



CORPORATE AND ACADEMIC SERVICES

MODULE SPECIFICATION

Part 1: Basic Data					
Module Title	Atypical Development				
Module Code	USPJL3-20-3	Level	3	Version	3
Owning Faculty	HLS	Field	Psychology		
Contributes towards					
UWE Credit Rating	20	ETCS Credit Rating	10	Module Type	Standard
Pre-requisites	SPJLC-30-2 Cognitive and Developmental Psychology 2 or USPJDJ-20-2 Developmental & Social Psychology 2 and USPJDH-20-2 Aspects of Cognition or USPJLX-20-2 Developmental and Cognitive Psychology		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	n/a	
Valid From	1 September 2012		Valid to	1 September 2018	

CAP Approval Date	10 October 2012
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Part 2: Learning and Teaching	
Learning Outcomes	<p>On successful completion of this module students will be able to:</p> <ul style="list-style-type: none"> describe a range of developmental disorders; critically discuss diagnostic and classification issues in developmental psychopathology; critically evaluate research and theories of atypical development; discuss how theories of atypical development affect both research and practice; identify appropriate research methods for specific research questions in developmental psychopathology
Syllabus Outline	<p>The course builds on topics and themes addressed in Developmental and Cognitive Psychology taught at levels 1 and 2, with the intention to (a) bring the topics up to date, and (b) allow students to study a limited number of topics of their own choice in more depth.</p> <p>The course takes a broad approach to the study of atypical development by examining</p>

	<p>a wide range of developmental disorders from different perspectives: atypical cognitive, emotional and social development.</p> <p>The course also aims to evaluate the contribution of developmental psychopathology to developmental psychology and, more broadly, to adult psychology. Specific issues covered will typically include:</p> <p>Research methods in developmental psychopathology: Longitudinal studies, experiments, case studies, observations, interviews. Current debates relating to matching methods in research. Diagnostic issues: the case of co-morbidity. Classification of developmental disorders. Theoretical perspectives relating to: Atypical cognitive development (i.e., language disorders such as dyslexia, attentional disorders such as ADHD), atypical motor development (e.g., developmental co-ordination disorder), atypical social development (e.g., autism, Asperger's syndrome), atypical emotional development (e.g., child trauma).</p> <p>Applied developmental psychology: Interventions derived from research: Bridging the gap between research and practice. The course will evaluate different interventions for atypical development including cognitive and language development (i.e., specific language impairment, dyslexia and ADHD), atypical motor development (e.g., developmental co-ordination disorder).</p>
<p>Contact Hours/Scheduled Hours</p>	<p>The two-hour lectures/workshops will involve lecture or introduction to the workshop topics followed by small group work and discussions.</p> <p>There will also be opportunities during or after lectures for individual question/answers sessions</p>
<p>Teaching and Learning Methods</p>	<p>A variety of approaches will be used with the aim of maximising the active engagement of students.</p> <p>Whole group sessions will be delivered given by staff with expertise in the area, supplemented by invited lectures from external subject specialists. This format will facilitate an interactive and multi-media teaching and learning experience. These sessions will be supported by guided study using UWEOnline, other web based resources and study packs. These will be followed by small group sessions discussing issues arising. There will be also opportunities for hands on experience with different diagnostic tools (e.g., standardised tests of intelligence, language). Focus to be on students' engaging with course materials, learning actively, and generating their own areas of interest for further work.</p> <p>Scheduled learning includes lectures, tutorials, demonstration, practical classes and workshops. (2 hours per week)</p> <p>Independent learning includes hours engaged with essential reading, assignment preparation and completion. These sessions constitute an average time per level as indicated in the table below. Scheduled sessions may vary slightly depending on the module choices you make.</p>
<p>Reading Strategy</p>	<p>All students will be encouraged to make full use of the print and electronic resources available to them through membership of the University. These include a range of electronic journals and a wide variety of resources available through web sites and information gateways. The University Library's web pages provide access to subject relevant resources and services, and to the library catalogue. Many resources can be accessed remotely. Students will be presented with opportunities within the curriculum to develop their information retrieval and evaluation skills in order to identify such resources effectively.</p> <p>Any essential reading will be indicated clearly, along with the method for accessing it, eg students may be expected to purchase a set text, be given or sold print study pack</p>

