



Module Specification

Neurodevelopmental Disorders

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Part 1: Information

Module title: Neurodevelopmental Disorders

Module code: USPKJH-15-3

Level: Level 6

For implementation from: 2023-24

UWE credit rating: 15

ECTS credit rating: 7.5

College: College of Health, Science & Society

School: CHSS School of Social Sciences

Partner institutions: None

Field: Psychology

Module type: Module

Pre-requisites: None

Excluded combinations: None

Co-requisites: None

Continuing professional development: No

Professional, statutory or regulatory body requirements: None

Part 2: Description

Overview: Not applicable

Features: Not applicable

Educational aims: See Learning Outcomes

Outline syllabus: The course takes an integrated approach to the study of neurodevelopmental disorders by examining a wide range of developmental disorders from different perspectives: biological, cognitive, emotional, and

psychosocial. The major themes include the following:

Studying developmental disorders: Understanding of epigenetics and the complex interactions between risk and protective factors; genes, neurobiology and environment.

Research methods in developmental disorders: Longitudinal studies, experiments, case studies, observations, interviews. Current debates in relation to the use of 'matching methods' in studying developmental psychopathology.

The causes and symptoms of a range of developmental disorders and treatment, including Specific Language Impairment, Autistic Spectrum Disorders, Dyslexia, Attention Deficit Hyperactivity Disorder, Dyspraxia, Down Syndrome, Williams Syndrome, and conduct disorders.

Diagnosis: Classification of developmental disorders and the issues of co morbidity.

Neuropsychological assessment: in a series of workshops students will examine a range of neuropsychological tests used in the diagnosis of developmental psychopathology and learning difficulties.

Intervention and prevention: Evidence based interventions; bridging the gap between research and practice. Discussion of intervention programmes and latest debates about effective prevention programmes.

Through their engagement in this module, students are expected to develop skills in the following employment-relevant areas:

Effective written and face-to-face communication,
Retrieval and organization of information from different sources, Critical evaluation of source material,
Making critical judgements and evaluations to gain different perspectives on a question.

Increased awareness of the broader societal implications of the study of developmental disorders (or mental health issues in general).

Part 3: Teaching and learning methods

Teaching and learning methods: Scheduled learning includes lectures, tutorials, practical classes and workshops.

Independent learning includes hours engaged with essential reading, assignment preparation and completion. Additionally, a variety of approaches will be used with the aim of maximising the active engagement of students. These may include:

Lectures

Seminars/ Workshops

Directed and Independent Learning

Formative Assessment and Feedback Opportunity

TEL: Students will be enabled to use Blackboard the university supported virtual learning environment to organise and communicate their learning material. Students will be able to engage with the material, other students and members of staff through this system and make use of the various functionalities built into the Blackboard (e.g., blogs, journals, audio, video, discussion boards, wikis, etc.). Innovative technologies will be used to enhance in class interaction such as the Turning Point technologies

Scheduled learning: Scheduled learning for this project will be approximately 36 hours and may take several forms, such as lectures, practical workshop on assessment and diagnosis, films, virtual learning environments (VLEs) and other technology-aided means.

Independent learning: Students will be expected to spend 114 hours on independent learning tasks and preparation of assessments.

Module Learning outcomes: On successful completion of this module students will achieve the following learning outcomes.

MO1 Describe a range of developmental neurodisorders

MO2 Critically discuss diagnostic and classification issues in developmental disorders

MO3 Critically evaluate research and theories of various developmental disorders and the etiology

MO4 Evaluate the relative strengths and limitations of various research methods in developmental psychopathology

MO5 Discuss how theories of atypical development affect both research and practice, and broader societal implications of the findings in this field

Hours to be allocated: 150

Contact hours:

Independent study/self-guided study = 114 hours

Face-to-face learning = 36 hours

Total = 0

Reading list: The reading list for this module can be accessed at [readinglists.uwe.ac.uk](https://uwe.rl.talis.com/modules/uspkih-15-3.html) via the following link <https://uwe.rl.talis.com/modules/uspkih-15-3.html>

Part 4: Assessment

Assessment strategy: Students will be provided with an opportunity to receive formative feedback, mark sample essays, and examine the guidelines and marking criteria in detail as a preparation for the exam.

The assessment criteria for the Assessment directly relate to the listed learning outcomes including the critical appraisal of the relevant literature and a clear understanding of the findings for theory development as well as practice (e.g.,

clinical and educational or public health) and wider societal well-being.

The Assessment comprises a single seen essay exam that will be taken at the end of the relevant term (either first or second assessment period depending on when the module will run).

The exam will allow students to demonstrate all of the key learning objectives. Students will choose to write responses to a set of questions from those presented and will be expected to draw on the relevant research literature and key reading in order to critically evaluate the subject matter presented. The exam will assess broad understanding of the different conceptualisations, methodologies and perspectives used in the literature. It will also allow students to undertake in-depth critical analysis of a topic which is of interest to them.

Assessment tasks:

Examination (Online) (First Sit)

Description: Examination (24 hour online).

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Examination (Online) (Resit)

Description: Examination (24 hours)

Weighting: 100 %

Final assessment: Yes

Group work: No

Learning outcomes tested: MO1, MO2, MO3, MO4, MO5

Part 5: Contributes towards

This module contributes towards the following programmes of study:

Psychology (Applied) [Frenchay] BSc (Hons) 2023-24

Law with Psychology [Sep][FT][Frenchay][3yrs] LLB (Hons) 2021-22

Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Applied Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Health Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Social Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Biological Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology and Mental Health [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Criminology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Psychology with Criminology [Sep][FT][Frenchay][3yrs] BSc (Hons) 2021-22

Sociology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Law with Psychology [Sep][SW][Frenchay][4yrs] LLB (Hons) 2020-21

Criminology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Criminology with Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Health Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Applied Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Social Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Biological Psychology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology and Mental Health [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Sociology with Psychology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology [Sep][SW][Frenchay][4yrs] BSc (Hons) 2020-21

Psychology with Criminology {Foundation} [Sep][FT][Frenchay][4yrs] BSc (Hons)
2020-21

Criminology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)
2019-20

Sociology with Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)
2019-20

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons) 2019-20

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Psychology with Criminology {Foundation} [Sep][SW][Frenchay][5yrs] BSc (Hons)
2019-20

Applied Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2019-20

Sociology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Criminology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Psychology with Sociology [Sep][PT][Frenchay][6yrs] - Withdrawn BSc (Hons) 2018-
19

Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Criminology with Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19

Applied Psychology [Sep][PT][Frenchay][6yrs] BSc (Hons) 2018-19