1. **Title of the module**

TZRD8920 (TZ892) Clinical Placement

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

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

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**

30 Credits (15ECTS)

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

Summer term (term 3 and summer period)

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

This module will be taken alongside TZRD8610 (TZ861), TZRD8620) TZ862, TZRD8630 (TZ86)3, TZRD8300 (TZ830) and TZRD8650 (TZ865). For students on the MSc, TZRD9940 (TZ994) will also be completed.

This module is a co-requisite for TZRDMMMM (TZMMM) Service placement

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

MSc Analysis and Intervention in Intellectual and Developmental Disabilities; PG Diploma Analysis and Intervention in Intellectual and Developmental Disabilities

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

8.1 Conduct cognitive, emotional and social assessments with individuals (using carers as informants as well if necessary) and interpret these;

8.2 Design or select and complete other relevant forms of in-depth assessment, including those requiring direct observations, rating scales and interviews, with managers, carers and service users;

8.3 Design skill-building programmes with individuals and critically assess progress on these’;

8.4 Complete functional analyses and systematically develop logical intervention plans, based on these assessments, at the individual level;

8.5 Measure quality of care in services by a variety of means, including direct observations, rating scales and interviews;

8.6 Critically assess quality of life in individuals with Intellectual and developmental disabilities, including by direct observations and interviews;

8.7 Demonstrate the ability to design, implement and critically evaluate interventions to improve the quality of care and/or quality of life at the individual and service level including reducing challenging behaviour where this is an issue;

8.8 Undertake literature research into analysis and intervention for people with intellectual and developmental disabilities.

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

9.1 Act in a professional and ethical manner in relation to service users and staff;

9.2 Identify, appreciate and constructively criticise service policies and procedures;

9.3 Challenge discriminatory practices and /or abusive practices where necessary.

1. **A synopsis of the curriculum**

All students will be required to work in two different placements during their programme. The clinical placement is the second placement, during which individual studies will have a clinical psychology attachment (normally to a local clinical psychologist or psychological therapist on a learning disability team).

Both full-time and part-time students will spend two to three days per week on clinical placements (i.e. between May and September, with two weeks annual leave). Part-time students will do this during their second years.

Prior to starting in the placement, students attend a workshops on campus to learn about assessment methods and the expectations of case work and what they need to keep in mind in planning and implementing the assessment part of the placement. In between assessment and intervention phases, students also attend another workshop at the university that will focus on intervention and where they will hear previous students present their case studies.

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

There is no specific required reading for these modules, apart from placement policies and practice documents. Readings from the academic modules will of course be necessary as background for this placement work. Students will also have covered much of the background training and knowledge on TZRDMMMM (TZMMM) Service Placement.

1. **Learning and teaching methods**

Total Contact Hours: 10

Total hours on placement (with local supervisor): 250

Private Study Hours: 40Total Study Hours: 300

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

 Coursework - Case Study (4000 words) –100%

* 1. Supervisor feedback (pass/fail)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* | *8.7* |  |  | *8.8* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** |  | **X** | **X** |  |  |  | **X** |  | **X** |  |
| Workshop | **X** | **X** |  |  |  |  | **X** |  |  |  |  | **X** | **X** | **X** |
| Placement | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |  |  | **X** | **X** | **X** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Case Study 4000 words | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** |  |  | **X** |  | **X** |  |
| Supervisor’s Reports | **X** | **X** | **X** | **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**

The range of generic skills developed are applicable to international contexts and the specific skills have potential international relevance.

**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.**

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| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
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| Revised FSO Jan 2018 |