



# PSYU3339

## Applied Child and Adolescent Psychology

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

*School of Psychological Sciences*

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#### **Disclaimer**

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## General Information

### Unit convenor and teaching staff

Convenor

Kay Bussey

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

Lecturer

Josephine Paparo

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

Credit points

10

Prerequisites

20cp at 2000 level including (PSY235 or PSYU2235 or PSYX235 or PSYX2235)

Corequisites

Co-badged status

Unit description

This unit aims to provide information about children's and adolescents' development in applied contexts. There is an 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:

**ULO1:** Demonstrate skills to apply child and adolescent development research to guide intervention and prevention programs.

**ULO2:** Understand the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.

**ULO3:** Critically and creatively analyse the child and adolescent development theories

and empirical research.

**ULO4:** Communicate effectively in a variety of modes (e.g. written and oral).

**ULO5:** Recognise individual differences in child and adolescent development that vary across contexts (e.g. cultural, ethnic, and socioeconomic).

## 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.

## 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.

No further submissions will be accepted after the marked assignments are returned and feedback is released to students.

The final exam for this unit is scheduled to occur on Macquarie University campus. Students are expected to make themselves available for the final exam, at the date and time set by the University, in line with the Assessment Policy and Procedure.

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.

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.

## Assessment Tasks

Name	Weighting	Hurdle	Due
<a href="#">Participation in tutorials</a>	5%	No	Between 1st March and 2nd June 2023
<a href="#">Group presentation</a>	10%	No	Between 29th March and 2nd June 2023
<a href="#">Final exam</a>	45%	No	Between 5th and 23rd June 2023
<a href="#">Essay</a>	40%	No	24th April 2023

### Participation in tutorials

Assessment Type <sup>1</sup>: Participatory task

Indicative Time on Task <sup>2</sup>: 0 hours

Due: **Between 1st March and 2nd June 2023**

Weighting: **5%**

Students will be assessed on participation during tutorials

On successful completion you will be able to:

- Understand the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
- Communicate effectively in a variety of modes (e.g. written and oral).
- Recognise individual differences in child and adolescent development that vary across contexts (e.g. cultural, ethnic, and socioeconomic).

### Group presentation

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

Indicative Time on Task <sup>2</sup>: 14 hours

Due: **Between 29th March and 2nd June 2023**

Weighting: **10%**

Each group of 4-5 students debates the pros and cons from a different perspective of a topic relevant to children and adolescents.

On successful completion you will be able to:

- Demonstrate skills to apply child and adolescent development research to guide intervention and prevention programs.
- Understand the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
- Critically and creatively analyse the child and adolescent development theories and empirical research.
- Communicate effectively in a variety of modes (e.g. written and oral).
- Recognise individual differences in child and adolescent development that vary across contexts (e.g. cultural, ethnic, and socioeconomic).

## Final exam

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

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

Due: **Between 5th and 23rd June 2023**

Weighting: **45%**

Final examination held within the University's formal exam period, in accordance with relevant requirements.

On successful completion you will be able to:

- Demonstrate skills to apply child and adolescent development research to guide intervention and prevention programs.
- Understand the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
- Critically and creatively analyse the child and adolescent development theories and empirical research.
- Communicate effectively in a variety of modes (e.g. written and oral).

- Recognise individual differences in child and adolescent development that vary across contexts (e.g. cultural, ethnic, and socioeconomic).

## Essay

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

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

Due: **24th April 2023**

Weighting: **40%**

An essay that critically appraises the contemporary empirical and theoretical literature

On successful completion you will be able to:

- Demonstrate skills to apply child and adolescent development research to guide intervention and prevention programs.
- Understand the major concepts, theoretical perspectives, empirical findings, and historical trends in child and adolescent psychology.
- Critically and creatively analyse the child and adolescent development theories and empirical research.
- Recognise individual differences in child and adolescent development that vary across contexts (e.g. cultural, ethnic, and socioeconomic).

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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 and face-to-face learning activities, including online lectures, powerpoint slides and online/face-to-face tutorials. Details can be found on the iLearn site for this unit.

F2F version:

For the “In person scheduled weekday” unit offering: The lecture classes are online/live-streamed. Tutorial classes all run on campus only. Students should not attend on-campus

classes if you are unwell or have any cold and flu like symptoms.

ONL version:

For the “online scheduled with on campus assessment” unit offering: This version of the unit is “online scheduled weekday”. Tutorial classes all run online via zoom. Lectures will run live online at the time and day indicated in the timetable. The final exam for this unit will be on Macquarie University campus.

## Recommended Readings

Details provided in each lecture.

## Technology Used

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

	Lecture Topic
Week 1	Introduction to the Course
Week 2	The Family - I
Week 3	The Family - II
Week 4	Neuropsychobiological Issues - I
Week 5	Neuropsychobiological Issues - II
Week 6	Child Abuse and Neglect
Week 7	Child Sexual Abuse
Week 8	Aggression and Bullying
Week 9	Peers and Social Media
Week 10	Moral Development and Criminal Responsibility
Week 11	Prosocial Development
Week 12	Gender Development
Week 13	Overview and Exam Preparation

## 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.

## SECTION 7: 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 (either F2F/Online). Tutorials require interactive teamwork with other students. Lectures are recorded live. You are encouraged to avoid relying on lectures only as tutorials provide an added way of learning through interaction with peers. 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 or joining an online 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.

## **SECTION 8: 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.