

MACQUARIE  
UNIVERSITY



FACULTY OF  
HUMAN SCIENCES

## **DEPARTMENT OF PSYCHOLOGY**

**PSY339**

**Applied Child Psychology**

**Unit Outline**

**Semester 1, 2011**

<b>Unit No. and Name:</b>	PSY339 : Applied Child Psychology
<b>Semester and Year:</b>	Semester 1, 2011
<b>Unit convenor:</b>	Associate Professor Kay Bussey
<b>Prerequisites:</b>	PSY235
<b>Corequisites:</b>	PSY222 or PSY248
<b>Credit points:</b>	3

Students should read this outline carefully at the start of semester. It contains important information about the unit. If anything in it is unclear, please consult the unit convenor.

### **ABOUT THIS UNIT**

This unit aims to provide information about children's development in applied contexts. There is a particular 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 everyday life.

PSY339 provides the foundation for further child development and adolescent studies and underpins applied units such as Child Abuse and Neglect (PSY432/PSYC836) and clinical units.

Applied Child Psychology was previously identified as PSY314. Although the number has changed to PSY339, the name and content remain the same. Credit points have been reduced from 4 to 3. This reduction has occurred across a number of 300 level units. To accommodate this reduction in credit points, the word length for written work submitted and the number of short answer exam questions have been reduced.

It is University policy that the University issued email account will be used for official University communication. All students are required to access their University account frequently.

### **TEACHING STAFF**

Convenor:	Kay Bussey
Consultation hours:	Monday: 3 – 4pm; Thursday: 1 – 3pm
Room No.:	C3A 731
Office telephone no.:	9850 8085
Email address:	kay.bussey@mq.edu.au
Other Staff:	Dr. Cathy McMahon

## CLASSES

**Number and length of classes:** 13 x 2 hour lectures and 10 x 1 hour tutorials. See Teaching and Learning Strategy in this handout for a week-by-week listing of the topics to be covered.

It is expected that students will attend all classes and tutorials, however, attendance is compulsory only for the student's tutorial presentation.

**Managing Tutorials:** Changes to all tutorials can be done on-line via eStudent.

After week 2, no further changes will be allowed unless supporting documentation is provided.

## RECOMMENDED REFERENCES

A reference list will be provided in class and is available on the unit website. Chapters are in special reserve at the library and journal articles are electronically available on the library website.

## UNIT WEB PAGE

The web page for this unit can be found at <http://learn.mq.edu.au>

## LEARNING OUTCOMES

1. **Knowledge of Child Development:** knowledge of the major concepts, theoretical perspectives, empirical findings, and historical trends in child psychology.
2. **Methodological Understanding of Psychological Research:** ability to critically evaluate the research methods used in empirical research.
3. **Critical Thinking Skills:** ability to use critical and creative thinking, sceptical inquiry, and the scientific approach to understand conflicting positions in the child development literature.
4. **Application of Child Psychology:** ability to apply knowledge and principles of child development research in various contexts (e.g. family, school).
5. **Information and Technology Literacy:** competence in using technological resources to obtain information on child development.
6. **Communication Skills:** ability to communicate effectively in a variety of modes (e.g. written and oral).
7. **Sociocultural and International Awareness:** recognition of individual differences in child development and that it varies across contexts (e.g. cultural, ethnic, and socioeconomic).
8. **Policy Formulation:** skills to use child development research to formulate policy.

9. **Development of Intervention and Prevention Programs:** skills that enable child development research to be used to guide intervention and prevention programs related to various aspects of children's development.
10. **Research Skills:** skills that enable the design of future research that could be conducted on topics covered in the course.

