1. **Title of the module**

PSYC8540 (SP854): Advanced Topics in Developmental Psychopathology

1. **School or partner institution which will be responsible for management of the module**

School of Psychology

1. **The level of the module (Level 4, Level 5, Level 6 or Level 7)**

Level 7

1. **The number of credits and the ECTS value which the module represents**

20 credits (10 ECTS)

1. **Which term(s) the module is to be taught in (or other teaching pattern)**

Autumn or Spring

1. **Prerequisite and co-requisite modules**

None

1. **The programmes of study to which the module contributes**

Compulsory for the MSc in Developmental Psychology

Optional module for the following Masters Programmes: Social & Applied Psychology; Research Methods; Cognitive Psychology & Neuropsychology.

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**

8.1 Demonstrate knowledge and understanding of current theories and research in the study of developmental psychopathology.

8.2 Critically evaluate theories of and research into developmental psychopathology, and demonstrating these skills in written form.

8.3 Show critical analysis skills through group discussion.

8.4 Demonstrate knowledge and understanding of common research methods used to study developmental psychopathology, including the research questions they can be used to answer.

8.5 Gain insight into the key challenges facing clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders.

8.6 Gain insight into the key techniques employed by clinicians and practitioners who work in educational and clinical settings with people who have developmental disorders

1. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Appraise theories and methods used in the study of developmental psychopathology.

9.2 Work and collaborate with others in reviewing research, and communicate work to an audience via group discussion.

9.3 Solve problems through independent learning and generate ideas about directions for future research.

9.4 Communicate orally and in writing.

1. **A synopsis of the curriculum**

This module investigates common forms of neurodevelopmental disorder. The goal of the module is to help students understand the behavioural manifestations of these disorders, as well as their possible psychological/cognitive, neurobiological, and/or etiological (genetic/environmental) causes. Moreover, the module will explore some characteristic approaches that clinicians take when attempting to support people with these disorders and remediate the difficulties that these people experience. Finally, students will learn to evaluate critically pieces of research on developmental psychopathology in terms of study findings, conceptual underpinnings, and/or methodological approaches

1. **Reading list (Indicative list, current at time of publication. Reading lists will be published annually)**

This module covers a variety of materials, not available in a single textbook. The main teaching materials are journal articles; these articles will be suggested and made available throughout the module. However, two texts that are recommended for general background reading are:

* + - Hulme, C., & Snowling, M.J. (2009). Developmental disorders of language, learning, and cognition. Oxford: Wiley-Blackwell.
    - Marshall, C. (2013). Current issues in developmental disorders. Hove: Psychology Press.

1. **Learning and teaching methods**

Total contact hours: 22

Private study hours: 178

Total study hours: 200

1. **Assessment methods**
   1. Main assessment methods

Examination 2 hours 60%

Essay 2,000 words 40%

13.2 Reassessment methods

Like for like.

1. **Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section12) and methods of assessment (section 13)**

|  |  |  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 9.1 | 9.2 | 9.3 | 9.4 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Lecture/Seminars | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |
| Examination | **X** | **X** |  | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Essay (2,000 words) | **X** | **X** | **X** |  |  | **X** | **X** | **X** | **X** | **X** |

1. **Inclusive module design**

The School recognises and has embedded the expectations of current equality legislation, by ensuring that the module is as accessible as possible by design. Additional alternative arrangements for students with Inclusive Learning Plans (ILPs)/declared disabilities will be made on an individual basis, in consultation with the relevant policies and support services.

The inclusive practices in the guidance (see Annex B Appendix A) have been considered in order to support all students in the following areas:

a) Accessible resources and curriculum

b) Learning, teaching and assessment methods

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury

1. **Internationalisation**

This module covers worldwide expertise on the subject matter, and encourages students to review content from a breadth of sources, both domestic and international.

**FACULTIES SUPPORT OFFICE USE ONLY**

**Revision record – all revisions must be recorded in the grid and full details of the change retained in the appropriate committee records.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 03/04/2018 |  | September 2018 | 8, 13, 14 | Yes |
|  |  |  |  |  |

Revised FSO Jan 2018