



PSY 432

Advanced Issues in Developmental Psychology: Child Abuse and Neglect

S2 Day 2015

Department of Psychology

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General Information

Unit convenor and teaching staff

Unit Convenor

Kay Bussey

kay.bussey@mq.edu.au

Contact via kay.bussey@mq.edu.au

C3A 731

Wednesdays 2-3; Thursdays 2-4.

Credit points

3

Prerequisites

Corequisites

PSY490 or PSY495

Co-badged status

PSY 732

Unit description

This unit introduces the topic of child abuse and neglect. The prevalence of physical, sexual, and emotional abuse and neglect is canvassed and the empirical literature relevant to all forms of abuse and neglect is reviewed. Theoretical models for conceptualising and understanding child abuse and neglect are presented. There is considerable emphasis not only on the outcomes of child abuse and neglect but also on the psychological processes that mediate these outcomes. The adequacy of prevention and intervention programs will be appraised and the operation of some of these programs in New South Wales will be considered.

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

Methodological understanding of psychological research: ability to critically evaluate the

research methods used in empirical research

Application of child abuse and neglect research: ability to apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).

Information and technology literacy: competence in using technological resources to obtain information on child abuse and neglect.

Sociocultural and international awareness: recognition that child abuse and neglect varies across contexts (e.g. cultural, ethnic, and socioeconomic).

Policy formulation: skills to use child abuse and neglect research to formulate policy.

Development of intervention and prevention programs: skills that enable research on child abuse and neglect to be used to guide intervention and prevention programs.

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

Assessment Tasks

Name	Weighting	Due
Field or Media Report	20%	Week 8, 1/10/15
Essay	50%	Week 11, 22/10/15
Exam	30%	Week 13, 5/11/15

Field or Media Report

Due: **Week 8, 1/10/15**

Weighting: **20%**

The field or media report is a brief written document about a child protection service in NSW or a child protection case presented in the media and should be no more than 500 words.

On successful completion you will be able to:

- Knowledge of child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Methodological understanding of psychological research: ability to critically evaluate the research methods used in empirical research
- Application of child abuse and neglect research: ability to apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
- Information and technology literacy: competence in using technological resources to obtain information on child abuse and neglect.

- Sociocultural and international awareness: recognition that child abuse and neglect varies across contexts (e.g. cultural, ethnic, and socioeconomic).
- Policy formulation: skills to use child abuse and neglect research to formulate policy.
- Development of intervention and prevention programs: skills that enable research on child abuse and neglect to be used to guide intervention and prevention programs.

Essay

Due: **Week 11, 22/10/15**

Weighting: **50%**

Essay topics are drawn from those covered in the unit. The length of the essay is 1500 words.

On successful completion you will be able to:

- Knowledge of child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Methodological understanding of psychological research: ability to critically evaluate the research methods used in empirical research
- Application of child abuse and neglect research: ability to apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
- Information and technology literacy: competence in using technological resources to obtain information on child abuse and neglect.
- Sociocultural and international awareness: recognition that child abuse and neglect varies across contexts (e.g. cultural, ethnic, and socioeconomic).
- Policy formulation: skills to use child abuse and neglect research to formulate policy.
- Development of intervention and prevention programs: skills that enable research on child abuse and neglect to be used to guide intervention and prevention programs.
- Research skills: skills that enable the design of future research that could be conducted on topics covered in the course.

Exam

Due: **Week 13, 5/11/15**

Weighting: **30%**

The exam consists of 3 short answer questions (approximately 250 words each). There will be a choice of approximately 12 questions from the unit topics.

On successful completion you will be able to:

- Knowledge of child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.

- Methodological understanding of psychological research: ability to critically evaluate the research methods used in empirical research
- Application of child abuse and neglect research: ability to apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
- Information and technology literacy: competence in using technological resources to obtain information on child abuse and neglect.
- Sociocultural and international awareness: recognition that child abuse and neglect varies across contexts (e.g. cultural, ethnic, and socioeconomic).
- Policy formulation: skills to use child abuse and neglect research to formulate policy.
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- Research skills: skills that enable the design of future research that could be conducted on topics covered in the course.

Delivery and Resources

Power point slides, references, and other resources will be posted on ilearn. All lectures will also be recorded and posted on ilearn

Unit Schedule

PSY 432 TIMETABLE: 2014

WEEK	DATE	TOPIC	LECTURER
1	July 30	Introduction to the course	Kay Bussey
2	August 6	Physical and Emotional Abuse and Neglect: Overview, Effects and Transmission Issues, Practical Issues, Intervention and Prevention	Kay Bussey
3	August 13	Physical and Emotional Abuse and Neglect	Kay Bussey
4	August 20	Physical and Emotional Abuse and Neglect	Kay Bussey
5	August 27	Field Visit	Kay Bussey
6	September 3	Physical and Emotional Abuse and Neglect	Kay Bussey
7	September 10	Physical and Emotional Abuse and Neglect	Kay Bussey

		<u>Mid-semester break</u>	
8	October 1	Sexual Abuse: Overview, Effects, Interviewing and Disclosure, Practical Issues, Intervention and Prevention	Kay Bussey
9	October 8	Sexual Abuse	Kay Bussey
10	October 15	Sexual Abuse	Kay Bussey
11	October 22	Sexual Abuse	Kay Bussey
12	October 29	Sexual Abuse	Kay Bussey
13	November 5	EXAM	

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/

Results

Results shown in *iLearn*, or released directly by your Unit Convenor, are not confirmed as they are subject to final approval by the University. Once approved, final results will be sent to your student email address and will be made available in [eStudent](#). For more information visit ask.mq.edu.au.

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

- Application of child abuse and neglect research: ability to apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
- Policy formulation: skills to use child abuse and neglect research to formulate policy.

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

Assessment tasks

- Field or Media Report
- Essay
- Exam

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 child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Sociocultural and international awareness: recognition that child abuse and neglect varies across contexts (e.g. cultural, ethnic, and socioeconomic).
- Policy formulation: skills to use child abuse and neglect research to formulate policy.
- Development of intervention and prevention programs: skills that enable research on child abuse and neglect to be used to guide intervention and prevention programs.
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Assessment tasks

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- Essay
- Exam

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 child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Methodological understanding of psychological research: ability to critically evaluate the research methods used in empirical research
- Application of child abuse and neglect research: ability to apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
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Assessment tasks

- Field or Media Report
- Essay
- Exam

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

- Knowledge of child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Methodological understanding of psychological research: ability to critically evaluate the research methods used in empirical research
- Application of child abuse and neglect research: ability to apply knowledge of child

abuse and neglect research findings in various contexts (e.g. family, school).

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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 child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
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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 outcome

- Policy formulation: skills to use child abuse and neglect research to formulate policy.

Assessment tasks

- Field or Media Report
- Essay
- Exam

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 child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Sociocultural and international awareness: recognition that child abuse and neglect varies across contexts (e.g. cultural, ethnic, and socioeconomic).
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Assessment tasks

- Field or Media Report

- Essay
- Exam

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 child abuse and neglect: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Sociocultural and international awareness: recognition that child abuse and neglect varies across contexts (e.g. cultural, ethnic, and socioeconomic).
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