### Graduate Capabilities

1. **Numeracy:** Numeracy skills through the critical evaluation of the data presented in journal articles; skills in the interpretation of statistical analyses, graphs and tables.
2. **Communication and Information Technology Skills:** Competent use of information technology to produce written documents (essays and tutorial presentations) and to access up-to-date information on child development from the web.
3. **Self-awareness:** Goal setting skills to meet deadlines for the submission of essay and tutorial presentation. Time management skills which allow for exam and assignment preparation and tutorial presentation.
4. **Interpersonal skills and working with others:** Small group discussions in tutorials will enhance awareness of the impact of the student's own viewpoints on others. Such interaction will also enable students to explore how to assert own viewpoint while respecting others' viewpoints.
5. **Communication skills (written and oral):** Further development of writing skills. A tutorial session will highlight how these skills can be developed. Oral skills will be developed in tutorials where there is opportunity to ask questions in small groups and to present and discuss different viewpoints. The tutorial presentation provides an opportunity for developing skills related to presenting information that is comprehensible and interesting to others.
6. **Information skills:** Writing the essay and preparing for the exam will exercise and develop skills associated with assimilating information, critically appraising it, comparing and contrasting different viewpoints, and synthesizing material from different sources.
7. **Problem solving:** The application of theoretical concepts and empirical findings to social policy will facilitate the development of problem-solving skills for dealing with applied issues.

## TEACHING AND LEARNING STRATEGY

The course comprises both a lecture series and a tutorial strand.

Students are expected to attend lectures and tutorials, read references in advance of lectures and tutorials, participate in tutorial discussions, and must deliver a short oral tutorial presentation.

**Lectures:** Venue: W5A T2  
Day & Time: Thursdays, 4 – 6pm

Week	Date	Lecture Topic	Lecturer
1	February 24	Introduction to the Course	Kay Bussey
2	March 3	The Family	Kay Bussey
3	March 10	Infertility, Assisted Reproductive Technology and Parenting	Cathy McMahon
4	March 17	Postnatal Depression and Infant Development	Cathy McMahon
5	March 24	The Family	Kay Bussey
6	March 31	Gender Development	Vincent Fogliati
7	April 7	Child Sexual Abuse	Vincent Fogliati

### Recess

8	April 28	Child Abuse and Neglect	Kay Bussey
9	May 5	Peers	Kay Bussey
10	May 12	Aggression and Bullying	Kay Bussey
11	May 19	Moral Development and Criminal Responsibility	Kay Bussey
12	May 26	Prosocial Development	Kay Bussey
13	June 2	Overview	Kay Bussey

**Tutorial Streams:**

Day	Time	Room	Name of Tutor
Thursday	11 am – 12 pm	F9A 166	Luke Egan
Thursday	11am -12 pm	F9A164	Rhiannon Hand
Thursday	12 - 1pm	F9A 151	Rhiannon Hand
Thursday	12- 1pm	W5A 202	Luke Egan
Thursday	1 – 2pm	W5C 334	Luke Egan
Thursday	1 – 2pm	F9A 151	Vincent Fogliati
Thursday	2 - 3pm	W5C 334	Luke Egan
Thursday	2- 3pm	F9A 151	Vincent Fogliati
Thursday	3 - 4pm	W5C 334	Sally Fitzpatrick
Thursday	6 - 7pm	W5C 309	Luke Egan

**Tutorial Program**

Week	Date	Topic
1	February 24	No Tutorial
2	March 3	Organizational Meeting and Allocation of Topics
3	March 10	Tutorial Preparation Information
4	March 17	Essay Preparation Information
5	March 24	Examination Preparation Information
6	March 31	No Tutorial
7	April 7	No Tutorial

RECESS

8	April 28	‘Parents should be able to physically punish their children if they want to’ <i>versus</i> ‘Parents should not be allowed to physically punish their children if they want to’
9	May 5	‘The effects of child sexual abuse are minimal in comparison with the dysfunctionality of the family’ <i>versus</i> ‘The effects of child sexual abuse are considerable regardless of family functionality’.
10	May 12	‘Children are not reliable witnesses’ <i>versus</i> ‘Children are reliable witnesses’.
11	May 19	‘Bullies are oafs’ <i>versus</i> ‘Bullies are skilled manipulators’.
12	May 26	‘Even 7-year-olds should be held responsible for their own criminal behaviour’ <i>versus</i> ‘Children should be at least 14 years-of-age before they are held responsible for their own criminal behaviour’
13	June 2	Overview.

## RELATIONSHIP BETWEEN ASSESSMENT AND LEARNING OUTCOMES

The assessment for this unit is multifaceted and uses a range of measures to evaluate learning outcomes. (See Appendix A: Assessment at a Glance)

As summarised on the following page, the major assessment task is an essay which is worth 45% of the total marks for the unit. Essay topics are drawn from all the topics covered in the lectures.

