



# PSYC732

## Advanced Issues in Developmental Psychology: Child Abuse and Neglect

S2 Day 2016

*Department of Psychology*

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## General Information

Unit convenor and teaching staff

Unit Convenor

Kay Bussey

[kay.bussey@mq.edu.au](mailto:kay.bussey@mq.edu.au)

Contact via [kay.bussey@mq.edu.au](mailto:kay.bussey@mq.edu.au)

C3A 731

Wednesdays 1-3; Thursdays 2-3.

Credit points

4

Prerequisites

Admission to MRes

Corequisites

Co-badged status

PSY 432

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
<a href="#">Field or Media Report</a>	20%	Week 8, 4/10/16
<a href="#">Essay</a>	50%	Week 11, 24/10/16
<a href="#">Exam</a>	30%	Week 13, 10/11/16

### Field or Media Report

Due: **Week 8, 4/10/16**

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

## Essay

Due: **Week 11, 24/10/16**

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, 10/11/16**

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.
- 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.

## 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
<b><u>Mid-semester break</u></b>			
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](http://mq.edu.au/policy/docs/academic_honesty/policy.html)

**New Assessment Policy in effect from Session 2 2016** [http://mq.edu.au/policy/docs/assessment/policy\\_2016.html](http://mq.edu.au/policy/docs/assessment/policy_2016.html). For more information visit [http://students.mq.edu.au/events/2016/07/19/new\\_assessment\\_policy\\_in\\_place\\_from\\_session\\_2/](http://students.mq.edu.au/events/2016/07/19/new_assessment_policy_in_place_from_session_2/)

Assessment Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/assessment/policy.html>

Grading Policy prior to Session 2 2016 <http://mq.edu.au/policy/docs/grading/policy.html>

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

Complaint Management Procedure for Students and Members of the Public [http://www.mq.edu.au/policy/docs/complaint\\_management/procedure.html](http://www.mq.edu.au/policy/docs/complaint_management/procedure.html)

Disruption to Studies Policy [http://www.mq.edu.au/policy/docs/disruption\\_studies/policy.html](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/](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](http://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](http://ask.mq.edu.au)

## IT Help

For help with University computer systems and technology, visit [http://www.mq.edu.au/about\\_us/offices\\_and\\_units/information\\_technology/help/](http://www.mq.edu.au/about_us/offices_and_units/information_technology/help/).

When using the University's IT, you must adhere to the [Acceptable Use of IT Resources Policy](#). The policy applies to all who connect to the MQ network including students.

## Graduate Capabilities

### PG - Capable of Professional and Personal Judgment and Initiative

Our postgraduates will demonstrate a high standard of discernment and common sense in their professional and personal judgment. They will have the ability to make informed choices and decisions that reflect both the nature of their professional work and their personal perspectives.

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.
- 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).
- 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

- Field or Media Report
- Essay
- Exam

## PG - Discipline Knowledge and Skills

Our postgraduates will be able to demonstrate a significantly enhanced depth and breadth of knowledge, scholarly understanding, and specific subject content knowledge in their chosen fields.

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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- 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

## **PG - Critical, Analytical and Integrative Thinking**

Our postgraduates will be capable of utilising and reflecting on prior knowledge and experience, of applying higher level critical thinking skills, and of integrating and synthesising learning and knowledge from a range of sources and environments. A characteristic of this form of thinking is the generation of new, professionally oriented knowledge through personal or group-based critique of practice and theory.

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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- 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
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- Exam

## **PG - Research and Problem Solving Capability**

Our postgraduates will be capable of systematic enquiry; able to use research skills to create new knowledge that can be applied to real world issues, or contribute to a field of study or practice to enhance society. They will be capable of creative questioning, problem finding and

problem solving.

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
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- 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

## **PG - Effective Communication**

Our postgraduates will be able to communicate effectively and convey their views to different social, cultural, and professional audiences. They will be able to use a variety of technologically supported media to communicate with empathy using a range of written, spoken or visual formats.

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.

## Assessment tasks

- Field or Media Report
- Essay
- Exam

## PG - Engaged and Responsible, Active and Ethical Citizens

Our postgraduates will be ethically aware and capable of confident transformative action in relation to their professional responsibilities and the wider community. They will have a sense of connectedness with others and country and have a sense of mutual obligation. They will be able to appreciate the impact of their professional roles for social justice and inclusion related to national and global issues

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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