	<p>or be referred to texts that are available electronically, etc. This guidance will be available either in the module handbook, via the module information on Blackboard or through any other vehicle deemed appropriate by the module/programme leaders.</p> <p>If further reading is expected, this will be indicated clearly, If specific texts are listed, a clear indication will be given regarding how to access them and, if appropriate, students will be given guidance on how to identify relevant sources for themselves, eg through use of bibliographical databases.</p>
Indicative Reading List	<p><i>The following list is offered to provide validation panels/accrediting bodies with an indication of the type and level of information students may be expected to consult. As such, its currency may wane during the life span of the module specification. However, as indicated above, CURRENT advice on readings will be available via other more frequently updated mechanisms.</i></p> <p>Current editions of:</p> <p>Key reading materials:</p> <p>Wenar,C. & Kerig, P. (2011). Developmental psychopathology (5th edition).London: McGraw-Hill.</p> <p>Cain,K (2010).Reading Development and Difficulties. Padstow, Cornwall: BPS, Blackwell.</p> <p>Selected supplementary reading:</p> <p>Bloomfield, S. (2006). Eating disorders: helping your child recover. Norwich: Eating Disorders Association.</p> <p>Broman, S. & Grafman, J. (1994). Atypical cognitive deficits in developmental disorders: Implications for brain function. London: LEA Publishers.</p> <p>Frith, U. (2003). Autism: explaining the enigma (2nd ed.). Oxford: Blackwell Publishers.</p> <p>Hulme, C & Snowling (2009). Developmental Disorders of Language, Learning and Cognition. Chichester, UK: Wiley-Blackwell.</p> <p>Morton, J. (2004). Understanding developmental disorders: A causal modelling approach. Oxford: Blackwell Publishers.</p> <p>Schneider, W. (2005). Young children's cognitive development: interrelationships among executive functioning, working memory, verbal ability, and theory of mind. London: LEA Publishers.</p> <p>Snowling, M. (2000). Dyslexia (2nd ed.). Oxford: Blackwell Publishers.</p> <p>Journals British Journal of Developmental Psychology Child Development Cognition Developmental Psychology Developmental review Developmental Science Dyslexia European Journal of Eating Disorders Journal of Autism and developmental disorders Journal of Child Psychology and Psychiatry</p>

Assessment Strategy	<ul style="list-style-type: none">• There will be based on a seen examination, students will be provided with six questions four of which will come up in the exam. A typed reference list is to be submitted along with the exam paper. A seen exam provide students with the opportunity to undertake an in-depth analysis of at least two or three topics, in which they are interested. As this is a level 3 module and the topics are advanced and very varied, it was considered appropriate to adopt this strategy, which has worked well in the previous run of this module.• There is one summative assessment essay coursework. The essay coursework is designed in a similar format to the examination essay questions, so as to ensure that students can use the feedback from the coursework to improve their essays for the exam. There will also an opportunity to formative assessment and feedback. The latter involves writing a short essay on a topic covered during the lectures. During the lectures these essays will be peer-marked following the formal assessment criteria as well as additional guidance that will be provided by the module leader. During this session, sample essays (on the same topic) providing concrete examples of good introduction and critical analysis will be examined and any arising issues will be discussed in small groups as well as a whole class.• The faculty assessment criteria will be used. Further guidance will be provided about the criteria. The assessment programme has been designed to directly address the listed learning outcomes.• The seen exam will be conducted under controlled conditions and the allocated time for the exam is one hour. The word limit for the seen exam essay is 2000 words. Likewise, the coursework essay will be 2000 words.
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Identify final assessment component and element	Component A	
% weighting between components A and B (Standard modules only)	A:	B:
	50	50
First Sit		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (1 Hours) Assessment Period 2	100	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio (equivalent to 2000 words)	100	
Resit (further attendance at taught classes is not required)		
Component A (controlled conditions) Description of each element	Element weighting (as % of component)	
1. Examination (1 Hours) Assessment Period 3	100	
Component B Description of each element	Element weighting (as % of component)	
1. Portfolio (equivalent to 2000 words)	100	
If a student is permitted an EXCEPTIONAL RETAKE of the module the assessment will be that indicated by the Module Description at the time that retake commences.		