1. **Title of the module**

TZRD5350 (TZ535) - Intervention in Autism

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

Division of Law, Society and Social Justice (School of Social Policy, Sociology, and Social Research – Tizard Centre)

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)**

Spring term (term 2)

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

None

1. **The courses(s) of study to which the module contributes**

Autism Studies – BSc – compulsory module

Autism Studies – Diploma – compulsory module

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

8.1 Demonstrate knowledge regarding ways to assess the research basis and effectiveness of interventions in autism

8.2 Understand the use of, and the practical application of, non-specific intervention approaches

8.3 Review and critically analyse the literature around intervention in autism spectrum conditions and other neurodevelopmental conditions, including early intervention and approaches based on applied behaviour analysis.

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

9.1 Show the capacity to draw critically on both published case studies, and their own experiences of intervention or evaluation strategies

9.2 Understand, and communicate complex, abstract concepts or data

9.3 Use information technology (word processing, email, internet use, online learning resources) effectively to complete tasks

9.4 Effectively manage time to successfully meet deadlines

9.5 Recognise issues relating to equality and diversity through the use of non-discriminatory language

1. **A synopsis of the curriculum**

The module will describe the research basis and application of interventions in autism. It will critically consider the effectiveness of interventions, including early behavioural interventions and other specific approaches, for example Sonrise, Relationship Development Intervention, and interventions designed for co-occurring neurodevelopmental conditions, as well as the use of and the practical application of non-specific intervention therapies such as 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. & 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.
* Fleming, B., Hurley, E. & Goth, T. (2015) *Choosing Autism Interventions: A Research-Based* *Guide*. Brighton: Pavilion Publishing.
* Lai, M.C., Lombardo, M.V. and Baron-Cohen, S. (2014) Autism. *Lancet*, 383, 896–910.
* 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 (eds.). New York: Kluwer Academic/Plenum Publishers.
* Vasa, R.A., Carroll, L.M., Nozzolillo, A.A., Mahajan, R., Mazurek, M.O., Bennett, A.E., & Bernal, M.P. (2014) A Systematic Review of Treatments for Anxiety in Youth with Autism Spectrum Disorders. *Journal of Autism and Developmental Disorders*, *44*(12), 3215-3229.
1. **Learning and teaching methods**

Total contact hours: 40

Private study hours: 260

Total study hours: 300

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

Assignment/case study (4000 words) - 50%

Assignment/intervention review (2000 words) – 25%

Examination(1 hour) – 25%

13.2 Reassessment methods

Like-for-like

1. ***Map of module learning outcomes (sections 8 & 9) to learning and teaching methods (section 12) and methods of assessment (section 13)***

|  |  |  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |
| Private Study | X | X | X | X | X | X | X | X |
| Seminars, online forums, workshops | X | X | X | X | X | X | X | X |
| **Assessment method** |  |  |  |  |  |  |  |  |
| Assignment/case study (50%) | X | X | X | X | X | X | X | X |
| Assignment/ intervention review (25%) | X | X | X | X | X | X | X | X |
| Exam (25%) | X | X | X | X | X | X | X | X |

1. **Inclusive module design**

The Division/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 and online/distance learning*.*

1. **Internationalisation**

The range of generic skills which will be developed are applicable to international contexts and the specific skills have potential international relevance. The topics and material considered are not restricted to the UK and hence have international relevance.

**DIVISIONAL 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) |
| 21/12/2020 | Minor | Spring Term 2020-21 | 13 | N/A |
|  |  |  |  |  |

Revised FSO/SSPSSR Jan 2018 under Competition and Market Authority compliance project