



The University of Southern Queensland

Course specification

The current and official versions of the course specifications are available on the web at <http://www.usq.edu.au/coursespecification/current>.
Please consult the web for updates that may occur during the year.

Description: Child Abuse and Neglect: Intervention, Protection and Prevention

Subject	Cat-nbr	Class	Term	Mode	Units	Campus
EDU	5325	91524	2, 2009	EXT	1.00	Toowoomba

Academic group:	FOEDU
Academic org:	FOE003
Student contribution band:	National Priority Teaching
ASCED code:	079999

STAFFING

Examiner: Patrick O'Brien
Moderator: Stephen Hughes

OTHER REQUISITES

State law in Queensland (Australia) requires that all adults working/undertaking professional experience/researching with children under the age of 18, in the state of Queensland are required to possess a current suitability card (Blue Card). (See "Other Requirements" for further information.)
Also see: <http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>

RATIONALE

All professionals working with children and adolescents need to have a comprehensive knowledge and clear understanding of child abuse and child protection issues, problems and current models of practice in order to be able to: 1. Recognise symptoms of various forms of child abuse (psychological/emotional, physical, sexual abuse and neglect); 2. Contribute to intervention procedures (mandatory reporting and cooperation with the intervening team of specialist agencies/authorities); 3. Apply protection measures and prevention programmes (actively promote, participate and/or apply recommended protective and preventative programmes suitable to educational settings). This course is designed to assist professionals in becoming more confident in their understanding of child abuse. In addition, it will provide them with practical skills in dealing with highly sensitive and complex issues of child and youth victimisation.

SYNOPSIS

The overall aim of this course is to introduce teachers (including special education teachers) and school counsellors to the field of child (and youth) abuse and associated protection issues. This course adopts a psychosocial developmental approach and provides an advanced study of child abuse phenomenon. The course examines various settings of child abuse - such as family, peer group, institution and a wider social context. Within these ecological environments students study the causes, symptoms and consequences of four main forms of child abuse: emotional, physical, sexual and neglect. The course also offers a brief practical component whereby students explore various ways of dealing with this social problem - prevention, intervention and therapy, with the

emphasis on applications within the educational or school context. NOTE: Minimum enrolment numbers apply to this offering. Should enrolments not reach the minimum number required for on-campus study, students may be transferred to the EXT or WEB offering and advised of this change before semester commences.

OBJECTIVES

The course objectives define the student learning outcomes for a course. The assessment item(s) that may be used to assess student achievement of an objective are shown in parenthesis. On completion of this course students will be able to:

1. demonstrate an understanding of the spectrum of child abuse and neglect (Assignment 1)
2. critically analyse the effects of abuse and neglect on child development (Assignment 1)
3. demonstrate how knowledge and understanding of child abuse and neglect (local, national and global perspectives) can inform the counselling process (Assignment 1)
4. review and evaluate the efficacy and limitations of child protection in relation to Indigenous Australian children and children from ethnic minorities (Assignment 2)
5. identify, describe and evaluate various intervention methods and systems for the treatment, protection and prevention of child abuse and neglect (Assignment 2)
6. demonstrate competence in written language and scholarly writing including correct spelling, grammar, and bibliographic referencing (Assignments 1 & 2).

TOPICS

	Description	Weighting (%)
1.	Child Development, Attachment and Emotions - emotional regulation; attachment and emotional development; social problem solving	10.00
2.	Child Maltreatment - understanding child abuse; contextual influences; precipitants; social constructs of maltreatment and abuse; social cognition processes; defence processes; omission; commission; combination neglect and abuse	10.00
3.	Cultural Considerations - historical perspectives; culture within culture; Australian indigenous children; cultural competence; transcultural considerations	20.00
4.	Prevention - education; environmental influences; parent and family influences;	20.00
5.	Protection - identification and assessment; Australian legislation; child safety practice; systemic protective practice; protective behaviours awareness	20.00
6.	Intervention - processes and procedures; creating change; recovery processes for children; clinical interventions	20.00

TEXT and MATERIALS required to be PURCHASED or ACCESSED

ALL textbooks and materials are available for purchase from USQ BOOKSHOP (unless otherwise stated). Orders may be placed via secure internet, free fax 1800642453, phone 07 46312742 (within Australia), or mail. Overseas students should fax +61 7 46311743, or phone +61 7 46312742. For

costs, further details, and internet ordering, use the 'Textbook Search' facility at <http://bookshop.usq.edu.au> click 'Semester', then enter your 'Course Code' (no spaces).

Doyle, C 2006, *Working with abused children*, 3rd edn, Palgrave MacMillan, New York.

