



**MODULE SPECIFICATION**

Part 1: Basic Data					
Module Title	Atypical Development				
Module Code	USPK73-30-3	Level	3	Version	1
Owning Faculty	Health and Applied Sciences	Field	Psychology		
Contributes towards	BSc Hons Psychology + Psychology Combinations				
UWE Credit Rating	30	ETCS Credit Rating	15	Module Type	Standard
Pre-requisites	None		Co- requisites	None	
Excluded Combinations	None		Module Entry requirements	N/A	
Valid From	September 2015		Valid to	September 2021	

<b>CAP Approval Date</b>	28/03/2014
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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"> <li>• Describe a range of developmental disorders (Component A, B);</li> <li>• Critically discuss diagnostic and classification issues in developmental psychopathology (Component A, B);</li> <li>• Critically evaluate research and theories of various developmental disorders (Component A, B);</li> <li>• Evaluate the relative strenghts and limitations of variour research methods in developmental psychopathology (Component A, B);</li> <li>• Discuss how theories of atypical development affect both research and practice (Component A, B).</li> </ul>
Syllabus Outline	<p>The course takes an integrated approach to the study of developmental disorders by examining a wide range of developmental disorders from different perspectives: biological, cognitive, emotional, and psychosocial. The major themes include the following.</p> <ol style="list-style-type: none"> <li>a. Studying developmental disorders: Understanding of epigenetics and the complex interactions between risk and protective factors; genes, neurobiology and environment.</li> <li>b. Research methods in developmental psychopathology: Longitudinal studies, experiments, case studies, observations, interviews. Current debates in relation to the use of 'matching methods' in studying developmental psychopathology.</li> <li>c. 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</li> </ol>

	<p>Syndrome, Williams Syndrome, and Emotional-Social Disorders; conduct disorders, and attachment disorders</p> <p>d. Child maltreatment and neglect: maltreatment and its influence on developing brain and child. Intergenerational implications of maltreatment.</p> <p>e. Diagnosis: Classification of developmental disorders and the issues of co morbidity. Prevention of conduct disorders and maltreatment.</p> <p>f. 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.</p> <p>g. Intervention and prevention: Evidence based interventions; bridging the gap between research and practice. Discussion of intervention programmes and latest debates about effective prevention programmes.</p> <p>Through their engagement in this module, students are expected to develop skills in the following employment-relevant areas:</p> <ul style="list-style-type: none"> <li>• Effective written and face-to-face communication,</li> <li>• Retrieval and organization of information from different sources,</li> <li>• Critical evaluation of source material,</li> <li>• Making critical judgements and evaluations to gain different perspectives on a question.</li> </ul>
<p>Contact Hours/Scheduled Hours</p>	<p>As a 30-credit module this module assumes 300 hours of study on the part of the student.</p> <p><b>Scheduled learning:</b> Scheduled learning for this project will be approximately 72 hours and may take several forms, such as lectures, seminar discussion, workshop tasks and films.</p> <p><b>Independent learning:</b> Students will be expected to spend 228 hours on independent learning tasks and preparation of assessments.</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. These may include:</p> <ul style="list-style-type: none"> <li>• Lectures</li> <li>• Seminars</li> <li>• Workshops</li> <li>• Directed and Independent Learning</li> <li>• Formative Assessment Opportunity</li> </ul> <p>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.</p>
<p>Key Information Sets Information</p>	<p>Key Information Sets (KIS) are produced at programme level for all programmes that this module contributes to, which is a requirement set by HESA/HEFCE. KIS are</p>

comparable sets of standardised information about undergraduate courses allowing prospective students to compare and contrast between programmes they are interested in applying for.

<i>Number of credits for this module</i>				30	
Hours to be allocated	Scheduled learning and teaching study hours	Independent study hours	Placement study hours	Allocated Hours	
300	72	228	0	300	0

The table below indicates as a percentage the total assessment of the module which constitutes a -

**Written Exam:** Unseen written exam, open book written exam, In-class test

**Coursework:** Written assignment or essay, report, dissertation, portfolio, project

**Practical Exam:** Oral Assessment and/or presentation, practical skills assessment, practical exam

Please note that this is the total of various types of assessment and will not necessarily reflect the component and module weightings in the Assessment section of this module description:

Total assessment of the module:			
Written exam assessment percentage		50%	
Coursework assessment percentage		50%	
Practical exam assessment percentage		0%	
		100%	

**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 **core 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**

*The following list is offered to provide validation panels/accrediting bodies with an*

Reading List	<p><i>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><b>Current editions of:</b></p> <ul style="list-style-type: none"> <li>• Wenar, C. &amp; Kerig, P. <i>Developmental psychopathology</i>. London: McGraw-Hill.</li> <li>• Cain, K. <i>Reading Development and Difficulties</i>. Padstow, Cornwall: BPS, Blackwell.</li> </ul> <p>Students will be required to rely heavily on journal articles to support this module. The key journals include the following:</p> <ul style="list-style-type: none"> <li>• British Journal of Developmental Psychology</li> <li>• Child Development</li> <li>• Developmental Psychology</li> <li>• Developmental Review</li> <li>• Developmental Science</li> <li>• Dyslexia</li> <li>• Journal of Autism and Developmental Disorders</li> <li>• Journal of Child Psychology and Psychiatry</li> </ul>
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Part 3: Assessment	
Assessment Strategy	<p><b>Component A (Controlled condition)</b></p> <p>The component A is comprised of a single seen one-hour essay exam that will be taken at the end of the year. The exam will allow students to demonstrate all of the key learning objectives. Students will choose one question 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.</p> <p><b>Component B (Coursework Portfolio)</b></p> <p><b>Peer-marked essay (2.5%):</b> There is one formative assessment essay coursework (1500 words). The essay coursework is designed in a similar format to the coursework and examination essay questions so as to ensure that students can use the feedback to improve their essays for the coursework and exam. The essays will be peer-marked following the formal assessment criteria. The mark will be assigned for engagement in the activity (essay and peer marking seminar) and not from the peer mark of the work.</p> <p><b>Seminar/ Workshop worksheets (2.5%):</b> students will complete worksheets based on the activities during the seminar/workshops on such as neuropsychological assessment.</p> <p><b>Coursework essay (95%):</b> Students will be asked to write an answer to a seen essay question (1500 words), which will be informed by a selection of key reading.</p>

Identify final assessment component and element	Component A
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% weighting between components A and B (Standard modules only)		<b>A:</b>	<b>B:</b>
		<b>50</b>	<b>50</b>
<b>First Sit</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (1 Hour) Assessment Period 2		100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
1. Coursework portfolio		100%	
<b>Resit (further attendance at taught classes is not required)</b>			
<b>Component A</b> (controlled conditions) <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
1. Examination (1 Hour) Assessment Period 3		100%	
<b>Component B</b> <b>Description of each element</b>		<b>Element weighting</b> <b>(as % of component)</b>	
1. Essay (3000 words)		100%	
If a student is permitted an <b>EXCEPTIONAL RETAKE</b> of the module the assessment will be that indicated by the Module Description at the time that retake commences.			