



PSYP906

Working with Children and Families

S2 Day 2017

Department of Psychology

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General Information

Unit convenor and teaching staff

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Credit points

4

Prerequisites

Admission to MProfPsych

Corequisites

Co-badged status

Unit description

The focus of this unit is on the emotional, social, cognitive and behavioural development of children, the range of problems that children present with and the impact of these problems on children and their families. The Unit teaches students different therapeutic approaches to family problems, including strengths based practice and creative therapeutic approaches for working with children. Skills for the assessment and intervention in a range of childhood problems, including intellectual disability, autism spectrum disorders and attention deficit hyperactivity disorder, are developed. Skills training in parent management interventions and skills in working with families to improve parenting capacity is provided. Issues relating to the “over-diagnosis” of and overuse of medication in children and adolescents and the transition from childhood to adolescence and early adulthood are also 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:

Explain attachment theory, evidence based research and its contribution to developing

skills for interventions and family psychotherapy when working with children.

Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.

Integrate and synthesise the learning and knowledge of increasing parenting capacity through analysing parenting management approaches and strategies.

Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.

Apply decision-making strategies to resolve ethical questions to problems using the APS Code of Ethics, Guidelines and Mandatory reporting legislation, across a variety of contexts.

Implement communication skills effectively in writing and through verbal communication.

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Disordered Attachment</u>	50%	No	TBA
<u>Taped Skills Assessment</u>	50%	No	TBA

Disordered Attachment

Due: **TBA**

Weighting: **50%**

Disordered Attachment Essay 2000 words

a) How well does secure attachment in childhood inform attachment style in adult life? (your answer should address the theory relating to attachment and parenting styles – 1000 words approx.) b) When attachment in childhood is other than secure i.e. ambivalent, avoidant or disorganised, is there empirical evidence for the development of psychopathology in children and does this continue through to adulthood? (your answer should draw upon the body of empirical evidence and be around 500 words). c) What does research tell us about the causes of psychopathology in children and what is the relative contribution of disordered attachment when compared with these other causes? (500 words).

On successful completion you will be able to:

- Explain attachment theory, evidence based research and its contribution to developing skills for interventions and family psychotherapy when working with children.
- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
- Integrate and synthesise the learning and knowledge of increasing parenting capacity

through analysing parenting management approaches and strategies.

- Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.
- Apply decision-making strategies to resolve ethical questions to problems using the APS Code of Ethics, Guidelines and Mandatory reporting legislation, across a variety of contexts.
- Implement communication skills effectively in writing and through verbal communication.

Taped Skills Assessment

Due: **TBA**

Weighting: **50%**

Tapped skills assessment (25 minute duration minimum)

Submit an unedited USB of an interview between you and a child (5-16 years old). This will be 25 minutes in length. You will need a signed consent form (see placement manual) from the parent/ carer of this child. This should include information concerning the purpose of the interview and confidentiality. In your interview recording you will need to start with informed consent from the parent. Secondly you need to demonstrate talking with the child in a developmentally appropriate way about the purpose of the interview, who will see it, and the limits of confidentiality. The interview is about their everyday life and is not a therapy session. For example, you can talk about their likes or dislikes, what they did on the weekend, a recent holiday or their family. You may want to invite the child to bring along something they would like to show you and talk about. If you are unable to get a child to interview, please contact the course director to discuss alternatives. Submit a one page critical reflection with your assignment. Marking criteria include:

- Consent and limits of confidentiality with parent and child
- Use of counselling skills
- Pace of the interview
- Were you able to engage and maintain engagement with the child?
- What types of questions were used?
- Developmental appropriateness
- Capacity to follow the child's lead
- Capacity to take the lead when necessary
- Appropriateness of responses and questioning

Please submit a cover sheet with the USB and Consent Form

On successful completion you will be able to:

- Explain attachment theory, evidence based research and its contribution to developing skills for interventions and family psychotherapy when working with children.

- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
- Integrate and synthesise the learning and knowledge of increasing parenting capacity through analysing parenting management approaches and strategies.
- Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.
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Delivery and Resources

The unit is comprised of lectures.

Lectures: 3 x 6 hour lecture on Wednesday

1 x 6 hour lecture on Saturday

Learning and Teaching Activities

Working with Families

Group supervision

Attachment

Group discussion

Child Engagement

small groups

Counselling Youth

Group discussion and role play

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

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

- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
- Integrate and synthesise the learning and knowledge of increasing parenting capacity through analysing parenting management approaches and strategies.
- Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.
- Apply decision-making strategies to resolve ethical questions to problems using the APS Code of Ethics, Guidelines and Mandatory reporting legislation, across a variety of contexts.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Disordered Attachment
- Taped Skills Assessment

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

- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
- Integrate and synthesise the learning and knowledge of increasing parenting capacity through analysing parenting management approaches and strategies.
- Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.

- Apply decision-making strategies to resolve ethical questions to problems using the APS Code of Ethics, Guidelines and Mandatory reporting legislation, across a variety of contexts.
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Assessment tasks

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- Taped Skills Assessment

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

- Explain attachment theory, evidence based research and its contribution to developing skills for interventions and family psychotherapy when working with children.
- Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.
- Apply decision-making strategies to resolve ethical questions to problems using the APS Code of Ethics, Guidelines and Mandatory reporting legislation, across a variety of contexts.
- Implement communication skills effectively in writing and through verbal communication.

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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

- Explain attachment theory, evidence based research and its contribution to developing skills for interventions and family psychotherapy when working with children.
- Integrate and synthesise the learning and knowledge of increasing parenting capacity through analysing parenting management approaches and strategies.
- Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.

Assessment tasks

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- Taped Skills Assessment

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

- Explain attachment theory, evidence based research and its contribution to developing skills for interventions and family psychotherapy when working with children.
- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
- Integrate and synthesise the learning and knowledge of increasing parenting capacity through analysing parenting management approaches and strategies.
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- Apply decision-making strategies to resolve ethical questions to problems using the APS Code of Ethics, Guidelines and Mandatory reporting legislation, across a variety of contexts.
- Implement communication skills effectively in writing and through verbal communication.

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- Taped Skills Assessment

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

- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
- Integrate and synthesise the learning and knowledge of increasing parenting capacity through analysing parenting management approaches and strategies.
- Recognise the ethical and legal issues and obstacles for engaging and counseling children and youth.
- Apply decision-making strategies to resolve ethical questions to problems using the APS Code of Ethics, Guidelines and Mandatory reporting legislation, across a variety of contexts.
- Implement communication skills effectively in writing and through verbal communication.

Assessment tasks

- Disordered Attachment
- Taped Skills Assessment