills) provides academic writing resources and study strategies to improve your marks and take control of your study.

- Workshops
- StudyWise
- Academic Integrity Module for Students
- Ask a Learning Adviser

Student Services and Support

Students with a disability are encouraged to contact the Disability Service who can provide appropriate help with any issues that arise during their studies.

Student Enquiries

For all student enquiries, visit Student Connect at ask.mq.edu.au

IT Help

For help with University computer systems and technology, visit http://informatics.mq.edu.au/help/.

When using the University's IT, you must adhere to the Acceptable Use Policy. The policy applies to all who connect to the MQ network including students.

Graduate Capabilities

Capable of Professional and Personal Judgement and Initiative

We want our graduates to have emotional intelligence and sound interpersonal skills and to demonstrate discernment and common sense in their professional and personal judgement. They will exercise initiative as needed. They will be capable of risk assessment, and be able to handle ambiguity and complexity, enabling them to be adaptable in diverse and changing environments.

This graduate capability is supported by:

Learning outcomes

- ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
- recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).
- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.

Assessment task

- Tutorial

Commitment to Continuous Learning

Our graduates will have enquiring minds and a literate curiosity which will lead them to pursue knowledge for its own sake. They will continue to pursue learning in their careers and as they participate in the world. They will be capable of reflecting on their experiences and relationships with others and the environment, learning from them, and growing - personally, professionally and socially.

This graduate capability is supported by:

Learning outcomes

- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.

- ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.
- ability to communicate effectively in a variety of modes (e.g. written and oral).
- skills to use child development research to formulate policy.

Assessment task

- Tutorial

Discipline Specific Knowledge and Skills

Our graduates will take with them the intellectual development, depth and breadth of knowledge, scholarly understanding, and specific subject content in their chosen fields to make them competent and confident in their subject or profession. They will be able to demonstrate, where relevant, professional technical competence and meet professional standards. They will be able to articulate the structure of knowledge of their discipline, be able to adapt discipline-specific knowledge to novel situations, and be able to contribute from their discipline to inter-disciplinary solutions to problems.

This graduate capability is supported by:

Learning outcomes

- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
- ability to critically evaluate the research methods used in empirical research.
- ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
- skills that enable the design of future research that could be conducted on topics covered in the course.

Assessment tasks

- Essay
- Exam
- Tutorial

Critical, Analytical and Integrative Thinking

We want our graduates to be capable of reasoning, questioning and analysing, and to integrate and synthesise learning and knowledge from a range of sources and environments; to be able to critique constraints, assumptions and limitations; to be able to think independently and systemically in relation to scholarly activity, in the workplace, and in the world. We want them to

have a level of scientific and information technology literacy.

This graduate capability is supported by:

Learning outcomes

- ability to critically evaluate the research methods used in empirical research.
- ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.
- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
- skills that enable the design of future research that could be conducted on topics covered in the course.

Assessment tasks

- Essay
- Exam
- Tutorial

Problem Solving and Research Capability

Our graduates should be capable of researching; of analysing, and interpreting and assessing data and information in various forms; of drawing connections across fields of knowledge; and they should be able to relate their knowledge to complex situations at work or in the world, in order to diagnose and solve problems. We want them to have the confidence to take the initiative in doing so, within an awareness of their own limitations.

This graduate capability is supported by:

Learning outcomes

- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
- ability to critically evaluate the research methods used in empirical research.
- ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.
- competence in using technological resources to obtain information on child development.
- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
- skills that enable the design of future research that could be conducted on topics covered in the course.

Assessment tasks

- Essay
- Exam
- Tutorial

Creative and Innovative

Our graduates will also be capable of creative thinking and of creating knowledge. They will be imaginative and open to experience and capable of innovation at work and in the community. We want them to be engaged in applying their critical, creative thinking.

This graduate capability is supported by:

Learning outcomes

- competence in using technological resources to obtain information on child development.
- skills to use child development research to formulate policy.
- skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
- skills that enable the design of future research that could be conducted on topics covered in the course.

Assessment tasks

- Essay
- Exam
- Tutorial

Effective Communication

We want to develop in our students the ability to communicate and convey their views in forms effective with different audiences. We want our graduates to take with them the capability to read, listen, question, gather and evaluate information resources in a variety of formats, assess, write clearly, speak effectively, and to use visual communication and communication technologies as appropriate.

