



MODULE SPECIFICATION

Code: USPJL3-20-3 **Title:** Atypical Development **Version:** 2

Level: 3 **UWE credit rating:** 20 **ECTS credit rating:** 10

Module type: Standard

Owning Faculty: Health and Life Sciences **Department:** Psychology

Faculty Committee approval: Quality and Standards Committee **Date:** April 2011

Approved for Delivery by: N/A

Valid from: September 2011 **Discontinued from:**

Pre-requisites:

USPJLC-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 2

Co-requisites:

None

Entry Requirements:

N/A

Excluded Combinations:

None

Learning Outcomes:

The student will be able to:

- 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:

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.

The course takes a broad approach to the study of atypical development by examining a wide range of developmental disorders from different perspectives: atypical cognitive, emotional and social development.

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:

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).

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).

Teaching and Learning Methods:

A variety of approaches will be used with the aim of maximising the active engagement of students.

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.

Reading Strategy:

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.

Any **essential reading** will be indicated clearly, along with the method for accessing it, e.g. students may be expected to purchase a set text, be given or sold a print study pack 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.

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, e.g. through use of bibliographical databases.

Indicative Reading List:

Current editions of:

Bloomfield, S. (2006). *Eating disorders: helping your child recover*. Norwich: Eating Disorders Association.

Broman, S. & Grafman, J. (1994). *Atypical cognitive deficits in developmental disorders: Implications for brain function*. London: LEA Publishers.

Frith, U. (2003). *Autism: explaining the enigma* (2nd ed.). Oxford: Blackwell Publishers.

Hulme, C & Snowling (2009). *Developmental Disorders of Language, Learning and Cognition*. Chichester, UK: Wiley-Blackwell.

Morton, J. (2004). *Understanding developmental disorders: A causal modelling approach*. Oxford: Blackwell Publishers.

Schneider, W. (2005). *Young children's cognitive development: interrelationships among executive functioning, working memory, verbal ability, and theory of mind*. London: LEA Publishers.

Snowling, M. (2000). *Dyslexia* (2nd ed.). Oxford: Blackwell Publishers.

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

Assessment:

Weighting between components A and B (standard modules only) A: 50% B: 50%

FIRST ATTEMPT

First Assessment Opportunity

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
EX1 Examination (2 Hours) Assessment Period 2	<i>Final Assessment</i> 1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW1 Portfolio (equivalent to 2000 words)	1

Second Assessment Opportunity (Resit) further attendance at taught classes is not required

Component A (<i>controlled</i>)	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
EX2 Examination (2 Hours) Assessment Period 3	<i>Final Assessment</i> 1

Component B	Element Wt (Ratio) (<i>within Component</i>)
Description of each element	
CW2 Portfolio (equivalent to 2000 words)	1

EXCEPTIONAL SECOND ATTEMPT Attendance at taught classes is not required.

Specification confirmed by**Date**

(Associate Dean/Programme Director)