Howe, D 2005, *Child abuse and neglect: attachment, development and intervention*, Palgrave MacMillan, Basingstoke, Hampshire.

Tilbury, C, Osmond, J, Wilson, S & Clark, J 2007, *Good practice in child protection*, Pearson Education, Frenchs Forest, NSW.

REFERENCE MATERIALS

Reference materials are materials that, if accessed by students, may improve their knowledge and understanding of the material in the course and enrich their learning experience.

Whether you are on, or off campus, the USQ Library is an excellent source of information

<http://www.usq.edu.au/library/>. The gateway to education resources is here...

<http://www.usq.edu.au/library/faculties/education/default.htm>

Barber, J, Dudding, P & Flynn, R 2006, *Promoting resilience in child welfare*, University of Ottawa Press, Ottawa.

Daniel, B, Wassell, S & Gilligan, R 1999, *Child development for child care and protection workers*, Jessica Kingsley, London.

Fontes, LA 2005, *Child abuse and culture, working with diverse families*, Guilford Press, New York, NY.

Karp, CL & Butler, TL 1996, *Treatment strategies for abused children, from victim to survivor*, Sage Publications, Thousand Oaks, Calif.

Moloney, M 2005, *Through young black eyes, 2005 update: a handbook to protect indigenous children from the impact of family violence and child abuse*, SNAICC, North Fitzroy, Vic.

Siegel, DJ & Hartzell, M 2004, *Parenting from the inside out, how a deeper self-understanding can help you raise children who thrive*, Jeremy P Tarcher / Penguin, New York, NY.

STUDENT WORKLOAD REQUIREMENTS

ACTIVITY	HOURS
Lectures	13.00
Private Study	126.00
Tutorials or Workshops	26.00

ASSESSMENT DETAILS

Description	Marks out of	Wtg (%)	Due date
ASSIGNMENT 1	40.00	40.00	28 Aug 2009
ASSIGNMENT 2	60.00	60.00	23 Oct 2009

IMPORTANT ASSESSMENT INFORMATION

- 1 Attendance requirements:
There are no attendance requirements for this course. However, it is the students' responsibility to study all material provided to them or required to be accessed by them to maximise their chance of meeting the objectives of the course and to be informed of course-related activities and administration.
- 2 Requirements for students to complete each assessment item satisfactorily:
To satisfactorily complete an individual assessment item a student must achieve at least 50% of the marks. (Depending upon the requirements in Statement 4 below, students may not have to satisfactorily complete each assessment item to receive a passing grade in this course.)
- 3 Penalties for late submission of required work:
If students submit assignments after the due date without (prior) approval of the examiner then a penalty of 5% of the total marks gained by the student for the assignment may apply for each working day late up to ten working days at which time a mark of zero may be recorded. No assignments will be accepted after model answers have been posted.
- 4 Requirements for student to be awarded a passing grade in the course:
To be assured of receiving a passing grade a student must achieve at least 50% of the available weighted marks for the course.
- 5 Method used to combine assessment results to attain final grade:
The final grades for students will be assigned on the basis of the weighted aggregate of the marks obtained for each of the summative assessment items in the course.
- 6 Examination information:
There is no examination in this course.
- 7 Examination period when Deferred/Supplementary examinations will be held:
There will be no Deferred or Supplementary examinations in this course.
- 8 University Regulations:
Students should read USQ Regulations 5.1 Definitions, 5.6. Assessment, and 5.10 Academic Misconduct for further information and to avoid actions which might contravene University Regulations. These regulations can be found at the URL <http://www.usq.edu.au/corporateservices/calendar/part5.htm> or in the current USQ Handbook.

OTHER REQUIREMENTS

- 1 Students will require access to e-mail and Internet access to UConnect for this course.
- 2 Students are to use a recognised referencing system as specified by the examiner.
- 3 **IMPORTANT NOTE: Working with Children: State law in Queensland requires that all adults (including university students, pre-service educators, trainers, vocational teachers, industry educators) working with children under the age of 18, in the state of Queensland*, obtain approval before commencing such work. Many education courses include a practical component (professional experience, project work, research, assessment etc..) that may require engagement with children under the age of 18. It is your responsibility to ensure that you possess a current suitability card (Blue Card) before commencing any practical components of this course. DO NOT PARTICIPATE IN ANY PRACTICAL EXPERIENCE WITH CHILDREN UNDER 18 UNLESS YOU POSSESS A CURRENT 'BLUE CARD'. For further information:**
<http://www.childcomm.qld.gov.au/employment/bluecard/informationSheets.html>. *If you

are undertaking practical experience outside the state of Queensland, Australia you should check local requirements.