The other major assessment is the end of semester exam. The exam is of 2 hours duration and counts for 45% of the total marks for the unit. It comprises 45 multiple choice questions (35%) and two short answer questions (selected from 5 question options) worth 5% each. The multiple choice questions are based on the lectures and the short answer questions are based on the tutorials.

The tutorial assessment tasks are worth 10% of the total marks for the unit: 5% for an oral presentation and 5% for a written report of 500 words (maximum) covering the oral presentation.

The assessment criteria for the Essay (and all other written work) are attached as the last page of this document (Appendix B).

### Assessment Summary

		<b>Percentage of Total Marks</b>	<b>Due Date</b>
1	Tutorial	10%	5% for oral presentation and 5% for 1 written report (500 words max). The date of the oral presentation will be determined in the tutorial. The written report must be handed in at the same tutorial as the oral presentation is delivered.
2	Essay	45%	Wednesday, April 27 <sup>th</sup> - before 10 am (1500 words maximum)
3	Exam	45%	Examination Period – Multiple choice and short answers

**Essay Requirements:** Essay topics will be distributed during the first lecture. The word limit is 1500 words (not including references or title page). It should conform to the following specifications: double spacing, 12-point font, margins of 2.54 cm. Headings and references should conform to the requirements outlined in the sixth edition of the APA manual. An abstract is not required.

**Essays must be handed in by Wednesday, April 27<sup>th</sup> before 10 am.**

**Return of Essays:** During the last lecture (June 2<sup>nd</sup>).

**Return of Tutorial Assessments:** Written report and oral presentation marks will be made available during the last tutorial (June 2<sup>nd</sup>).

**Essay Submission Procedure:** Assignments can ONLY be submitted via the LABELLED locked boxes in the foyer of building C3A or in the single Psychology Essay Box located outside the entrance of C3A after hours.

The assignment boxes are cleared at 10 am on Mondays to Fridays and again at 4 pm ONLY ON FRIDAYS (Assignments received at 4pm on Fridays, after the 10 am clearing, are counted as an additional 1 day late). Assignments submitted after the 4 pm clearing on Fridays will be cleared on Monday at 10 am and will incur a weekend (counted as two additional days) penalty.

All essays submitted must be accompanied by a completed and signed Psychology Department coversheet which is available from outside Room C3A 301 or downloadable from <http://www.psy.mq.edu.au/pdf/coversheet.pdf>

Essays will not be accepted unless a correct coversheet is completed and signed.

A copy of all written assignments must be kept as proof that the assignment was completed and submitted.

Electronic copies of assignments are not accepted.

Assignments submitted by post will not be accepted.

**After submission of Essay:** It is the responsibility of the student to check the Psychology Webpage (<http://www.psy.mq.edu.au/assrec/>) after submitting the assignment to ensure that the assignment has been received. The webpage will be updated by 5pm on the due date of the assignment. If an assignment is not noted as being received, it is the student's responsibility to immediately contact the staff in the Psychology Office in writing to inform them. The student will then be required to submit a fresh copy of the assignment and the date of receipt will be the date the Psychology Office was informed of the non-receipt in writing. A lateness penalty will be applied until the date the Psychology Office is informed of the non receipt of an essay.

Essays will not be accepted after the return of marked essays.

**Length penalty:** A penalty of 5% of the total mark will be deducted for every 100 words over the stipulated length of all written work.

For example, the Essay is worth 45% of the total mark for the unit. For every 100 words over 1500 words,  $2\frac{1}{4}$  marks ( $5\% \times 45 = 2.25$ ) will be subtracted from the mark the student receives for the assignment. For an essay 200 words over the 1500 stipulated,  $4\frac{1}{2}$  marks will be subtracted, etc.

The written report for the tutorial is worth 5% of the total mark for the unit. Therefore, for every 100 words over 500 words a  $\frac{1}{4}$  of a mark ( $5\% \text{ of } 5 = 0.25$ ) will be subtracted from the mark the student receives for the assignment. For a tutorial report 200 words over the 500 stipulated,  $\frac{1}{2}$  a mark will be subtracted, etc.

**Late submission penalty:** There is a daily (week and weekend days included) late submission penalty of 5% off the total mark.