This graduate capability is supported by:

Learning outcomes

- ability to communicate effectively in a variety of modes (e.g. written and oral).
- skills that enable the design of future research that could be conducted on topics covered in the course.

Assessment tasks

- Essay

- Exam
- Tutorial

Engaged and Ethical Local and Global citizens

As local citizens our graduates will be aware of indigenous perspectives and of the nation's historical context. They will be engaged with the challenges of contemporary society and with knowledge and ideas. We want our graduates to have respect for diversity, to be open-minded, sensitive to others and inclusive, and to be open to other cultures and perspectives: they should have a level of cultural literacy. Our graduates should be aware of disadvantage and social justice, and be willing to participate to help create a wiser and better society.

This graduate capability is supported by:

Learning outcomes

- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
- ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
- recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

Assessment task

- Tutorial

Socially and Environmentally Active and Responsible

We want our graduates to be aware of and have respect for self and others; to be able to work with others as a leader and a team player; to have a sense of connectedness with others and country; and to have a sense of mutual obligation. Our graduates should be informed and active participants in moving society towards sustainability.

This graduate capability is supported by:

Learning outcomes

- knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
- ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
- recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

Assessment task

- Tutorial

Asessment Policies

Essay Submission Procedure: Paper assignments that need to be submitted via the Faculty of Human Sciences Undergraduate Student Centre (Student Centre) must be handed in using the LABELLED locked box at the ground floor of C3A or in the single Afterhours Undergraduate Assignment Submission Box located outside the entrance of C3A.

Assignments will not be accepted after the return of marked assignments.

All assignments submitted must be accompanied by a completed and signed Faculty of Human Sciences coversheet which is downloadable from

http://humansciences.mq.edu.au/current_students/undergraduate/assignment_cover_sheet

Assignments will not be accepted unless a correct coversheet is completed and signed.

A copy of the assignment must be kept as proof that the assignment was completed and submitted.

Electronic copies of assignments are not accepted.

Assignments submitted by post will not be accepted.

After submission of Essay: Paper assignments will be returned to students during tutorials and lectures. The remaining assignments will then be made available for collection from the Student Centre. The opening hours are Monday to Friday 9AM to 5PM. Tutors of evening tutorials will return ALL assignments during the late classes*.*

Length penalty: A penalty of 5% of the total mark will be deducted for every 100 words over the stipulated length of all written work. This gives an over word limit of 99 words before the penalty is applied.

For example, the Essay is worth 45% of the total mark for the unit. For every 100 words over 1500 words, 2¼ marks (5% x 45 = 2.25) will be subtracted from the mark the student receives for the assignment. For an essay 200 words over the 1500 stipulated, 4½ marks will be subtracted, etc.

The written report for the tutorial is worth 5% of the total mark for the unit. Therefore, for every 100 words over 500 words a ¼ of a mark (5% of 5 = 0.25) will be subtracted from the mark the student receives for the assignment. For a tutorial report 200 words over the 500 stipulated, ½ a mark will be subtracted, etc.

Late submission penalty: There is a daily (week and weekend days included) late submission penalty of 5% off the total mark.

For example, the essay is worth 45% of the total mark for the unit. For an essay submitted a day after the submission date, 2¼ marks (5% x 45 = 2.25) will be subtracted from the mark the student receives for the assignment. For an essay submitted two days after the submission date, 4½ marks will be subtracted, etc.

The written report for the tutorial is worth 5% of the total mark for the unit. Therefore, for a written report submitted a day after the oral presentation, a ¼ of a mark (5% of 5 = 0.25) will be subtracted from the mark the student receives for the assignment. For a tutorial report submitted two days after the oral presentation, ½ a mark will be subtracted, etc.

Assignment Extension of Time Requests: Ordinarily, no extensions of time for submission of written work will be granted since ample time for preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing through ask.mq.edu.au with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The staff in the Student Centre will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.

All requests for extensions must be made prior to the due date for the assignment.

If an extension is granted, the approval must be printed out and attached to the paper assignment to avoid any late penalty.

FINAL EXAMS: This exam will be held during the University Examination period. The University Examination period in **Session 1 is from 16 June to 4 July 2014.**

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations. http://students.mq.edu.