1. **Title of the module**

 TZ885 (TZRD8850) Placement in Intellectual and Developmental Disabilities and Forensic Issues

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 (e.g. Level 4, Level 5, Level 6 or Level 7)**

Level 7

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

60 credits (30 ECTS)

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

Throughout the year (full-time) or two years (part-time).

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

For all students on the MSc and Postgraduate Diploma in Intellectual and Developmental Disabilities and Forensic Issues all modules on the programme are co-requisites. The only exception is thatPostgraduate Diploma students are not required to complete the dissertation module.

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

MSc in Intellectual and Developmental Disabilities and Forensic Issues

Postgraduate Diploma 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. Conduct advanced and in-depth cognitive, emotional, and social assessments with individuals with intellectual and developmental disabilities (using carers as informants as well if necessary) and critically interpret the assessment results.
3. Demonstrate self-direction and originality in designing or selecting, and completing, other relevant forms of advanced and in-depth assessment for individuals with intellectual and developmental disabilities, including those requiring direct observations, rating scales and interviews, with managers, carers and service users.
4. Design original, advanced skill-building programmes for individuals with intellectual and developmental disabilities, monitor and assess participants’ progress.
5. Complete in-depth functional analyses and develop logical intervention plans for individuals with intellectual and developmental disabilities, based on these assessments, at the individual level.
6. Implement advanced intervention plans for individuals with intellectual and developmental disability, adjust plans as necessary and evaluate the outcome.
7. Critically assess the quality of care in services providing support for individuals with intellectual and developmental disabilities, employing a variety of techniques, including direct observations, rating scales and interviews
8. Complete in-depth quality of life assessments for individuals with intellectual and developmental disabilities, including by direct observations and interviews
9. Demonstrate the ability to design, implement and evaluate advanced and sophisticated interventions to improve the quality of care and/or quality of life at the individual and service level relating to individuals with intellectual and developmental disabilities
10. Complete in-depth and critical assessments of staff attitudes and staff training needs by a variety of methods, including providing novel insights aimed at delivering improvements for individuals with intellectual and developmental disabilities
11. Develop, deliver and evaluate advanced interventions and training programmes for staff working in learning disability services (and other relevant staff or carers)
12. **The intended generic learning outcomes.
On successfully completing the module students will be able to:**
13. Act in a professional and ethical manner in relation to service users and staff.
14. Identify, appreciate and constructively criticise service policies and procedures.
15. Challenge discriminatory practices and /or abusive practices where necessary.
16. **A synopsis of the curriculum**

All students will be required to work in one placement during their programme. They will be attached to a local clinical psychologist or psychological therapist in a secure unit or a forensic IDD team or a learning disability team which takes forensic cases. They will be required to complete both service level work and individual client-level work during the placement and will submit one report on each. The service-level work will involve assessing the quality of care of the service (or part of the service), helping the service to develop an actual plan to deal with issues raised, and monitoring the effect of their intervention. The clinical/client-level work will involve assessment and intervention for one client or a small group of clients. Typically, full–time (one-year) students will spend two days per week throughout the year on placement. Part-time (two-year) students will spend one day per week on placement throughout the two years.

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

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., Taylor, J.L & Sturmey P. (2004). *Offenders with Developmental Disabilities*. Chichester: Wiley.

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

Young, S, Kopelman, M. & Gudjonsson, G. (2009) *Forensic Neuropsychology in Practice*. Oxford: Oxford University press.

Readings from the academic modules will provide background knowledge for the placement.

1. **Learning and Teaching methods**Total contact hours: 90

Private study (inc Clinical assessments, interventions and other practical activities) hours: 510

Total study hours: 600 hours

 Total hours 600

This module’s objectives are primarily about the acquisition of professionally relevant practice skills. The placements provide students with practical experience in the various settings and they will acquire skills in assessing, intervening and evaluating individuals and services under the direction of the local supervisor, thus acquiring skills relating to the measurement of cognitive and emotional competencies, behaviour and cognitions, quality of care, analysis and interpretation of data, individual and group interventions, implementation and maintenance of change, effective negotiation and consultation, teamwork and project management.

Students will set placement plans at the start of the placement, to ensure that they obtain the experiences necessary for the course. These plans are reviewed regularly during the placement. Academic tutors provide advice in their regular tutorials with students about the practical work being carried out on placement and are available for consultation by local supervisors.

Students are expected to work on their placements throughout the year including outside of term-time. A local supervisor will supervise the placement and all students will receive supervision sessions from their local supervisor. University tutors will coordinate with students’ local supervisors twice per term to check on progress.

During the placement students are required to make presentations of aspects of their placement work to their fellow students and a member of academic staff. These processes of supervised practice with feedback assist students to constantly review and adapt their work as required.

1. **Assessment methods**
	1. Coursework:
		1. Coursework – report (4,000 words) - 50%
		2. Coursework – report (4,000 words) – 50%
		3. Supervisor report

All assessment has PASS/FAIL evaluation

**Two case/service reports**

Students will be expected to write reports of the work they do on placement. Many of these reports will be discussed with supervisors and will be used within the placement but will not be part of the formal assessment of the student’s competence. Formal assessment will consist of one report of 4,000 words on assessment and interventions with clients on placement and one report of 4,000 words on assessments and interventions at the service level on placement. Tizard staff will mark the two reports.

**Supervisor’s Evaluation**

After each placement, local supervisors will evaluate student’s professional work and behaviour on placement (pass or fail) and also complete a placement report summarising the student’s work on placement and commenting on their competence (in the tasks outlined above) and their behaviour (e.g., reliability, time-keeping, enthusiasm, ability to get on with colleagues, etc.) on placement.

These assessment methods allow evaluation of all aspects of the student’s professionally relevant practice skills and contribute to student learning by ensuring that they are aware that passing the programme requires acquisition of practice skills as well as academic knowledge.

* 1. Reassessment
		1. 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* | *8.9* | *8.10* | *9.1* | *9.2* | *9.3* |
| **Learning/ teaching method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| **Private study**  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  | 🗸 |  |
| **Clinical/practical activities on placement** | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| **Supervision and group presentations** | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| **Assessment method** |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Case report | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |  |  |  |  |  | 🗸 | 🗸 | 🗸 |
| Service report |  |  |  |  |  | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |
| Supervisor report | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 | 🗸 |

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 module is taught in a global context and the range of research and presentation skills will be developed that are applicable to international contexts.

**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) |
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| Updated by SSPSSR into CMA compliant format December 2018 |