For example, the essay is worth 45% of the total mark for the unit. For an essay submitted a day after the submission date,  $2\frac{1}{4}$  marks ( $5\% \times 45 = 2.25$ ) will be subtracted from the mark the student receives for the assignment. For an essay submitted two days after the submission date,  $4\frac{1}{2}$  marks will be subtracted, etc.

The written report for the tutorial is worth 5% of the total mark for the unit. Therefore, for a written report submitted a day after the oral presentation, a  $\frac{1}{4}$  of a mark ( $5\%$  of  $5 = 0.25$ ) will be subtracted from the mark the student receives for the assignment. For a tutorial report submitted two days after the oral presentation,  $\frac{1}{2}$  a mark will be subtracted, etc.

**Assignment Extension of Time Requests:** Request for Extensions of Time for Assignments are granted by the Psychology Office for this unit. Ordinarily, no extensions of time for submission of written work will be granted since ample time for its preparation will have been given. If an extension is required for medical or other extenuating circumstances, students may request this in writing by completing a Request for Extension on Written Work form, available outside the Psychology Office, with supporting documentary evidence (such as medical certificate, counsellor note, or similar). The form and the supporting documentary evidence must be submitted to the Psychology Office (C3A 334). The staff in the Psychology Office will make all decisions regarding extensions. Neither individual tutors nor the unit convenor will grant extensions.

All requests for extensions must be made prior to the due date for the assignment. If an extension is granted, the authorisation section of the form must be collected and attached to the assignment. Failure to do so will result in a late penalty being applied as the marker will not know that an extension has been granted.

**End of Semester Exam:** This exam will be held during the University Examination period. The University Examination period in **First Half Year 2011 is from June 6 to June 24, 2011.**

You are expected to present yourself for examination at the time and place designated in the University Examination Timetable. The timetable will be available in Draft form approximately eight weeks before the commencement of the examinations and in Final form approximately four weeks before the commencement of the examinations.  
<http://www.timetables.mq.edu.au/exam>

The only exception to not sitting an examination at the designated time is because of documented illness or unavoidable disruption. In these circumstances you may wish to consider applying for Special Consideration. Information about unavoidable disruption and the special consideration process is available at  
<http://www.reg.mq.edu.au/Forms/APSCon.pdf>

If a Supplementary Examination is granted as a result of the Special Consideration process, the examination will be scheduled after the conclusion of the official examination period.

**Supplementary Exam:** This exam will be held on the 7<sup>th</sup> or 8<sup>th</sup> of July, for Semester 1, 2010. Supplementary Exams are only offered to students who have satisfactorily completed all other assessments for the unit and were unable to sit the final exam.

Instructions on applying for sitting of a supplementary exam are available from the website, [www.psy.mq.edu.au/speccond](http://www.psy.mq.edu.au/speccond). It is the student's responsibility to follow the steps outlined on this website. When a supplementary exam has been granted an email will be sent to the student. It is the student's responsibility to check the Department of Psychology Special Consideration website for information relating to the date and location of the supplementary exam. Students who are granted to sit for a supplementary exam must make themselves available to sit for the supplementary exam on the specified dates. There will be only one alternative time. It is the student's responsibility to email the Psychology Office, [psy\\_off@mq.edu.au](mailto:psy_off@mq.edu.au) to confirm attendance to the supplementary exams.

You are advised that it is Macquarie University policy not to set early examinations for individuals or groups of students. All students are expected to ensure that they are available until the end of the teaching semester, which is the final day of the official examination period.

## ACADEMIC HONESTY

Academic honesty is an integral part of the core values and principles contained in the Macquarie University Ethics Statement. The Policy covering Academic Honesty is available on the web at:

[http://www.mq.edu.au/policy/docs/academic\\_honesty/policy.html](http://www.mq.edu.au/policy/docs/academic_honesty/policy.html)

Plagiarism is an example of dishonest academic behaviour and is defined by the Policy on Academic honesty as: "Using the work or ideas of another person and presenting this as your own without clear acknowledgement of the source of the work or ideas".

