



PSYU3339

Applied Child and Adolescent Psychology

Session 3, Online-scheduled-In person assessment, North Ryde 2024

School of Psychological Sciences

Contents

<u>General Information</u>	2
<u>Learning Outcomes</u>	2
<u>General Assessment Information</u>	3
<u>Assessment Tasks</u>	5
<u>Delivery and Resources</u>	6
<u>Unit Schedule</u>	6
<u>Policies and Procedures</u>	8
<u>Inclusion and Diversity</u>	10
<u>Professionalism</u>	10

Disclaimer

Macquarie University has taken all reasonable measures to ensure the information in this publication is accurate and up-to-date. However, the information may change or become out-dated as a result of change in University policies, procedures or rules. The University reserves the right to make changes to any information in this publication without notice. Users of this publication are advised to check the website version of this publication [or the relevant faculty or department] before acting on any information in this publication.

General Information

Unit convenor and teaching staff

Thaatsha Sivananthan

thaatsha.sivananthan@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 written and/or oral modes.

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.

Tutorial/ Weekly Activities

Assessment Type: Quiz **Indicative Time on Task:** 44 hours **Due:** Weekly **Weighting:** 50% (10% per week)

You will complete a range of questions testing your understanding and application of unit content

from the unit's lectures, readings, and the week's tutorial class. Each tutorial activity will be open the entire week. These quizzes are aimed at promoting adherence to the session's content schedule.

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

Final exam

Assessment Type: Examination **Indicative Time on Task:** 50 hours **Due:** Examination Period – 20th to 24th January 2025 **Weighting:** 50%

Final examination is held within the University's formal exam period, in accordance with relevant requirements. Students are expected to attend the Wallumattagal campus for the final exam. Any student who does not attempt the final exam will be granted a Fail Absent grade.

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).

If you need help with your assessment, 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.

Indicative time-on-task is an estimate of the time required for completion of the assessment task

and is subject to individual variation

Assessment Tasks

Name	Weighting	Hurdle	Due
<u>Tutorial activities</u>	50%	No	Weekly, exact dates specified on iLearn page
<u>Final Examination</u>	50%	No	During the official examination period.

Tutorial activities

Assessment Type ¹: Quiz/Test

Indicative Time on Task ²: 44 hours

Due: **Weekly, exact dates specified on iLearn page**

Weighting: **50%**

You will complete a range of questions testing your understanding and application of unit content from the unit's lectures, readings, and the week's tutorial class. Each tutorial activity will be open the entire week.

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

Final Examination

Assessment Type ¹: Examination

Indicative Time on Task ²: 50 hours

Due: **During the official examination period.**

Weighting: **50%**

You will complete a summative final exam covering the unit's content under formal examination

conditions.

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

¹ 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.

² 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 lectures and face-to-face Zoom tutorials. Details can be found on the iLearn site for this unit.

There are no recommended readings for this unit.

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

Lectures

Lectures will be delivered as pre-recorded material. Recorded lecture material will be available through Echo360 accessed via iLearn. All lecture material is examinable in the final exam.

Week	Date	Lecture Topic	Lecturer
------	------	---------------	----------

1	9 December	Introduction to the Unit	Tash Sivananthan
		The Family (Part 1)	Kay Bussey
		The Family (Part 2)	Kay Bussey
2	16 December	Neuropsychobiological Issues I	Josephine Paparo
		Neuropsychobiological Issues II	Josephine Paparo
Recess (23 Dec 2024 - 1st Jan 2025)			
3	2 January	Child Abuse and Neglect	Kay Bussey
		Child Sexual Abuse	Kay Bussey
4	6 January	Aggression and Bullying	Kay Bussey
		Peers and Social Media	Kay Bussey
		Moral Development and Criminal Responsibility	Kay Bussey
5	13 January	Prosocial Development	Kay Bussey
		Gender Development	Kay Bussey
		Overview and Exam Preparation	Kay Bussey

Tutorials

There are three tutorials. Tutorials (up to 2 hours) will be held online via Zoom. Students are to attend their enrolled tutorial each week. The timetable for classes can be found on the University website at: <http://www.timetables.mq.edu.au/> Note that although the delivery of learning content is online, certain assessment tasks (for example, final exams) will be scheduled to have compulsory on-campus attendance.

Changes to all units can be done online via eStudent. After the designated last day to add units, no further changes will be allowed via eStudent. However, if there are documented extenuating circumstances that support changing, these must be addressed directly to the unit convenor to establish that space is available.

Week	Date	Topic
1	10 - 11 December	<i>First hour:</i> Organisational meeting + Assessment Information <i>Second hour:</i> Methodological and critical appraisal
2	17 - 18 December	Tutorial Exam Preparation 1 <i>First hour:</i> 'Parents exert very little influence over their children's development, peers have most influence' versus 'Parents rather than peers exert significant influence over their children's development' <i>Second hour:</i> 'Parents should be able to physically punish their children if they want to' versus 'Parents should not be allowed to physically punish their children if they want to'

Recess		
3	31 Dec - 1 January	No tutorial
4	7 - 8 January	Tutorial Exam Preparation 2 <i>First hour:</i> 'Children are not reliable witnesses' versus 'Children are reliable witnesses' <i>Second hour:</i> 'Bullies are oafs' versus 'Bullies are skilled manipulators'
5	14 - 15 January	No tutorial

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 connect.mq.edu.au or if you are a Global MBA student contact 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](#).

Grading

Macquarie University follow standards-based assessment of student performance. All individual assessment tasks are subject to moderation, consistent with the Assessment Policy and Procedure. A student's final mark for this unit, and associated grade, must reflect their attainment of the unit learning outcomes, and isn't necessarily a simple summation of their individual assessment items.

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 the [Service Connect Portal](#), 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/.

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.

Unit information based on version 2024.05 of the [Handbook](#)