



# PSYH4432

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

Session 2, Online-scheduled-weekday 2023

*School of Psychological Sciences*

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#### **Disclaimer**

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## General Information

Unit convenor and teaching staff

Kay Bussey

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Credit points

10

Prerequisites

Corequisites

PSYH4418 or PSYH490 or PSYH4490 or PSYH495 or PSYH4495 or PSYH4492

Co-badged status

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:

**ULO1:** Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.

**ULO2:** Critically evaluate the research methods used in empirical research.

**ULO3:** Apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).

**ULO4:** Competently use technological resources to obtain information on child abuse and neglect.

**ULO5:** Discuss the variations in child abuse and neglect across different cultural, ethnic

and socioeconomic contexts.

**ULO6:** Demonstrate skills for designing research on child abuse and neglect to be used to guide intervention and prevention programs, and to formulate policy.

## General Assessment Information

### General assessment Information

Grade descriptors and other information concerning grading are contained in the [Macquarie University Assessment Policy](#).

All final grades are determined by a grading committee, in accordance with the Macquarie University Assessment Policy, and are not the sole responsibility of the Unit Convenor.

Students will be awarded a final grade and a mark which must correspond to the grade descriptors specified in the [Assessment Procedure](#) (clause 128).

To pass this unit, you must demonstrate sufficient evidence of achievement of the learning outcomes, meet any ungraded requirements, and achieve a final mark of 50 or better.

Further details for each assessment task will be available on iLearn.

No further submissions will be accepted after the marked assignments are returned and feedback is released to students. The final exam for this unit will be online. Students are expected to make themselves available for the final exam, in line with the Assessment Policy and Procedure. Sitting the final exam is compulsory in order to be eligible to pass the unit. Any student who does not attempt the final exam will be granted a Fail Absent grade.

Word count penalty: 5% of the possible mark will be deducted per 100 words over the word limit for the assessment task. An additional 99 words beyond the limit can be written without penalty.

### Late Submissions

Unless a Special Consideration request has been submitted and approved, a 5% penalty (OF THE TOTAL POSSIBLE MARK) will be applied each day a written assessment is not submitted, up until the 7th day (including weekends). After the 7th day, a grade of '0' will be awarded even if the assessment is submitted. Submission time for all written assessments is set at 11.55pm. A 1-hour grace period is provided to students who experience a technical concern.

For example:

Number of days (hours) late	Total Possible Marks	Deduction	Raw mark	Final mark
1 day (1-24 hours)	100	5	75	70
2 days (24-48 hours)	100	10	75	65
3 days (48-72 hours)	100	15	75	60

7 days (144-168 hours)	100	35	75	40
>7 days (>168 hours)	100	-	75	0

For any late submissions of time-sensitive tasks, such as scheduled tests/exams, performance assessments/presentations, and/or scheduled practical assessments/labs, students need to submit an application for Special Consideration.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Final Examination</a>	30%	No	31/10/23
<a href="#">Field or media report</a>	20%	No	08/09/23
<a href="#">Essay</a>	50%	No	16/10/23

### Final Examination

Assessment Type <sup>1</sup>: Examination

Indicative Time on Task <sup>2</sup>: 40 hours

Due: **31/10/23**

Weighting: **30%**

Final examination held in scheduled class time, in accordance with relevant requirements.

On successful completion you will be able to:

- Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Critically evaluate the research methods used in empirical research.
- Apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
- Competently use technological resources to obtain information on child abuse and neglect.
- Discuss the variations in child abuse and neglect across different cultural, ethnic and socioeconomic contexts.
- Demonstrate skills for designing research on child abuse and neglect to be used to guide

intervention and prevention programs, and to formulate policy.

## Field or media report

Assessment Type <sup>1</sup>: Report

Indicative Time on Task <sup>2</sup>: 21 hours

Due: **08/09/23**

Weighting: **20%**

Students submit a field or media report of 500 words about a child protection service in NSW or a child protection case presented in the media.

On successful completion you will be able to:

- Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.
- Critically evaluate the research methods used in empirical research.
- Apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
- Competently use technological resources to obtain information on child abuse and neglect.
- Discuss the variations in child abuse and neglect across different cultural, ethnic and socioeconomic contexts.
- Demonstrate skills for designing research on child abuse and neglect to be used to guide intervention and prevention programs, and to formulate policy.

## Essay

Assessment Type <sup>1</sup>: Essay

Indicative Time on Task <sup>2</sup>: 50 hours

Due: **16/10/23**

Weighting: **50%**

Students will submit an essay of 1500 words on contemporary child protection issues.

On successful completion you will be able to:

- Explain the major concepts, theoretical perspectives, empirical findings, and historical trends in child abuse and neglect.

- Critically evaluate the research methods used in empirical research.
- Apply knowledge of child abuse and neglect research findings in various contexts (e.g. family, school).
- Competently use technological resources to obtain information on child abuse and neglect.
- Discuss the variations in child abuse and neglect across different cultural, ethnic and socioeconomic contexts.
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<sup>1</sup> If you need help with your assignment, please contact:

- the academic teaching staff in your unit for guidance in understanding or completing this type of assessment
- the [Writing Centre](#) for academic skills support.

<sup>2</sup> Indicative time-on-task is an estimate of the time required for completion of the assessment task and is subject to individual variation

## Delivery and Resources

As a student enrolled in this unit, you will engage in a range of online learning activities, including online videos and lectures. Details can be found on the iLearn site for this unit.

Recommended Readings: References will be provided in lectures.