Plagiarism is a serious breach of the University's rules and carries significant penalties. The Academic honesty Procedure is available at

[http://www.mq.edu.au/policy/docs/academic\\_honesty/procedure.html](http://www.mq.edu.au/policy/docs/academic_honesty/procedure.html)

This procedure notes the following responsibilities for students:

- Act in accordance with the principles of the Academic Honesty Policy.
- Become familiar with what academic dishonesty is, what are appropriate referencing techniques and the consequences of poor practice.
- Seek assistance from the unit convenor (or their nominee) to remedy any deficits or if you are unsure of discipline specific practice.
- Submit only work of which you are the author or that properly acknowledges others.
- Do not lend your original work to any other person for any reason.
- Keep drafts of your own authored work and notes showing the authorship or source of ideas that are not your own.

The penalties which can be applied for academic dishonesty are outlined in the Academic Dishonesty – Schedule of Penalties which can be found at:

[http://www.mq.edu.au/policy/docs/academic\\_honesty/schedule\\_penalties.html](http://www.mq.edu.au/policy/docs/academic_honesty/schedule_penalties.html)

The penalties range from applying a fail grade for the assessment task or requiring the student to re-submit the assessment task for a mark no greater than 50 to applying a fail grade to the unit of study and referral to the University Discipline committee.

You must read the University's Policy and Procedure on Academic Honesty.

### **UNIVERSITY POLICY ON GRADING**

Academic Senate has a set of guidelines for the achievement of grades across the range from fail to high distinction. Your final result will include one of these grades plus a standardised numerical grade (SNG).

On occasion your raw mark for a unit (i.e., the total of your marks for each assessment item) may not be the same as the SNG which you receive.

For more information please refer to the Macquarie University Handbook.

### **STUDENT SUPPORT SERVICES**

Macquarie University provides a range of Academic Student Support Services. Details of these services can be accessed at <http://www.student.mq.edu.au>.

On matters pertaining to the regulations, the Registrar's Office should be consulted or, within the Department of Psychology, Dr Julia Irwin, Director of Undergraduate Studies. Students with disabilities who have problems within the Department should consult Ms Radha Pathy, the Disability Liaison Officer. If your difficulties cannot be resolved by these members of staff you should consult the Head of Department.

If you have a major difficulty associated with writing skills, you could enrol in a short course on writing skills. For details go to:

[http://www.ling.mq.edu.au/support/writing\\_skills/index.htm](http://www.ling.mq.edu.au/support/writing_skills/index.htm).

### **APPEALS AGAINST GRADES**

Please refer to the Macquarie University Handbook.

## Appendix A : Assessment at a Glance

<b>Task</b>	<b>Weight</b>	<b>Due Date</b>	<b>Linked Unit Outcomes</b>	<b>Linked Graduate Capabilities</b>	<b>Brief description including word length</b>
1. Tutorial presentation	5%	Between weeks 7 and 12	Learning Outcomes: 1 to 10 as stated in the Unit Outline.	Graduate Capabilities: 4 and 5 as stated in the Unit Outline.	Topics covered are linked to the lectures. Two to three students present on each topic and take different positions in a debate.
2. Tutorial paper	5%	Between weeks 7 and 12	Learning Outcomes: 1 to 10 as stated in the Unit Outline.	Graduate Capabilities: 2, 6, and 5 as stated in the Unit Outline.	The tutorial paper is a written version of the student's oral presentation and should be no more than 500 words
3. Essay	45%	Before 10am on 27 <sup>th</sup> April	Learning Outcomes: 1 to 10 as stated in the Unit Outline.	Graduate Capabilities: 1, 2, 5, 6, and 7 as stated in the Unit Outline.	Essay topics are drawn from those covered in the course. The length of the essay is 1500 words.
4. Exam	45%	Examination Period	Learning Outcomes: 1 to 10 as stated in the Unit Outline.	Graduate Capabilities: 1, 3, 5, 6, and 7 as stated in the Unit Outline.	The exam consists of 45 multiple choice questions and 2 short answer questions (less than 500 words each).

**Appendix B : Assessment Criteria for Written Work** (These criteria are based, in part, on those developed by Dr. McMahon for PSY235).

