Introduction:

This course specification is designed 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

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

<table>
<thead>
<tr>
<th>Subject</th>
<th>Cat-nbr</th>
<th>Class</th>
<th>Term</th>
<th>Mode</th>
<th>Units</th>
<th>Campus</th>
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<tr>
<td>EDU</td>
<td>5325</td>
<td>67351</td>
<td>2, 2007</td>
<td>EXT</td>
<td>1.00</td>
<td>Toowoomba</td>
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**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.

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

<table>
<thead>
<tr>
<th>Description</th>
<th>Weighting (%)</th>
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</thead>
<tbody>
<tr>
<td>Child Development, Attachment and Emotions - emotional regulation; attachment and emotional development; social problem solving</td>
<td>10.00</td>
</tr>
<tr>
<td>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</td>
<td>10.00</td>
</tr>
<tr>
<td>Cultural Considerations - historical perspectives; culture within culture; Australian indigenous children; cultural competence; transcultural considerations</td>
<td>20.00</td>
</tr>
<tr>
<td>Prevention - education; environmental influences; parent and family influences;</td>
<td>20.00</td>
</tr>
<tr>
<td>Protection - identification and assessment; Australian legislation; child safety practice; systemic protective practice; protective behaviours awareness</td>
<td>20.00</td>
</tr>
<tr>
<td>Intervention - processes and procedures; creating change; recovery processes for children; clinical interventions</td>
<td>20.00</td>
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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).

CRICOS: QLD 00244B | NSW 02225M


**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.


**STUDENT WORKLOAD REQUIREMENTS**

<table>
<thead>
<tr>
<th>ACTIVITY</th>
<th>HOURS</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lectures</td>
<td>13.00</td>
</tr>
<tr>
<td>Private Study</td>
<td>126.00</td>
</tr>
<tr>
<td>Tutorials or Workshops</td>
<td>26.00</td>
</tr>
</tbody>
</table>
ASSESSMENT DETAILS

<table>
<thead>
<tr>
<th>Description</th>
<th>Marks out of</th>
<th>Wtg(%)</th>
<th>Due date</th>
</tr>
</thead>
<tbody>
<tr>
<td>ASSIGNMENT 1</td>
<td>40.00</td>
<td>40.00</td>
<td>31 Aug 2007</td>
</tr>
<tr>
<td>ASSIGNMENT 2</td>
<td>60.00</td>
<td>60.00</td>
<td>26 Oct 2007</td>
</tr>
</tbody>
</table>

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 then a penalty of 5% of the total marks available for the assignment will apply for each working day late.

4 Requirements for student to be awarded a passing grade in the course:
   To be assured of receiving a passing grade a student must complete and submit all of the summative assessment items and 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.

ASSESSMENT NOTES

1 The due date for an assignment is the date by which a student must despatch the assignment to the USQ. The onus is on the student to provide proof of the despatch date, if requested by the examiner.

2 Students must retain a copy of each item submitted for assessment. This must be produced within twenty-four (24) hours of receipt of request being made by the examiner. The student must retain this copy until the grade for this course has been finalised.
3 In accordance with the University's assignment extension policy (Regulation 5.6.1), the examiner may grant an extension of the due date of an assignment in extenuating circumstances.

4 The Faculty will normally only accept assessments that have been written, typed or printed on paper-based media.

5 The Faculty will NOT accept submission of assignments by facsimile.

6 Students who do not have regular access to postal services or who are otherwise disadvantaged by these regulations may be given special consideration. They should contact the examiner of the course to negotiate such special arrangements.

7 In the event that a due date for an assignment falls on a local public holiday in their area, the due date for the assignment will be the next working day. Students are to note on the assignment cover the date of the public holiday for the examiner's convenience.

8 Students who have undertaken all of the required assessments in a course but who have failed to meet some of the specified objectives of a course within the normally prescribed time may be awarded the temporary grade: IM (Incomplete - Make up). An IM grade will only be awarded when, in the opinion of the examiner, a student will be able to achieve the remaining objectives of the course after a period of non-directed personal study.

9 Students who, for medical, family/personal, or employment-related reasons, are unable to complete an assignment or to sit for an examination at the scheduled time may apply to defer an assessment in a course. Such a request must be accompanied by appropriate supporting documentation. One of the following temporary grades may be awarded IDS (Incomplete - Deferred Examination); IDM (Incomplete - Deferred Make-up); IDB (Incomplete - Both Deferred Examination and Deferred Make-up).

10 When there is more than one marker for a single item of assessment, the distributed patterns and means for the different markers will be compared and marks adjusted if necessary.

11 Marking criteria are provided in course material as mark sheets/guides or as part of assignment specifications.

12 Each assessment item must be submitted.

13 Summative assessment items will receive a numerical score. Any ungraded assessment requirement will receive a Pass, Fail or Incomplete.

14 Journal and exercises to be submitted twice throughout the semester.

15 Videotape of counselling practice will be conducted and evaluated as part of the residential school.

16 Participation in tutorial groups and residential school group work is compulsory.

OTHER REQUIREMENTS

1 Students will require access to e-mail and Internet access to USQConnect 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

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'BLUE CARD'. For further information:
are undertaking practical experience outside the state of Queensland, Australia you should
check local requirements.