1. **Title of the module**

TZRD8660 (TZ866) - Social Psychology of Autism

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)

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

None

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

Autism studies MA

Autism studies Postgraduate Diploma

Autism studies Postgraduate Certificate

Applied Behaviour Analysis (Intellectual and Developmental Disabilities) MSc

Applied Behaviour Analysis (Intellectual and Developmental Disabilities) Postgraduate Diploma

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

There are two different pathways for this module. Some of the specific learning outcomes are shared for students on both pathways, while others will apply only to students on one of the two pathways

**Pathway 1** is for students taking

Autism studies MA

Autism studies PG diploma

Autism studies PG certificate

**Pathway 2** is for students taking

Applied Behaviour Analysis (Intellectual and Developmental Disabilities) MSc

 Applied Behaviour Analysis (Intellectual and Developmental Disabilities) PG Diploma

Shared Specific learning outcomes for **both Pathway 1 and pathway 2:**

8.1 Know, in depth, the epidemiology and definition of autism and intellectual and developmental disabilities in the UK, other Western countries and the developing world.

8.2 Distinguish similarities and differences between the needs and characteristics of people with autism and those with other forms of intellectual and developmental disabilities, and appreciate critically their impact on quality of life and intervention.

8.3 Be aware of different approaches to understanding autism, and be able to critically evaluate evidence to support these approaches.

8.4 Understand, in-depth, laws and policies relating to mental capacity and capacity to consent when conducting clinical work (or research) with people with autism and intellectual and developmental disabilities

Specific learning outcomes for students taking **Pathway 1 (autism programmes) only**:

8.5 Know the range of approaches most commonly used to support and educate people with autism.

8.6 Develop an in-depth understanding of the core features of autism and associated conditions.

8.7 Develop an advanced understanding of different perspectives within the autism field.

8.8 Critically appreciate the impact of autism on the family.

8.9 Understand conditions that commonly co-occur with autism (including physical and mental health difficulties). Understand, in-depth, how these can impact on quality of life.

8.10 Know at an advanced level the cognitive and social characteristics of people with autism and those with intellectual and developmental disabilities

Specific learning outcomes for students taking **Pathway 2 [Applied Behaviour Analysis (Intellectual and Developmental Disabilities**)] **only:**

8.11 Know the range of approaches most commonly used to support and educate people with autism and be able to critically evaluate the evidence base for these approaches.

8.12 Develop an in-depth understanding of the core features of autism and associated conditions, and how to consider these when conducting assessments and developing behavioural interventions.

8.13 Develop an advanced understanding of different perspectives within the autism field, and an awareness of how to communicate effectively with other professionals when working within a multidisciplinary team.

8.14 Critically appreciate the impact of autism on the family and the challenges that may present when providing behavioural services.

8.15 Understand conditions that commonly co-occur with autism (including physical and mental health difficulties). Understand, in-depth, how these can impact on quality of life and behavioural assessment and intervention, and the need to make appropriate referrals to other professionals.

8.16 Critically appreciate the ways in which you may need to adapt communication with clients who have intellectual and developmental disabilities (particularly autism) when delivering behavioural services.

8.17 Be aware of the broader context of autism, and how provision of behavioural services fits within this context in the UK and further afield.

8.18 Show an advanced understanding of the differences between scientific, pseudoscientific, and antiscientific approaches.

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

9.1 Effectively integrate complex knowledge from different sources, including published work and personal experience.

9.2 Demonstrate the ability to understand, and communicate in writing, complex, abstract concepts.

9.3 Show a capacity to effectively prioritise the demands of work and study.

9.4 Organise and manage their studying independently with support from tutors.

9.5 Use information technology to a high level (word processing, email, the University’s VLE, e-journals and other online resources)

1. **A synopsis of the curriculum**

The aim of this module is to teach the basic facts about the nature and origins of autism, including definitions, epidemiology, biological, social and environmental causes. In addition, characteristics and needs of people with autism will be considered (including cognitive and social characteristics). All of this information will be set within the wider context of intellectual and developmental disabilities and students, although focusing primarily on autism, will be required to learn and know about these issues more widely. Over 50% of people with autism have a co-morbid condition and therefore this is an essential approach.

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

For **both pathway 1 (Autism programmes) and pathway 2 [Applied Behaviour Analysis (Intellectual and Developmental Disabilities**)]:

Grandin, T (2006) *Thinking in pictures: My life with autism* (second edition) Vintage Books

Tantam, D. (2012). *Autism spectrum disorders through the lifespan*. London:Jessica Kingsley Publishers.

For **Pathway 1 (Autism programmes)**:

Attwood, T. (2007) *The complete guide to Asperger’s syndrome* Jessica Kingsley publishers

Fein, D.A. (2011). *The neuropsychology of autism.* Oxford: Oxford University Press.

Frith, U. (2003) *Autism: Explaining the Enigma (second edition)* Basil Blackwell.

Frith, U. (2008). *Autism: A very short introduction*. Oxford: Oxford University Press.

Hobson, P.R. (2012) Autism and the Development of the Mind (second edition) Lawrence Erlbaum.

Kutscher, M.L. (2005) *Kids in the Syndrome Mix of ADHD, LD, Asperger's, Tourette's, Bipolar, and More! : The one stop guide for parents, teachers, and other professionals.* Jessica Kingsley Publishers.

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

For **Pathway 2** **[Applied Behaviour Analysis (Intellectual and Developmental Disabilities**)]:

Bailey, J. S., & Burch, M. R. (2011). *Ethics for behaviour analysts* (2nd ed.). Hover: Taylor & Francis.

Behavior Analyst Certification Board. (2014). *Professional and Ethical Compliance Code for Behavior Analysts.* Retrieved from <http://bacb.com/wp-content/uploads/2016/03/160321-compliance-code-english.pdf>

Foxx, R. M., & Mulick, J. A. (Eds.) (2015). *Controversial therapies for autism and intellectual disabilities: Fad, fashion and science in professional practice* (2nd ed.). New York: Routledge.

Schreibman, L. (2007). *The science and fiction of autism.* Cambridge, MA: Harvard University Press.

Silberman, S. (2016). *Neurotribes: The legacy of autism and how to think smarter about people who think differently.* Camden: Atlantic Books.

Waltz, M. (2013). *Autism: A social and medical history.* Basingstoke: Palgrave Macmillan

1. **Learning and teaching methods**

Total contact hours: 20

Private study hours: 80

Total study hours: 100

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

Examination (1 hour) – 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)**

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| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| **Module learning outcome** | 8.1 | 8.2 | 8.3 | 8.4 | 8.5 | 8.6 | 8.7 | 8.8 | 8.9 | 8.10 | 8.11 | 8.12 | 8.13 | 8.14 | 8.15 | 8.16 | 8.17 | 8.18 | 9.1 | 9.2 | 9.3 | 9.4 | 9.5 |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Web-based / Video-recorded material | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| Web-based discussions / group activities | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Examination – 1 hour | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **x** | **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 and distance learning

1. **Internationalisation**

Internationalisation is actively incorporated/intended in the following aspects:

* SLO 8.1 explicitly refers to the epidemiology and definition of autism in the UK, other western countries and the developing world
* SLO 8.12 explicitly refers to the provision of behavioural services in the UK and further afield
* The reading list draws on an international research and professional literature
* As a distance learning module the involvement of international students is actively encouraged and facilitated

**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) |
| 14/06/2017 |  | September 2017 | 6, 7, 8, 9, 10, 11, 12, 14 |  |
|  |  |  |  |  |

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