Components of the Essay	Excellent Standard	Above Average Standard	Average Standard	Below Standard
Organization	A concise introductory paragraph that sets the stage for the organization of the essay. Paragraphs flow logically from one to the other. A clear argument runs through the essay. The conclusion is derived from the information reported in the body of the essay.	A lengthy introductory paragraph that sets the stage for the organization of the essay. Most paragraphs flow logically from one to the other. The clarity of argument running through the essay is mostly evident. The conclusion is mostly derived from the information reported in the body of the essay.	A loosely worded introductory paragraph that sets the stage for the organization of the essay. Few paragraphs flow logically from one to the other. It is difficult to discern a clear argument running through the essay. The conclusion is minimally derived from the information reported in the body of the essay.	An introductory paragraph that is too general and not specific to the topic. Paragraphs do not flow logically from one to the other. The essay is disjointed and there is no argument running through the essay. The conclusion is not derived from the information reported in the body of the essay.
Theoretical Basis	Demonstrates excellent knowledge of the theories relevant to the essay topic. Provides evidence-based critical appraisal of the theories. Shows how the theories are relevant to the topic of the essay.	Demonstrates above average knowledge of the theories relevant to the essay topic. Provides reasonable evidence-based critical appraisal of the theories. Quite a good attempt to show how the theories are relevant to the topic of the essay.	Demonstrates some knowledge of the theories relevant to the essay topic. Provides some evidence-based critical appraisal of the theories. Some attempt to show how the theories are relevant to the topic of the essay.	Demonstrates limited knowledge of the theories relevant to the essay topic. Does not provide evidence-based critical appraisal of the theories. Does not show how the theories are relevant to the topic of the essay.
Content	Comprehensive coverage of the topic and demonstrates excellent understanding of the topic.	Covers most of the key issues relevant to the topic and demonstrates good understanding of the topic.	Reasonable coverage of the topic and demonstrates some understanding of the topic.	Limited coverage of the topic and demonstrates poor understanding of the topic.
Evidence-Based Critical Evaluation of the Empirical Literature	Studies are concisely described and methodological and logical flaws are discussed. The strengths of the studies and the bases of these strengths are identified. There are well developed interconnections between the reviewed studies.	Studies are described well but not sufficiently concisely and methodological and logical flaws are not sufficiently elaborated. The strengths of the studies and the bases of these strengths are fairly well identified. The interconnections between the reviewed studies are mostly well developed.	The description of studies is too lengthy and insufficient detail about the methodological and logical flaws are provided. The strengths of the studies are identified but the bases of these strengths are not sufficiently identified. There are insufficient interconnections between the reviewed studies.	Studies are poorly described and methodological and logical flaws are not discussed. The strengths of the studies and the bases of these strengths are not sufficiently identified. There are no well developed interconnections between the reviewed studies.
Writing Style	Demonstrates a high level of professional writing. Uses a variety of sentence styles. Does not use informal and personal expressions. The essay contains no grammatical or spelling errors.	Demonstrates a reasonable level of writing, but not at the professional level. Does not use informal and personal expressions. The essay contains a few grammatical and spelling errors.	Demonstrates a basic level of writing, but not at a professional level. Some use of informal and personal expressions. The essay contains some grammatical and spelling errors.	Does not demonstrate a high level of professional writing. Overuse of informal and personal expressions. The essay contains many grammatical and spelling errors.
Essay Format and References	Limited and appropriate use of direct quotations. Only the most relevant references are cited. Relies mainly on primary reference sources. References are cited accurately in the text and in the reference section in accord with APA Guidelines.	Limited and appropriate use of direct quotations. References used are mostly appropriate and mostly rely on primary reference sources. References are mainly cited accurately in the text and in the reference section in accord with APA Guidelines.	Although appropriate, too many direct quotations are used. Tendency to overuse or underuse appropriate references and relies on too few primary reference sources. References are frequently not cited accurately in the text and in the reference section in accord with APA Guidelines.	Too many direct and inappropriate quotations are used. Too few or too many references are cited. Too much reliance on secondary sources. References are not cited accurately in the text and in the reference section in accord with APA Guidelines.
High Distinction: Meets the majority of essay components at the Excellent Standard. The essay is well structured, theoretically based, the empirical literature is critically evaluated and the writing style is professional.				
Distinction: Meets the majority of essay components at the Above Average Standard. An essay of this standard would have many of the characteristics of a high distinction essay, but not quite at the same level of mastery.				
Credit: Meets the majority of essay components at the Average Standard. Achievement at this level requires a demonstrated basic understanding of the topic and some level of critical analysis of the literature and integration of the findings.				
Pass: No more than three essay components are Below Standard. Demonstrates basic knowledge of the topic but integration and critical appraisal of the relevant material is lacking.				

