PSY 339

Applied Child and Adolescent Psychology

S1 Day 2017

Department of Psychology

Contents

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General Information

Unit convenor and teaching staff
Kay Bussey
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Tuesday 1-2pm, Wednesday 12- 2pm

tutor
Kimberley Allison
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Cathy McMahon
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Talia Carl
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Credit points
3

Prerequisites
6cp at 200 level including PSY235(P)

Corequisites

Co-badged status

Unit description
This unit aims to provide information about children's and adolescents' 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 and adolescents' 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:

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

Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.

Policy Formulation: skills to use child and adolescent development research to formulate policy.

Knowledge of Child and Adolescent Development: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.

Methodological Understanding of Psychological Research: ability to critically evaluate the research methods used in empirical research.

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

Application of Child and Adolescent Psychology: ability to apply knowledge and principles of child and adolescent development research in various contexts (e.g. family, school).

Information and Technology Literacy: competence in using technological resources to obtain information on child and adolescent development.

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

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

General Assessment Information

Essays must be submitted online through iLearn by 5 pm on Tuesday, May 2nd[th].

Return of Essays: Essay grades and feedback will be available on iLearn from June 6th, 2017

Tutorial Presentation Grades: Tutorial presentation grades will be available on iLearn, the week following your presentation.

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

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 40% of the total mark for the unit. For every 100 words over 1500 words, 2 marks (5% x 40 = 2) will be subtracted from the mark the student receives for the assignment. For an essay 200 words over the 1500 stipulated, 4 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 40% of the total mark for the unit. For an essay submitted a day after the submission date, 2 marks (5% x 40 = 2) will be subtracted from the mark the student receives for the assignment. For an essay submitted two days after the submission date, 4 marks will be subtracted, etc.

The written paper for the tutorial presentation is worth 5% of the total mark for the unit. Therefore, for a written paper submitted a day after the oral presentation, ¼ of a mark (5% of 5 = 0.25) will be subtracted from the mark the student receives for the assignment. For a written paper 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, a disruption to studies notification must be submitted with supporting document/s through https://ask.mq.edu.au/ This must be done within five (5) working days of the commencement of the disruption.

The staff in the Student Centre will make all decisions regarding extensions. Neither individual tutors nor the course convenor will grant extensions.

If an extension is granted, you must copy and paste the notice of approval into the front page of your assignment when you submit via iLearn.

FINAL EXAMS

The University Examination period in Session 1, is from 1**2 June to 30th June 2017**.

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.au/student_admin/exams/

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special

consideration process is available at http://www.psy.mq.edu.au/speccond/scrules.htm

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period.

Supplementary Examination in the Department of Psychology will be held on the 14th and 15th of July, 2016. The format of a supplementary examination is at each unit convener's discretion and is subject to change from the original final examination.

Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam because of documented illness or unavoidable disruption.

Instructions on applying for sitting of a supplementary exam are available from the website, www.psy.mq.edu.au/speccond. It is the student's responsibility to follow the steps outlined in this website. An email will be sent to the student advising them of the outcome of their request for a supplementary exam. If a supplementary exam has been granted, it is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified date. There will only be one time. It is the student's responsibility to email Student Centre to confirm attendance at the supplementary exam.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

Assessment Tasks

Name	Weighting	Hurdle	Due
Tutorial Presentation - Oral	10%	No	Between Weeks 7 and 12
Tutorial Attendance	5%	No	See Tutorial Schedule
Essay	40%	No	2nd May
Exam	45%	No	Examination Period

Tutorial Presentation - Oral

Due: **Between Weeks 7 and 12**
Weighting: **10%**

Topics covered in tutorial presentations are linked to the lectures. Four to five students present on each topic and take different positions in a debate. Students will be allocated to a presentation topic in their first tutorial. Each presentation will involve the use of power point slides.

On successful completion you will be able to:

- Research Skills: skills that enable the design of future research that could be conducted on topics covered in the course.
- Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.
- Policy Formulation: skills to use child and adolescent development research to formulate policy.
- Knowledge of Child and Adolescent Development: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
- Methodological Understanding of Psychological Research: ability to critically evaluate the research methods used in empirical research.
- Critical Thinking Skills: ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child and adolescent development literature.
- Application of Child and Adolescent Psychology: ability to apply knowledge and principles of child and adolescent development research in various contexts (e.g. family, school).
- Information and Technology Literacy: competence in using technological resources to obtain information on child and adolescent development.
- Communication Skills: ability to communicate effectively in a variety of modes (e.g. written and oral).
- Sociocultural and International Awareness: recognition of individual differences in child and adolescent development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

Tutorial Attendance

Due: **See Tutorial Schedule**
Weighting: **5%**

Tutorial attendance is expected. Students will receive 5% for 80% tutorial attendance.

On successful completion you will be able to:

- Research Skills: skills that enable the design of future research that could be conducted

on topics covered in the course.

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Essay

Due: **2nd May**
Weighting: **40%**

Essay topics will be distributed during the first lecture. The word limit is 1500 words (not including references or title page). It should conform to the following specifications: double spacing, 12-point font, margins of 2.54 cm. Headings and references should conform to the requirements outlined in the sixth edition of the APA manual. An abstract is not required. Essays are to be submitted electronically through iLearn.

Feedback for essays will be available on iLearn from June 9, 2016.

