1. **Title of the module**

TZRD8610 (TZ861) - Social Psychology of Intellectual and Developmental Disabilities

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 7

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

10 credits (5 ECTS)

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

Autumn term (term 1) and spring term (term 2)

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

None

All modules in the programmes are compulsory.

Full-time students would therefore take TZRD8300 (TZ830), TZRD8620 (TZ862), TZRD8630 (TZ863) and TZRD8650 (TZ865) alongside this module.

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

Intellectual and Developmental Disabilities by distance learning MA

Intellectual and Developmental Disabilities by distance learning Postgraduate Diploma

Intellectual and Developmental Disabilities by distance learning Postgraduate certificate

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

8.1 Understand the history of the definitions of intellectual and developmental disabilities

8.2 Be familiar with current practice in defining intellectual and developmental disabilities in UK services and elsewhere

8.3 Know the epidemiology of intellectual and developmental disabilities in the UK, other Western countries and the developing world

8.4 Understand the biological, social and environmental causes of intellectual and developmental disabilities and how these interact in individuals

8.5 Know the cognitive and social characteristics of people with intellectual and developmental disabilities

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

9.1 Learn to use the research literature as the main source of information on each of the topics studied

9.2 Learn to use IT resources to follow up what they hear in lectures and what they read on the web-based material

9.3 Learn to summarise their reading in order to contribute to web-based discussions

9.4 Organise and manage their studying independently with support from tutors

1. **A synopsis of the curriculum**

All academic modules on the Intellectual and Developmental Disabilities programmes are taught using a combination of web-based resources, reading, the introductory workshop and a one-week workshop in the Spring. For each module, there will be web-based materials including video-recorded lectures, web-based discussions/seminars, and quizzes/group exercises. Students are also expected to conduct their own literature searches and follow-up the core reading and the reference lists for each topic covered  
  
The aim of this module is to teach the basic facts about the nature and origins of intellectual and developmental disabilities, including definitions of learning disability, epidemiology, biological, social and environmental causes of learning disability. In addition, characteristics of people with intellectual and developmental disabilities will be considered (including cognitive and social characteristics) along with issues such as autism, ageing, transition, early intervention, physical & mental health, parenting, sexuality and people with intellectual and developmental disability in the criminal justice system.

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

Baxter, C., Poonia, K., Ward, L. and Nadirshaw, Z. (1990) *Double Discrimination*. London: Kings Fund Centre. HV3008.G7

BMA & Law Society (2004). *Assessment of Mental Capacity: Guidance for Doctors and Lawyers.* 2nd Edition. BMJ Books

Department of Health. (2001) *Reference Guide to Consent for Examination or Treatment*. London: Department of Health. Download from: http://www.dh.gov.uk/assetRoot/04/01/90/79/04019079.pdf

Emerson, E., Hatton, Felce, D. and Murphy, G. (2001) *Learning Disabilities: The Fundamental Facts.* Chichester: Wiley & Sons. 9HV3008.G7

Harris, J.C. (2005). *Intellectual Disability*. Oxford University Press.

Hogg, J. & Langa, A. (2005) *Assessing Adults with Intellectual Disability: A Service provider’s Guide.* BPS Blackwell

Janciki, M.P. & Prasher, V.P. (2005) *Alzheimers Disease and Dementia in Down Syndrome and Intellectual Disabilities.*

Schalock, R.L., Gardner, J.F. & Bradley, V.J. (2007) *Quality of Life: Applications for People with Intellectual & Developmental Disability.* AAIDD.

Ward, L. (1998) *Innovations in Advocacy and Empowerment for People with Intellectual Disabilities.* Chorley: Lisieux Hall Publications ISBN1870335244 HV 3008.G7

Walsh, P.N. & Hellar T. (2002) *Health of Women with Intellectual Disabilities.* Blackwells*.*

1. **Learning and teaching methods**

Total contact hours: 30

Private study hours: 170

Total study hours: 100

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

Examination (2 hours) - 100%

13.2 Reassessment methods

Reassessment instrument - 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* | *8.4* | *8.5* | *9.1* | *9.2* | *9.3* | *9.4* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** |
| Lectures (online) | **X** | **X** | **X** | **X** | **X** |  |  |  |  |
| Seminars | **X** | **X** | **X** | **X** | **X** |  |  | **X** |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |
| Examination 2 hour | **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 and distance learning

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.**

|  |  |  |  |  |
| --- | --- | --- | --- | --- |
| Date approved | Major/minor revision | Start date of the delivery of revised version | Section revised | Impacts PLOs (Q6&7 cover sheet) |
| 2009 | N/K | September 2009 | N/K | N/K |
|  |  |  |  |  |

Revised FSO March 2018