1. **Title of the module**

TZRD5290 (TZ529) - Intervention in Autism (Part 2)

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

School of Social Policy, Sociology and Social Research (Tizard)

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

Level 5

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

30 credits (15 ECTS)

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

Autumn term (term 1), spring term (term 2) and summer term (term 3)

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

Pre-requisites (all stage 1 modules for the relevant programmes)

TZRD3130 (TZ313) introduction to the Autism Spectrum

TZRD3140 (TZ314) introduction to supporting people on the Autism Spectrum

TZRD3150 (TZ315 (Intervention in Autism

TZRD3170 (TZ317) Autism case study 1

 And one of SOCI3280 (SO328) Academic development OR TZRD3160 (TZ316) Autism part 1

Co-requisites

TZRD5300 (TZ530) Autism Case study assessment

TZRD5270 (TZ527) Work-Based Learning in Autism Studies

TZRD5280 (TZ528) Theoretical and Diagnostic Approaches to Autism

TZRD5310 (TZ531) Autism Extended Essay

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

Autism Studies FDa

Autism Studies BSc

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

8.1 Ways to assess the research basis and effectiveness of interventions in autism

8.2 Understanding the use of and the practical application of non-specific intervention therapies

8.3 The theories of early behavioural interventions

8.4 Review and critical analysis of the literature around intervention in autism spectrum conditions and other neuropsychological conditions, including early intervention.

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

9.1 Ability to conduct a literature search using electronic means

9.2 Ability to review and appraise literature in this field

9.3 Ability to cross reference information from various sources (their reading, the materials provided and their experience) to further their knowledge on autism as well as to draw conclusions on how to best support individuals on the autism spectrum

9.4 Ability to communicate, in particular using electronic means, a range of concepts and sets of information drawn from different sources

1. **A synopsis of the curriculum**

The module will cover the following core content.

The research basis of intervention autism – historical and theoretical context

Assessing the effectiveness of interventions

Applied behaviour analysis and early behavioural intervention in autism.

Other specific intervention approaches in autism – for example, Sonrise, Relationship Development Intervention.

Interventions used for other co-occurring neuropsychological conditions

The use of and the practical application of non-specific intervention therapies: music therapy, art therapy, daily life therapy, social skills teaching, diets and treatments used to address sensory perceptual problems

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

Charman T and Howlin, P. (2003) Research into early intervention for children with autism and related disorders: methodological and design issues *Autism: International Journal of Research and Practice* 7 217-225.

Howlin, P (1997) Interventions for people with autism: recent advances *Advances in Psychiatric Treatment* (1997), vol. 3, pp. 94-102

Rogers, S. J. (1998). Empirically supported comprehensive treatments for young children with autism. *Journal of clinical child psychology* 27(2): 168-179.

Schopler, E. (2001). Treatment for Autism: From science to pseudo-science or antiscience in *The Research Basis for Autism Intervention*. E. Schopler, N. Yirmiya, C. Shulman and L. M. Marcus. New York, Kluwer Academic/Plenum Publishers.

Shea, V (2004) A perspective on the research literature related to early intensive behavioural intervention (Lovaas) for young children with autism. Autism: *The International Journal of Research and Practice*, 8 (4) 349 – 368.

1. **Learning and teaching methods**

Total contact hours: 10

Private study hours: 290

Total study hours: 300

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

Coursework (literature review) – 20%

Coursework (case report) - 30%

Examination -50%

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* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** |  |  |  |  |
| Supervision | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| On-line forums | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Coursework 1 – 2000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Coursework 2- 4000 words | **X** | **X** | **X** | **X** | **X** | **X** | **X** | **X** |
| Examination | **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**

Students will develop a range of skills and knowledge that is transferable to international contexts. These include both generic abilities stated in section 9 above, and subject specific knowledge relating to the module content (see section 8).

**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) |
| 2010 | N/k | September 20111 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018