On successful completion you will be able to:
- Research Skills: skills that enable the design of future research that could be conducted on topics covered in the course.
- Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.
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Exam

Due: **Examination Period**
Weighting: **45%**

The exam consists of 45 multiple choice questions and 2 short answer questions (approximately 100-150 words each).

On successful completion you will be able to:
- Research Skills: skills that enable the design of future research that could be conducted on topics covered in the course.

- Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.
- Policy Formulation: skills to use child and adolescent development research to formulate policy.
- Knowledge of Child and Adolescent Development: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
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- Sociocultural and International Awareness: recognition of individual differences in child and adolescent development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

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.

Marks are now awarded for tutorial attendance.

References have been updated.

Other material.

There is no text for the unit.

Unit Schedule

Lectures: Venue: W5A T2

        Day & Time: Wednesday, 9-11am

Lecture Schedule

Week	Date	Lecture Topic	Lecturer
1	March 2	Introduction to the Course	Kay Bussey
2	March 9	The Family - I	Kay Bussey
3	March 16	The Family - II	Kay Bussey
4	March 23	Infertility, Assisted Reproductive Technology and Parenting	Cathy McMahon
5	March 30	Postnatal Depression and Infant Development	Cathy McMahon
6	April 6	Child Abuse and Neglect	Kay Bussey
		Recess	
7	April 27	Child Sexual Abuse	Kay Bussey
8	May 4	Peers	Kay Bussey
9	May 11	Aggression and Bullying	Kay Bussey
10	May 18	Moral Development and Criminal Responsibility	Kay Bussey
11	May 25	Prosocial Development	Kay Bussey
12	June 1	Gender Development	Kay Bussey
13	June 8	Overview	Kay Bussey

Tutorial Streams

Day	Time	Room	Name of Tutor
Wednesday	11am – 12pm	W5A 105	Talia Carl
Wednesday	11am – 12pm	W5A 101	Kimberley Allison
Wednesday	12pm – 1pm	W6B 315	Talia Carl
Thursday	1pm – 2pm	C5A 404	Talia Carl
Thursday	2pm – 3pm	C5A 232	Kimberley Allison

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_2016.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

Disruption to Studies Policy (in effect until Dec 4th, 2017): http://www.mq.edu.au/policy/docs/disruption_studies/policy.html

Special Consideration Policy (in effect from Dec 4th, 2017): https://staff.mq.edu.au/work/strategy-planning-and-governance/university-policies-and-procedures/policies/special-consideration

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://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

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

- Research Skills: skills that enable the design of future research that could be conducted on topics covered in the course.
- Development of Intervention and Prevention Programs: skills that enable child and

adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.

- Policy Formulation: skills to use child and adolescent development research to formulate policy.
- Information and Technology Literacy: competence in using technological resources to obtain information on child and adolescent development.

Assessment tasks

- Tutorial Presentation - Oral
- Essay

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

- Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.
- Policy Formulation: skills to use child and adolescent development research to formulate policy.
- Application of Child and Adolescent Psychology: ability to apply knowledge and principles of child and adolescent development research in various contexts (e.g. family, school).
- Sociocultural and International Awareness: recognition of individual differences in child and adolescent development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

Assessment task

- Tutorial Attendance

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

- Policy Formulation: skills to use child and adolescent development research to formulate policy.
- Knowledge of Child and Adolescent Development: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
- Critical Thinking Skills: ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child and adolescent development literature.
- Communication Skills: ability to communicate effectively in a variety of modes (e.g. written and oral).

Assessment task

- Tutorial Attendance

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

- Research Skills: skills that enable the design of future research that could be conducted on topics covered in the course.
- Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.
- Policy Formulation: skills to use child and adolescent development research to formulate policy.
- Knowledge of Child and Adolescent Development: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent

psychology.

- Methodological Understanding of Psychological Research: ability to critically evaluate the research methods used in empirical research.
- Application of Child and Adolescent Psychology: ability to apply knowledge and principles of child and adolescent development research in various contexts (e.g. family, school).

Assessment tasks

- Tutorial Presentation - Oral
- Tutorial Attendance
- 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

- Research Skills: skills that enable the design of future research that could be conducted on topics covered in the course.
- Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.
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Assessment tasks

- Tutorial Presentation - Oral
- Tutorial Attendance

- Essay
- Exam

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

- Research Skills: skills that enable the design of future research that could be conducted on topics covered in the course.
- Development of Intervention and Prevention Programs: skills that enable child and adolescent development research to be used to guide intervention and prevention programs related to various aspects of children's and adolescents' development.
- Policy Formulation: skills to use child and adolescent development research to formulate policy.
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- Information and Technology Literacy: competence in using technological resources to obtain information on child and adolescent development.

Assessment tasks

- Tutorial Presentation - Oral
- Essay
- Exam

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

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

Assessment tasks

- Tutorial Presentation - Oral
- Tutorial Attendance
- 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 and Adolescent Development: knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
- Application of Child and Adolescent Psychology: ability to apply knowledge and principles of child and adolescent development research in various contexts (e.g. family, school).
- Sociocultural and International Awareness: recognition of individual differences in child and adolescent development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).

Assessment tasks

- Tutorial Presentation - Oral

- Tutorial Attendance

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

Assessment tasks

- Tutorial Presentation - Oral
- Tutorial Attendance