



# PSYP8906

## Working with Children and Families

Session 1, In person-scheduled-intensive, North Ryde 2023

*School of Psychological Sciences*

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## General Information

Unit convenor and teaching staff

Josephine Paparo

[josephine.paparo@mq.edu.au](mailto:josephine.paparo@mq.edu.au)

Contact via Email

AHH Room 2.618

Consultation by appointment only

Credit points

10

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:

**ULO2:** Apply knowledge inherent to the practice of professional psychology to evaluate relevant theory and evidence-based research for the purposes of designing and implementing assessments and interventions appropriate for children and families.

**ULO1:** Identify the characteristics of common psychological disorders during childhood and adolescence.

**ULO4:** Apply decision-making strategies consistent with the regulation of the profession to resolve ethical questions when working with children and families

**ULO3:** Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.

**ULO5:** Demonstrate knowledge of professional, legal and other obstacles to working with children and youth, across a variety of contexts.

**ULO6:** Implement communication skills effectively in writing and through verbal communication.

## 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.

In Psychology, letter grades, not numeric marks, are released for assessment tasks in some units, including this unit.

For word count penalties, 5% of the possible mark will be deducted per 100 words over the word limit for written assessment tasks. An additional 99 words beyond the limit can be written without penalty.

All extensions need to be formally requested via [ask.mq.edu.au](mailto:ask.mq.edu.au) in line with the special consideration policy.

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

## 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="#"><u>Taped interview of interaction with a child</u></a>	40%	No	11:55pm Sunday 28 May 2023
<a href="#"><u>Assessment and Intervention Plan</u></a>	60%	No	11:55pm Sunday 11 June 2023

### Taped interview of interaction with a child

Assessment Type <sup>1</sup>: Simulation/role play

Indicative Time on Task <sup>2</sup>: 44 hours

Due: **11:55pm Sunday 28 May 2023**

Weighting: **40%**

Students are required to record a 25 minute simulated child interview with a peer.

On successful completion you will be able to:

- Apply knowledge inherent to the practice of professional psychology to evaluate relevant theory and evidence-based research for the purposes of designing and implementing assessments and interventions appropriate for children and families.
- Identify the characteristics of common psychological disorders during childhood and

adolescence.

- Apply decision-making strategies consistent with the regulation of the profession to resolve ethical questions when working with children and families
- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
- Demonstrate knowledge of professional, legal and other obstacles to working with children and youth, across a variety of contexts.
- Implement communication skills effectively in writing and through verbal communication.

## Assessment and Intervention Plan

Assessment Type <sup>1</sup>: Case study/analysis

Indicative Time on Task <sup>2</sup>: 68 hours

Due: **11:55pm Sunday 11 June 2023**

Weighting: **60%**

Students will be provided with a referral letter from a School Counsellor for an adolescent in need of external psychological support and counselling. In 2,000 words students are required to:

1. Present their initial case impressions and working formulation, based on the referral information provided, research theory and evidence.
2. Drawing on the case information, their initial impressions, what they have learnt in class and additional research, provide a detailed 10 session assessment and intervention plan, outlining what they would do, with whom and why.
3. Chose one potential treatment goal for this adolescent based on the case information and their initial impressions, and design an age appropriate activity to help the adolescent learn a new skill to help meet that treatment goal, in line with their proposed intervention plan.

On successful completion you will be able to:

- Apply knowledge inherent to the practice of professional psychology to evaluate relevant theory and evidence-based research for the purposes of designing and implementing assessments and interventions appropriate for children and families.
- Identify the characteristics of common psychological disorders during childhood and adolescence.
- Apply decision-making strategies consistent with the regulation of the profession to resolve ethical questions when working with children and families

- Apply professional practice principles concerning the psychotherapeutic relationship and interventions with children and families.
  - Demonstrate knowledge of professional, legal and other obstacles to working with children and youth, across a variety of contexts.
  - Implement communication skills effectively in writing and through verbal communication.
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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

This course consists of four workshops from 9am to 4pm. Workshops are interactive and will include lecture components and hands-on skills practice components. Please see iLearn for instructions, slides, additional resources and reading materials relevant for each workshop. These can be found in the allocated section on iLearn for each individual workshop.

## Unit Schedule

**Workshop 1** (Wednesday 17 May 2023) Foundations of Working with Children and Families

**Workshop 2** (Wednesday 24 May 2023) Anxiety and Low Mood During Childhood

**Workshop 3** (Wednesday 31 May 2023) Neurodevelopmental Disorders

**Workshop 4** (Friday 2 June 2023) Disruptive Behaviour and Trauma During Childhood

Please note the MPP program timetable further suggests that students utilise Friday 26 May as preparation for the simulated child interview with peer task. However, students are not required to attend campus that day.

## 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 and 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 towards 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, 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 you 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 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.

## Changes since First Published

Date	Description
25/01/2023	Nil