Technology will include the use of the internet for online lectures. Lectures will be recorded and posted on iLearn.

Active participation in the learning activities throughout the unit will require students to have access to a tablet, laptop or similar device. Students who do not own their own laptop computer may borrow one from the university library.

## Unit Schedule

	Topic
Week 1	Introduction to the Unit
Week 2	Overview of Child Abuse and Neglect (CAN)
Week 3	CAN Parenting Issues I
Week 4	CAN Parenting issues II

Week 5	Field Visit or Media Review
Week 6	CAN – Effects and Transmission
Week 7	CAN Prevention and Intervention
Week 8	CSA (Child Sexual Abuse)
Week 9	Child Witnesses of Domestic Violence
Week 10	Child Victims as Witnesses I
Week 11	Child Victims as Witnesses II
Week 12	CSA Prevention and Intervention
Week 13	Exam

## Policies and Procedures

Macquarie University policies and procedures are accessible from [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au). Students should be aware of the following policies in particular with regard to Learning and Teaching:

- [Academic Appeals Policy](#)
- [Academic Integrity Policy](#)
- [Academic Progression Policy](#)
- [Assessment Policy](#)
- [Fitness to Practice Procedure](#)
- [Assessment Procedure](#)
- [Complaints Resolution Procedure for Students and Members of the Public](#)
- [Special Consideration Policy](#)

Students seeking more policy resources can visit [Student Policies \(https://students.mq.edu.au/support/study/policies\)](https://students.mq.edu.au/support/study/policies). It is your one-stop-shop for the key policies you need to know about throughout your undergraduate student journey.

To find other policies relating to Teaching and Learning, visit [Policy Central \(https://policies.mq.edu.au\)](https://policies.mq.edu.au) and use the [search tool](#).

## Student Code of Conduct

Macquarie University students have a responsibility to be familiar with the Student Code of Conduct: <https://students.mq.edu.au/admin/other-resources/student-conduct>

## Results

Results published on platform other than [eStudent](#), (eg. iLearn, Coursera etc.) 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](http://ask.mq.edu.au) or if you are a Global MBA student contact [globalmba.support@mq.edu.au](mailto:globalmba.support@mq.edu.au)

## Academic Integrity

At Macquarie, we believe [academic integrity](#) – honesty, respect, trust, responsibility, fairness and courage – is at the core of learning, teaching and research. We recognise that meeting the expectations required to complete your assessments can be challenging. So, we offer you a range of resources and services to help you reach your potential, including free [online writing and maths support](#), [academic skills development](#) and [wellbeing consultations](#).

## Student Support

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

## The Writing Centre

[The Writing Centre](#) provides resources to develop your English language proficiency, academic writing, and communication skills.

- [Workshops](#)
- [Chat with a WriteWISE peer writing leader](#)
- [Access StudyWISE](#)
- [Upload an assignment to Studiosity](#)
- [Complete the Academic Integrity Module](#)

The Library provides online and face to face support to help you find and use relevant information resources.

- [Subject and Research Guides](#)
- [Ask a Librarian](#)

## Student Services and Support

Macquarie University offers a range of [Student Support Services](#) including:

- [IT Support](#)
- [Accessibility and disability support](#) with study
- Mental health [support](#)
- [Safety support](#) to respond to bullying, harassment, sexual harassment and sexual assault



- [Social support including information about finances, tenancy and legal issues](#)
- [Student Advocacy](#) provides independent advice on MQ policies, procedures, and processes

## Student Enquiries

Got a question? Ask us via [AskMQ](#), or contact [Service Connect](#).

## 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.

## Inclusion & Diversity

Social inclusion at Macquarie University is about giving everyone who has the potential to benefit from higher education the opportunity to study at university, participate in campus life and flourish in their chosen field. The University has made significant moves to promote an equitable, diverse and exciting campus community for the benefit of staff and students. It is your responsibility to contribute to the development of an inclusive culture and practice in the areas of learning and teaching, research, and service orientation and delivery. As a member of the Macquarie University community, you must not discriminate against or harass others based on their sex, gender, race, marital status, carers' responsibilities, disability, sexual orientation, age, political conviction, or religious belief. All staff and students are expected to display appropriate behaviour that is conducive to a healthy learning environment for everyone.

## Professionalism

In the Faculty of Medicine, Health and Human Sciences, professionalism is a key capability embedded in all our courses.

As part of developing professionalism, students are expected to attend all small group interactive sessions including clinical, practical/tutorial, laboratory, work-integrated learning (e.g., PACE placements), and team-based learning activities. Some learning activities are recorded (e.g., face-to-face lectures), however, you are encouraged to avoid relying upon such material as they do not recreate the whole learning experience and technical issues can and do occur. As an adult learner, we respect your decision to choose how you engage with your learning, but we would remind you that the learning opportunities we create for you have been done so to enable your success and that by not engaging may impact your ability to successfully complete this unit. We equally expect that you show respect for the academic staff who have worked hard to develop meaningful activities and prioritise your learning by communicating with them in advance if you are unable to attend a small group interactive session.

Another dimension of professionalism is having respect for your peers. It is the right of every student to learn in an environment that is free of disruption and distraction. Please arrive to all

learning activities on time, and if you are unavoidably detained, please join the activity as quietly as possible to minimise disruption. Phones and other electronic devices that produce noise and other distractions must be turned off prior to entering class. Where your own device (e.g., laptop) is being used for class-related activities, you are asked to close down all other applications to avoid distraction to you and others. Please treat your fellow students with the utmost respect. If you are uncomfortable participating in any specific activity, please let the relevant academic know.