1. **Title of the module**

TZRD8840 (TZ884) Assessment and Treatment of Offenders with 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

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

MScIntellectual and Developmental Disabilities and Forensic Issues

MA Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Diploma in Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Certificate in Intellectual and Developmental Disabilities and Forensic Issues

1. **The intended subject specific learning outcomes.  
   On successfully completing the module students will be able to:**
2. Demonstrate advanced understanding and critical awareness of the definitions (and distinctions between) challenging behaviour and offending
3. Show in-depth and systematic knowledge of theories and concepts regarding the causes of challenging behaviour and offending in people with IDD
4. State how to conduct advanced assessments for people with IDD at risk of offending, including demonstrating the ability to provide original insights
5. Demonstrate critical understanding of how to construct an in-depth formulation for individuals with IDD and offending behaviour
6. Critically discuss a variety of advanced treatment approaches for people with IDD and offending behaviour
7. Demonstrate critical and systematic understanding of risk assessment and risk management for people with IDD and offending behaviour, including showing self-direction and originality in tackling and solving issues identified
8. **The intended generic learning outcomes.  
   On successfully completing the module students will be able to:**

9.1 Use in-depth knowledge of the research literature to gather information

9.2 Interrogate government policy documents critically

9.3 Integrate knowledge from different sources including their own experience

9.4 Relate theory to practice in an advanced and critical manner

1. **A synopsis of the curriculum**

This module provides students with in-depth knowledge and understanding of assessment and treatment methods for people with IDD and forensic issues. It considers the definitions, measurement and epidemiology of challenging behaviour, the distinctions between challenging behaviour and offending, and the causes of challenging behaviour and offending behaviour. It also covers assessment, including rating scales, interviews and observations, for challenging and offending behaviour, and functional analysis for challenging and offending behaviour, treatment interventions (behavioural and cognitive behavioural approaches) for offenders with IDD in forensic and community settings, and risk assessment and risk management of offenders with IDD in forensic and community settings*.*

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

Carr, A. (2007). *The handbook of intellectual disability and clinical psychology practice*. London, Routledge.

Emerson, E., Hatton, C., Dickson, K, Gone, R., Caine A. & Bromley, J., (2012). *Clinical Psychology and People with Intellectual Disabilities.* 2nd edition. Chichester: Wiley-Blackwell

Lindsay, W.R. & Murphy, G H. (2015) The treatment and management of sex offenders. In: Lindsay, W.R. et al (Eds) *Handbook on Offenders with Intellectual and Developmental Disabilities*. Wiley/Blackwell, Chichester (In press)

Lindsay, W., Hastings, R., & Beech, A. (2011). Forensic research in offenders with intellectual and developmental disabilities 1: prevalence and risk assessment. *Psychology, Crime & Law*, 17(1), 3-7

Lindsay, W., Hastings, R., & Beech, A. (2011). Forensic research in offenders with intellectual developmental disabilities 2: assessment and treatment. *Psychology, Crime & Law*, 17(2), 97-100

Lindsay, W.R. & Michie, A.M. (2013). What works for offenders with intellectual disabilities. In: [L. A. Craig](http://www.amazon.co.uk/s/ref=ntt_athr_dp_sr_1?_encoding=UTF8&field-author=Leam%20A.%20Craig&search-alias=books-uk&sort=relevancerank), [T. A. Gannon](http://www.amazon.co.uk/s/ref=ntt_athr_dp_sr_2?_encoding=UTF8&field-author=Theresa%20A.%20Gannon&search-alias=books-uk&sort=relevancerank), [L. Dixon](http://www.amazon.co.uk/s/ref=ntt_athr_dp_sr_3?_encoding=UTF8&field-author=Louise%20Dixon&search-alias=books-uk&sort=relevancerank) (Eds*) What Works in Offender Rehabilitation: An Evidence-Based Approach to Assessment and Treatment*

Tsakanikos, E. & McCarthy, J. (2014). *Handbook of Psychopathology in Intellectual Disability*. New York: Springer

1. **Learning and teaching methods**

Total contact hours: 25

Private study hours: 75

Total study hours: 100

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

Coursework essay (3000 words) – 80%

Coursework – online quiz (1 hour) – 20%

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* | *8.5* | *8.6* |  | *9.1* | *9.2* | *9.3* | *9.4* |  |  |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Private Study | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |  |
| Lectures (online or on campus) | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |  |
| Seminars online or on campus)/web-based forums | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Coursework – essay – 3000 words | **X** | **X** | **X** | **X** | **X** | **X** |  | **X** | **X** | **X** | **X** |  |  |
| Online quiz (1 hour) | **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

Accessible resources and curriculum: We will provide access to electronic resources that meet the minimum accessibility standards and will support the use of assistive technologies as best as possible, module outlines and reading lists will be made available at least four-weeks before the module starts, lecture slides will be available in an electronic format at least 24-hours in advance, and all lectures will be recorded and placed on Moodle.

Learning, teaching and assessment methods: We will provide lectures either online or on-campus. Group work will take place online or on-campus. Students who are deemed eligible to undertake an alternative assessment may be required to deliver a project or make another demonstration of ability where this is consistent with the learning outcomes. Alternative assessments may not always be possible where they conflict with the learning outcomes.

1. **Campus(es) or centre(s) where module will be delivered**

Canterbury and online

1. **Internationalisation**

The curriculum will include teaching about international systems of addressing criminal offending by people with intellectual and other developmental disabilities. Systems vary widely around the world and it is important that our students successful learn about differing international strategies for helping people with intellectual and other developmental disabilities who come into contact with criminal justice. As such, much of the research discussed within modules and during seminars will come from around the world. Further, we are offering our teaching online, as well as on campus, in order to potentially attract international students.

**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) |
| 27/01/2019 | Major | September 2019 | 6, 7,11, 12, 13, 14,15 | No |
|  |  |  |  |  |

Revised FSO Jan 2018